

2026

Enrolment Information Years 7-12

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

Locked Bag 5000, POTTS POINT NSW 1335

Phone: 9383 0200

Website: <https://sydneyh-d.schools.nsw.gov.au>

Email: sydneyh-d.school@det.nsw.edu.au

Revised 25 July 2025



Sydney Distance Education High School



Table of Contents

Enrolment.....	3
Distance Education Enrolment Procedures.....	3
Student Attendance	5
Supervisor’s Role	6
Resolution and Appeal Procedures	6
Essential information	7
Guide for Students and Supervisors	10
Applying to enrol	11
2.2 - Students who are geographically isolated	11
2.5 - Students with a medical condition.....	12
2.6 - Pregnant students and/or young parents without appropriate local provision.....	13
2.7 - Vocationally talented students	14
2.8 - Students with additional learning and support needs.....	18
2.9 - Students with significant support needs – short term provisions	19
2.10 - Students in extraordinary circumstances	20
4.0 – Accessing curriculum provisions for specialist settings.....	21
Definitions	22
Distance Education – Student Transition Management Plan	24
School location and map	27

Enrolment

The NSW Department of Education offers distance education to eligible students living in NSW:

- who are geographically isolated
- whose special circumstances prevent them from attending school regularly
- who are unable to access appropriate curriculum in their local school.

The department needs to determine that distance education is the most appropriate provision of education for that student.

Applying for full-time enrolment in distance education

To be eligible to apply for full-time enrolment, students must:

- be eligible to enrol in a NSW public school
- meet the criteria in one of the enrolment categories outlined in the enrolment categories for distance education.

Enrolment will only be considered when distance education is the most appropriate provision for the student after consideration of all known circumstances. All other department supports should be explored before seeking enrolment in distance education.

The current Distance Education Procedures are available on the NSW Department of Education website [Enrolment in Distance Education Procedures](#).

Students with a confirmed moderate or severe intellectual disability require the specialised distance education mode of delivery provided by The Sir Eric Woodward 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 **specialist 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 specialist settings 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 supporting 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, parents and carers share responsibility for promoting regular attendance.

The NSW Department of Education [School Attendance Policy](#) requires that Principals of NSW government schools ensure:

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

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

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

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

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

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

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

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

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

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

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Student Attendance_New DE Procedures.docx

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 complete the Launchpad Student Induction Program on elearning 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
- sign the Supervisor's Agreement.

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 *Your Feedback*.

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.

HSC students transferring to SDEHS after 30 June in the HSC exam year

- HSC students transferring after 30 June are considered students of the previous school.
- These students are considered to be 'studying elsewhere' in Schools Online, and cannot commence studying new HSC courses, with the exception of entering Mathematics Advanced when discontinuing Mathematics Extension 2.
- Schools with outgoing HSC students transferring to another NSW school after 30 June in the year of the HSC exam must submit school-based assessment data to NESA in Schools Online.
- Schools with incoming transfers after 30 June may need to liaise with the student's previous school to ensure the school-based assessment data is submitted in Schools Online.

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.

Transfers that occur in Term 3, Year 11

- the previous school retains responsibility for submitting grades and/or Life Skills outcomes.
 - If the previous school is unable to enter the transferring student's grades and/or Life Skills outcomes in Schools Online, the previous school must liaise with the student's new school to ensure grades/and or Life Skills outcomes are entered.
- the new school must provide the previous school with the student's achievement of the syllabus outcomes assessed and/or Life Skills outcomes achieved while at the new school.
- the new school must finalise outcomes for VET course competencies undertaken at the new school.

Year 10 students

Year 10 students enrolling at SDEHS after Week 1 Term 3 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.

