2024
Single Course Provision Information Handbook

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Phone: 9383 0200
Website: https://sydneyh-d.schools.nsw.gov.au
Email: sydneyh-d.school@det.nsw.edu.au

- *Refer to our website for the most recent version of our documentation*
- *Please download applications from our website as needed*
- *Schools should retain this Information Handbook as a reference*

Revised 25 August 2023

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Sydney Distance Education High School

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What are the benefits of studying by distance education?

Studying by distance education enables students to:

- select courses of interest or necessity which are unavailable in the home or host school

- fit their study into existing school timetables and work at their own pace in their own time

- have direct contact with teachers by email, phone and post

- be visited by teachers in their school where appropriate eg supervisor of major HSC works

- attend study days, seminars and excursions to provide contact with other students

- borrow excellent resources from an extensive library which includes books, videos, CD ROMs, music CDs, audio books and pamphlets.

If you have any questions contact the school (Phone 9383 0200) and ask to speak to the person responsible for single course applications at our school.

You can also email: sydneyh-d.school@det.nsw.edu.au

Please refer to our website for the latest version of this document.

Contents

Distance Education Enrolment Procedures

The Department of Education *Distance Education Enrolment Procedures* document is on our school website under Enrolment Information.

Years 9-12 Curriculum Access at Sydney Distance Education High School

Single course provision is available as a service to schools that cannot provide the necessary breadth and flexibility of curriculum and where a local solution such as a connected classroom with another local school is not available.

Home schools may request single course provision from the distance education school to expand their curriculum to allow their student to meet the minimum curriculum requirements for Stage 5 or the pattern of study requirements for Stage 6 as required by the NESA for registration. **Students exceeding the minimum curriculum or pattern of study** for their stage are not eligible for this provision.

The home school is requesting the distance education school to augment their curriculum pattern to allow their student to meet the minimum requirements to attain Higher School Certification. **In providing single course access, the relationship is strictly between the home school and the distance education school providing the curriculum requested. All aspects of the enrolment must be assessed and managed by the home school, not the parent/carer.**

The home school works in partnership with the distance education school. The home school remains responsible for the student's attendance, communication with parents/carers, welfare and the resources necessary to maintain a quality learning environment.

The Principal of the distance education school approves the provision of single courses.

Schools may request single course provision in the specific circumstances outlined in this section.

Single course applications are limited by a quota based on the size and capacity of the school to deliver a broad curriculum from its own resources.

Who can apply

Any student who cannot study the course they want in their school (a NSW fully funded public school or other educational providers) can apply for single course provision. Approval is subject to the conditions described in the Distance Education Guidelines issued by NSW Department of Education. These Guidelines are on our website.

Common requirements for single course provision

Single course provision will be considered only when the home school Principal certifies that:

- the student meets all eligibility conditions of the selected course

- the student is capable of working independently

- the student's school will provide the distance education school with relevant information on current learning adjustments, requirements for learning support provisions, and evidence for the Nationally Consistent Collection of Data (NCCD)

- **a member of the teaching staff at the home school has been nominated to supervise the study arrangements of single-course students, including assignments, formal examinations and assessment tasks**

- **where possible the supervisor should be a teacher.**

- students will be allocated the prescribed time to study single courses, including daily study/work periods and times when distance education teachers can contact students

- procedures will be in place to ensure that students regularly return work and complete all tasks including assignments, formal examinations and assessments

- students are informed that they are required to return work each week or to meet alternative minimum standards set by the distance education school or centre

- where required, students will be provided with resources such as printing, textbooks, reference materials, access to a telephone, computer, Internet access, video conferencing and audio equipment, that meet the Department's current specifications

- students will send and receive emails from the Department's student portal

- students have access to and use of supervised specialist rooms as required

- procedures will be in place to ensure that parental/carer permission is obtained for students to attend activities arranged by the distance education school and that the home school will carry out risk assessments related to these activities

- a suitable and safe work placement for any vocational education and training course is possible

- All Sydney Distance Education High School assessment policies and procedures will be complied with. 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

- access to a suitable venue and supervision for NSW Education Standards Authority (NESA) examinations is available

- It is the home school's responsibility to apply for NESA Disability Provisions if required and that the student's supervisor will communicate any approved NESA Disability Provisions directly to the SDEHS subject teacher. There is an expectation that any Personalised Learning and Support Plans will be communicated in the same manner.

Annual quota applying to new applications

Schools have maximum flexibility within the parameters of the annual quota. For example, students can be included in more than one course, or schools can fill their annual quota in a single course.

Schools other than schools for specific purposes (SSPs) or educational training units seeking single course provision for students can forward a maximum number of new applications per annum according to the following schedule:

Total Secondary School Enrolment	New applications per annum
300 or fewer	15
301 to 500	9
more than 500	6

Specialist Settings (DoE only)

Specialist settings attached to other schools, such as tutorial centres and support classes, should make their requests for curriculum support to their host school. If the host school cannot provide the necessary levels of support, the Principal can apply for single course provision on behalf of the specialist setting within the existing quota.