Transfers that occur after the end of Term 2, Year 10

The previous school with students transferring to SDEHS are responsible (where applicable) for:

- providing to the student's new school, the outgoing student's **grades** for any Stage 5 courses satisfactorily completed
- providing to the student's new school, and/or submitting the outgoing student's Preliminary **grades** in Schools Online
- providing to the student's new school, and/or submitting the outgoing student's HSC school-based assessment data in Schools Online
- providing to the student's new school, and/or submitting the outgoing student's Life Skills course outcomes achieved
- finalising the outgoing student's VET course competency outcomes in Schools Online.

Please refer to the NESA ACE rules for further information.

Transferring, withdrawing, and entering students | NSW Curriculum | NSW Education Standards Authority

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 2026 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
 - Assistance for Isolated Children (AIC)
 - Vaccinations: Year 7 and Year 10
- Learning by distance education
 - Years 7-10
 - Years 11-12
- Your responsibilities
 - Communication with your teachers
 - elearning
 - Group web lessons
 - Study days
- Assessments and examinations
 - Years 7-9
 - Years 10-12
- Reports
- Student attendance
- Leaving the school
- 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
- Sample Course Outline
- Student's timetable
- Information about Online Services
- Consent to the third-party software for educational use
- Student emails and DoE portal accounts
- Computer advice
- SDEHS Student Use of Digital Devices and Online Services Procedures
- Vaccination for students

Category 2.2 – Students who are geographically isolated

Applies to primary and secondary students. Applications must comply with the conditions set out below.

Applications for geographically isolated students

Applications must comply with the procedures for [Enrolment in K-12](#) and include evidence that the student meets **one** of the following conditions:

- the distance between home and the nearest government school is 48 kilometres or more
- a primary school student for whom the distance between home and transport pickup point is 3 kilometres or more and the nearest government primary school is 16 kilometres from the transport pickup point, with a journey time that regularly exceeds 60 minutes each way to access that school
- a secondary school student for whom the distance between home and the transport pickup point is 5 kilometres or more and the nearest government high school is 16 kilometres from the transport pickup point, with a journey time that regularly exceeds 90 minutes each way to access that school (primary school students continuing in distance education as they transition to a secondary setting, do not need to meet this condition)
- adverse travel conditions such as impassable roads prevent reasonable access to an appropriate government school for at least 20 school days in a school year.

Examples of evidence may include supporting documentation of the student's circumstances, such as distance from the local school and distance from the student's home to the nearest transport pickup point or school or council road conditions reports.

Make enquiries to the principal of the linked distance education school. Refer to [Distance education](#) for contact information.

Category 2.5 – Students with a medical condition – short term provision

For students with a medical condition, requiring an assessment or treatment protocol that prevents regular attendance at their local school. The local school must explore all support options in consultation with Team Around a School. Applications must comply with the conditions set out below.

Applications for students with a medical condition

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

The principal of the distance education school should seek background information about a student's medical condition from the student's previous school and Team Around a School.

Applications must comply with the procedures for [Enrolment in K-12](#) and include a letter from the student's specialist with expertise in the medical condition, outlining the student's condition and the treatment protocol that impacts on their ability to attend school.

The department may seek independent advice to confirm that distance education is, and continues to be, the most appropriate provision for the student.

Make enquiries to the principal of the linked distance education school. Refer to [Distance education](#) for contact information.

Category 2.6 – Pregnant students and/or young parents without appropriate local provision

For pregnant students and/or young parents who are unable to regularly attend their local school. The local school must explore all available options in consultation with Team Around a School before seeking enrolment in distance education. Applications must comply with the conditions set out below.

Applications for pregnant students and/or young parents without appropriate local provision

Enrolment is available for up to 200 school days (one school year) or extended to the completion of the next stage of learning after the development of a comprehensive case management plan.

Applications must comply with the procedures for [Enrolment in K-12](#) and include a medical certificate confirming the pregnancy, or the child's birth certificate.

Make enquiries to the principal of the linked distance education school. Refer to [Distance education](#) for contact information.

Category 2.7 – Vocationally talented students

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

Vocationally talented students may apply to the appropriate distance education school for enrolment in one of 3 categories, as outlined below:

2.7.1 Employment in the entertainment industry

2.7.2 Elite level participation in performing arts

2.7.3 Elite level participation in sport

Applications must comply with the conditions set out below.

Applications for vocationally talented students

The local school should explore all options, including exemption from attendance at school, in consultation with Team Around a School before seeking enrolment.

Students who have been accepted or enrolled in a department selective high school or other identified department talent development programs within the last 12 months, are not eligible for this provision.

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

Applicants must provide documented and certified evidence that the employment in entertainment or elite-level participation in arts or sports keeps them from attending their local school for more than 50 school days (one term) a year.

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

Applications must comply with the procedures for [Enrolment in K-12](#), and include a statutory declaration from the parent or carer that provides:

- details of the employment obligations, copy of the employment contract 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 education
- an outline of arrangements for supervising student's schoolwork and regular liaison between the student and staff at the distance education school.

Additional information: Department of Education

2.7.3 Elite level participation in sport – the evidence must be supported in writing annually by a representative of the highest Australian national governing body in connection with the student's sporting commitment.

Attendance at a sporting or performing arts institution – when the student will be participating at an elite level at an institution, the organisation must provide evidence including:

- the organisation's name and purposes
- how it meets requirements for child protection and other risk management procedures
- selection procedures
- the student's program with an indication of when distance learning will be scheduled each day
- 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).

In the case of dance, Sydney Distance Education High School can provide information on relevant dance accreditation considered in this category.

Principal endorsement – the principal of the student's current school must review the associated evidence and provide a statement on the enrolment application. The statement must articulate:

- any program adjustments made to cater for the talented nature of the student
- that the student is operating at an elite level and the commitment is such that a regular school could not cater for this commitment through program adjustments including exemption from attendance at school.

Regular review – the distance education school must conduct a review of each student in this category at least every 12 months or when there is a significant change to student circumstances in consultation with Team Around a School.

Make enquiries to the principal of the linked distance education school. Refer to Distance education for contact information.

Additional information: Sydney Distance Education High School

2.7.2 Elite level participation in performing arts

Performing Arts: Ballet – Sydney Distance Education High School Requirements

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.

Performing Arts: Other, for example dance, music and drama – Sydney Distance Education High School Requirements

Students **must** have been recognised or accredited in a national or international context.

Performing Arts – institution (for each application)

In addition to the Department of Education additional information, parents or carers must provide evidence of the criteria used to assess the student's elite participation in performing arts, such as:

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

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.

The Sydney Distance Education High School requirements for Performing Arts are consistent with the requirements for Sport where: "The evidence must be supported in writing annually by a representative of the highest Australian national governing body in connection with the student's sporting commitment." See 2.7.3.

It is also important to note, as indicated in the Category 2.7 section above: "The local school should explore all options, including exemption from attendance at school, in consultation with Team Around a School before seeking enrolment." This may include, when appropriate, application for a Department of Education Performing Arts High School.

It is also important to note that, as indicated above: "... this provision is targeted at elite participation." At Sydney Distance Education High School, enrolment is based not on high potential but on actual performance at an elite level, formally recognised at a national or international level.

2.7.3 Elite level participation in sport

Sport – institution

In addition to the Department of Education additional information (above), parents or carers must provide evidence of the criteria used to assess the student's elite participation in sport, such as:

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

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

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 for each year of enrolment.

Category 2.8 – Students 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 regularly, or there is no local provision to meet their learning needs. Applications must comply with the conditions set out below.

Application for students with additional learning and support needs

The local government school will initiate an application through the access request process. Team Around a School will provide support and advice on access to a range of support provisions and enrolment options for students with additional learning and support needs in consultation with the parent or carer.

A distance education enrolment may be recommended when ALL the following apply, and evidence is included as an attachment in the access request:

- the student has a disability confirmation
- the local school cannot meet the student's educational needs with access to the available school, community, and state resources
- the distance education provision is the most appropriate enrolment
- documented evidence of intervention strategies implemented at the current school and assessment of the impact of these interventions
- Appendix A (refer to definitions) has been attached to the access request.