The Principal of the special placement setting must certify:

- as far as practical the setting will meet the common requirements for single course enrolment as listed earlier in this document

- they cannot provide curriculum access for the nominated student to a subject at an appropriate stage level through any arrangement other than distance education.

Applications for curriculum access to support schools for specific purposes must include:

- the name of the individual student who will be supported through the curriculum access arrangement

- the student's Personal Learning Plan or transition plan

- details of any other state or school resources allocated to the support of the student.

This information will assist in ensuring the effective use of resources and will support transition planning.

All applications must be endorsed by the Director, Educational Leadership who will record and monitor the use of this provision.

Years 9-12 Single Course Provision Procedures

Applications where the quota applies

Schools requiring access to an elective course in Years 9 and 10

When a school requests access to an elective course for a student in Year 9 or 10, it replaces a school delivered elective course. Courses studied by a student should not exceed the equivalent of seven 200 hour courses.

Schools accessing courses to meet NESA minimum requirements for the HSC

The maximum number of units studied by a student including the distance education course, must not exceed **13 units in Year 11** and **11 units in Year 12**.

Students completing study of a course at the end of Stage 5 (Year 10) are not considered to be continuing their study of the same course for Year 11. Therefore these students count as part of each school's annual quota for new applications.

Schools accessing courses to meet the needs of students with special circumstances

When the Principal can establish that a student's special circumstances require access to distance education, the Principal can apply for single course provision with accompanying documentary evidence to substantiate their application.

Schools requiring flexible curriculum to facilitate acceleration

When a school requests access to a subject for acceleration purposes, they must provide evidence of a rigorous identification and school-based management program before applying for distance education.

Applications where an accelerated course of study applies

The home school Principal's Statement of Support for Accelerated Students on the *Single Course Application Form*, requires the Principal to endorse that the student has the appropriate level of maturity and emotional readiness to participate successfully in the accelerated course.

Once the application has been received the Deputy Principal and Head Teacher responsible for the course collect and review documentary evidence.

The Deputy Principal and Head Teacher assess that the student has the skills and background knowledge to meet the outcomes at the accelerated level in accordance with the policies and guidelines below.

- *High potential and gifted education*, available online at https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education

- *Advice for acceleration in Stages 5 and 6*, NSW Education Standards Authority (NESA), available online at https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/official-notices/official-notices-detail/official-notice-new-advice-regarding-acceleration-in-stages-5-and-6

- It is the home school's responsibility to apply for NESA Disability Provisions if required and of the student's supervisor to communicate any approved NESA Disability Provisions directly to the SDEHS subject teacher. There is an expectation that any Personalised Learning and Support Plans will be communicated in the same manner.

Applications not subject to quota

School Principals who seek distance education single course provision for students in the following circumstances must provide a statement justifying the application.

Applications not subject to quota may not include a course offered at that year level by the home school.

Students whose study has been interrupted by transfer to another school

Students who are committed to the study of a course in Stage 5 or Stage 6 whose study has been interrupted by transfer to another school, may have an application made on their behalf by the Principal of the new school. Applications for single course provision for these students should be made as soon as possible after the student arrives at the new school. This provision may include students who are temporarily attending a NSW secondary school while on a recognised exchange program.

Schools requiring access for students with confirmed disabilities

Students unable to undertake a course of study at their school because their disability restricts their access to specialist teaching areas or facilities can have the Principal of their school make an application for single course provision on their behalf.

Full-fee-paying overseas students currently enrolled in a NSW fully funded public school or other educational provider

NSW fully funded public schools or other educational providers that have enrolled full-fee-paying overseas students can apply for single course provision to meet the needs of these students.

The application should explain why the home school cannot provide for the student.

Specific single subject languages for small cohorts

Consideration for out-of-quota placements will only be accepted for small numbers of students and will not include a subject offered at that year level by the home school. The Principal of the home school must provide evidence to the distance education school that they cannot provide access to language subjects in any other way than distance education. Consideration for provision outside-of-quota will not be considered after the date when all enrolments are finalised.

Vocational education and training in remote schools

Students in remote schools with a current ARIA+ ranking greater than or equal to 2.4 who wish to study a vocational education and training (VET) subject that contributes towards the HSC can have the Principal of their school make an application for single subject provision on their behalf.

Students in exceptional circumstances

This category is designed to meet unforeseen and extraordinary circumstances not identified elsewhere in this document.

Schools should provide their request for consideration to their Director Educational Leadership. Other educational providers should provide their request for consideration to the Director Secondary Education.