The distance education school must conduct a review of each student in this category at least every 12 months or when there is a significant change to student circumstances in consultation with Team Around a School.

Make enquiries to the principal of the local government school.

Category 2.9 – Students with significant support needs – short term provision

For students for whom evidence indicates that they cannot attend their local government school regularly. 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 their participation in further education or employment. The enrolment period should be planned to be completed within 200 school days (one school year). Applications must comply with the conditions set out below.

Application for students with significant support needs – short-term provision

The local government school will initiate an application through the access request process. Team Around a School will provide support and advice on access to a range of support provisions and enrolment options for students with significant support needs in consultation with the parent or carer.

A distance education enrolment may be recommended when ALL the following apply, and evidence is included as an attachment in the access request:

- the local school cannot meet the student's educational needs with access to the available school, community, and state resources
- the distance education provision is the most appropriate enrolment
- documented evidence of intervention strategies implemented at the current school and assessment of the impact of these interventions
- Appendix A (refer to definitions) has been attached to the access request
- A Transition Management Plan from the local public school must be provided as a condition of enrolment (see possible template included in this document).

While the student attends distance education, strong links will be maintained with the local school. The local school will arrange a transition review with the distance education school in consultation with Team Around a School at least 3 months before the end of the enrolment period.

Make enquiries to the principal of the local public school.

Category 2.10 – Students in extraordinary circumstances

This category is designed to meet unforeseen and unique circumstances.

NSW Government schools ensure inclusive teaching practices that recognise and value the backgrounds of all students and promote an open and tolerant attitude towards diverse cultures, languages, religions, and world views. For this reason, this category cannot be used where these are the only justification for the request. Applications must comply with the conditions set out below.

Application for students in extraordinary circumstances

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.

The local school must contact Specialist Programs Team to discuss enrolments in this category.

The enrolment must be approved by the local Director, Educational Leadership, the Director, Delivery Support or the Director Educational Support and Rural Initiatives. This approval will indicate the enrolment duration, review dates and the specific conditions of the enrolment.

Enrolment at the distance education school proceeds after the distance education school receives the director's signed letter outlining the conditions of enrolment.

During the enrolment, the Specialist Program Team will provide ongoing advice, guidance and support to Executive Directors, Directors, Team Around a School and the distance education school.

Make enquiries to the principal of the local public school.

Category 4 – Accessing curriculum provision for specialist setting

Specialist settings such as schools for specific purposes (SSPs) and schools located in youth justice centres, may request curriculum access provision by a distance education school if the setting is unable to provide curriculum access for students in a key learning area at an appropriate stage level through any other means.

Specialist settings and curriculum access provision – numbers 4.1 to 4.2

Table 4 Specialist settings and curriculum access provision

No.	Specialist settings	Explanation
4.1	Schools for specific purposes	<p>On application, schools must provide documented evidence they cannot provide curriculum access for the nominated student to a subject at an appropriate stage level through any arrangement other than distance education and details of the student's personal learning plan or transition plan.</p> <p>All applications must be endorsed by their Director, Educational Leadership and made by the principal of the school for specific purposes to the distance education school directly.</p> <p>Additional Information: Sydney Distance Education High School</p> <ul style="list-style-type: none"> • SDEHS 7-12 Enrolment Application Form • Signed Supplement by the Director Educational Leadership • Behaviour/Risk Management Plan • PLSP/Learning Plan • Disability Confirmation Sheet (optional) • Access Request (optional)
4.2	Schools within youth justice centres	<p>Schools within approved youth justice centres may be considered for curriculum access provision through Sydney Distance Education High School. This provision must be focused on supporting single subject curriculum access from Stage 5.</p> <p>Curriculum access arrangements for students in these specialist settings must comply with safety and security requirements and other conditions determined by Youth Justice. This may include curriculum adjustments and restrictions on students' access to the internet and electronic communications.</p> <p>The principal of Sydney Distance Education High School and the principal of the school within the youth justice centre are responsible for communicating specific requirements and resolving any issues about a student's enrolment.</p> <p>Additional Information: Sydney Distance Education High School</p> <ul style="list-style-type: none"> • SYJC Enrolment Application Form • Signed Supplement by the SYJC School Principal • PLSP/Learning Plan (if available)

Definitions

Term	Definition
Accessibility/Remoteness Index of Australia (ARIA+)	Accessibility/Remoteness Index of Australia (ARIA+)
Access request	A document submitted by a local school with parental input, to apply for integration funding, distance education or a support class placement.
Appendix A	A declaration by the principal as part of the distance education access request application that they have no knowledge of current child protection concerns for the student.
Assessment Certification Examination	Assessment Certification Examination (ACE) provides current, easily accessible information to principals, teachers, parents and students about the rules and procedures set by NSW Education Standards Authority (NESA) for secondary education in NSW.
Census school	School in which the student is enrolled.
Child Wellbeing Unit	Provides support and advice to department employees for responding to and/or reporting child protection concerns.
Disability confirmation	The department-specified disability criteria that must be met for students to be confirmed as eligible for consideration for access to specialist support services.
Full-time enrolment	Student is studying the minimum workload as outlined in Part 3 of the <i>Education Act 1990</i> .
Home learning environment	The designated location in which the student will complete their distance education coursework.
Host school	The school a student attends for a specific time or purpose while enrolled at a census school.
Local school	The school that the student is entitled to enrol in based on being eligible to attend the school and residing within that school's local intake area.
NSW Government schools, government schools or public schools	A school operating under the NSW Department of Education authority.
Registered school	An educational institution that has been officially recognised and authorised to operate by the NSW Education Standards Authority (NESA).
Single course	Single course and curriculum access provisions enable students to meet the mandatory requirements of both the department and NESA in Stages 5 and 6.
Specialist Programs Team	Provides statewide leadership, management and coordination of services, programs and initiatives supporting learning and wellbeing for students with highly complex needs.
Statutory declaration	A written statement that a person swears, affirms or declares to be true in the presence of an authorised witness, and is supported by documentary evidence.

Term	Definition
Supervisor	The person who has day-to-day contact with the student who is undertaking distance education. Supervisors are frequently the parents of children studying through distance education and are required to work with teachers to support students undertaking their learning programs.
Team Around a School	The 'Team Around a School' model is a method of coordinating multidisciplinary support for students with additional learning or wellbeing needs. It provides a structure for collaboration and coordination between schools and support staff.

Distance Education – Student Transition Management Plan

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. Distance education is a provision offered by the NSW Department of Education and if that provision is not proving to be successful, the student will need to return to their local school or another registered education provider. The enrolment period should be planned to be completed within 200 school days (one school year).

1 Student Details			
Full Name		NESA number <i>(Students in Years 10, 11 and 12)</i>	
Enrolled School		Year Level	
Expected SDEHS commencement Date		Actual SDEHS commencement date	

2 Transition Team Details <i>Include the name and contact numbers of the key people involved with the plan.</i>		
Name	Role <i>These are some suggestions</i>	Phone
	DP	
	HT Wellbeing	
	HT Admin Fulltime Enrolments SDEHS	
	HT Welfare SDEHS	
	Parents	
	Psychologist	

Date of plan commencement: Click or tap to enter a date.

3 Background and Context for Transition Plan
What has led to the student applying for distance education under category 2.9?

Distance Education – Student Transition Management Plan

4 Transition Goal: *Category 2.9 has a 200 day limit. What is going to happen at the end of that 200 days?*

5 Transition Plan: *With the 200 day limit in mind, how is the student going to be supported through this transition?*

Outline the transition plan details. This may include but is not limited to: school visits, meetings, special events, attendance for some classes (practical components of Art, PE or Science), enrolment requirements, training, referrals, pre-transition planning and post transition follow up.

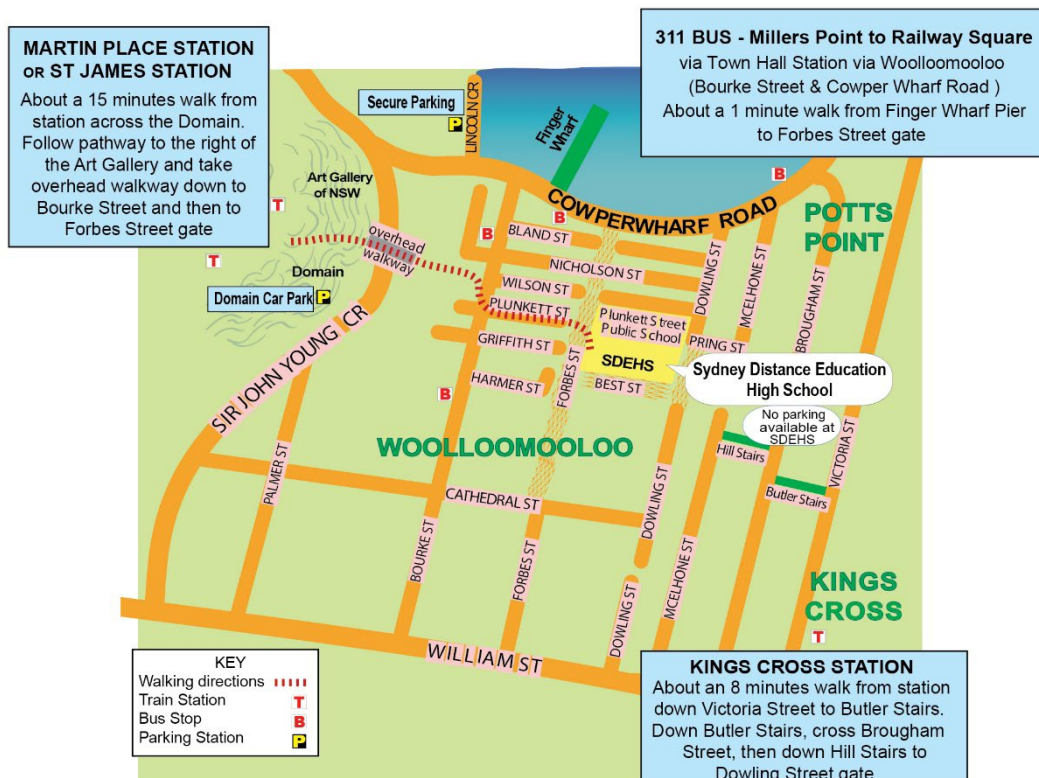
Task	Details	Responsible Officer	Timeline/notes
Submit Access Request to Panel			
Commence distance education			
Engage with distance education material			
First term of enrolment review meeting			
Transition back to school			
Second term of enrolment review meeting			
Transition back to school			
Third term of enrolment review meeting			
Transition review with the distance education school in consultation with Team Around a School at least 3 months before the end of the enrolment period.			
Transition back to school			

Distance Education – Student Transition Management Plan

6	Agreement <i>(From section 2 above)</i>		
Name	Role	Signature	Date
	Parent		
	Parent		
	Head Teacher Wellbeing		
	Deputy Principal		

Making your way to Sydney Distance Education High School

Sydney Distance Education High School shares a site with Plunkett Street Public School in Woolloomooloo.



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 Road to via Town Hall to Millers Point). For a quicker bus journey, you can also board the bus at stops on Park Street near Sydney Town Hall Station.

For up to date details on bus and train timetables call 131 500 or visit the Transport NSW website <http://www.transportnsw.info/>

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 the Wilson Car Park in Lincoln and Young Street (off Cowper Wharf Road). The school has one parking spot that may be used for disabled parking, when notice is given, if it is not already being used by someone else for disabled parking.

Please register at Reception on arrival