Distance Education **Exceptional Circumstances** **Single Course Provision** **for NSW fully funded public schools**

This category is designed to meet unforeseen and exceptional circumstances not identified in the Single Course Provision Information Handbook. Principals of home or host schools who seek single course provision to meet unforeseen and extraordinary circumstances not identified in the *Distance Education Enrolment Procedures* must provide a statement outlining these circumstances and provide their request for consideration to their Director Educational Leadership.
Director Educational Leadership
The Director Education Leadership will consider: • policies or procedures have been followed • the educational and/or welfare needs of the student cannot be met by the home or host school • there are no other ways the home or host school can provide the subject requested (eg through a connected classroom arrangement) • the distance education school is the most appropriate option.

Exceptional Circumstances **Single Course Provision** **for other educational providers**

Students with unforeseen and unique circumstances
This category is designed to meet unforeseen and exceptional circumstances not identified in the Single Course Provision Information Handbook. Principals of home or host schools who seek single course provision to meet unforeseen and extraordinary circumstances please be directed to section 3.2.6 of the *Distance Education Enrolment Procedures*. Contact Rural and Distance Education rde@det.nsw.edu.au

Application closing dates

Applications from both NSW fully funded public schools and other educational providers should be received at the distance education school by **Wednesday 8 November 2023** for the following year and must be finalised by **Thursday 15 February 2024**.

Applications for students beginning a Year 12 course should be made by the end of **Term 3, Friday 22 September 2023**.

Applications will be considered finalised if they are received by **Thursday 15 February 2024**, fully complete, with payment already made.

Applications that are still incomplete by **COB Thursday 15 February 2024** will be deemed late and must be sent as an exceptional circumstance to a Director Educational Leadership for NSW fully funded public school. Other educational providers must contact Rural and Distance Education **rde@det.nsw.edu.au**

Where to apply

Applications are made by the Principal of the home school. The Principal will determine if the student meets the guidelines for single course provision at Sydney Distance Education High School before sending the application.

The distance education schools, including the NSW School of Languages, have designated intake areas. Schools seeking single course enrolment are advised to contact the closest secondary distance education school, listed below, to seek advice about their designated intake areas.

The full range of distance education services may not be available at schools outside the designated intake area. In particular, opportunities related to face-to-face programs may be restricted due to the impact of greater distance.

Distance education schools

K-12 distance education schools

Dubbo School of Distance Education (including preschool)
T: 02 5804 7000
https://dubbo-d.schools.nsw.gov.au/

Finigan School of Distance Education
T: 02 6210 5200
https://finigan-d.schools.nsw.gov.au/

Sir Eric Woodward Memorial School – Distance Education Support Unit
T: 02 9988 0677
https://sirericwoo-s.schools.nsw.gov.au/

Southern Cross School of Distance Education
T: 02 6681 0300
https://sthcrossc-d.schools.nsw.gov.au/

Secondary distance education schools:

NSW School of Languages
T: 02 9381 4800
https://nswschoollang.schools.nsw.gov.au/

Camden Haven High School
T: 02 6556 8200
https://camdenhave-h.schools.nsw.gov.au/

Sydney Distance Education High School
T: 02 9383 0200
https://sydneyh-d.schools.nsw.gov.au/

Course Access Fees for 2024

Important information

- All schools will pay a contribution fee for each student accessing distance education that reflects the staffing cost of this provision and course fees.

- NSW fully funded public schools contribute to the staffing costs of a student accessing distance education through the staffing system.

- On application for access to a distance education single course, a student's education provider will be responsible for all costs as published by the zoned distance education provider.

- The distance education provider will not accept fees directly from parents/carers.

- The NSW Department of Education does not determine whether schools will meet the course costs or pass them on to the parents/carers.

- Fees for access to single course distance education will be reviewed annually and are subject to change.

- Additional course costs may be incurred for courses with practical work as a course component and are set by the distance education school.

- When the home education provider, parents/carers and students have completed the distance education single course application found on the distance education school webpage, the student's home education provider will transfer funds to the distance education school.

Please consider this information before applying for access to distance education single courses.

Course access fees for NSW fully funded public schools

Enrolment	Cost
New enrolments in Year 9 and Year 11	**$230** (2 years)*

> *** Each enrolment must pay for 2 years. If a student does not continue the second year of the course $115 will be refunded on the submission of the SDEHS Intention Notice, or withdrawal before the commencement of the second year. No further refund will be provided once course materials have been issued.**

New enrolments in Year 10 and Year 12	**$115** (1 year)

- **Yearly course access fees for NSW fully funded public schools are non-refundable if a student discontinues the course after enrolment.**

- **If a NSW fully funded public school chooses to pass on the cost to the student's family rather than pay from the school budget, the cost is treated as a Voluntary School Contribution in line with the NSW Department of Education's Policy.**

> The enrolment application must be accompanied by a copy of your school's interschool journal advising payment to Sydney Distance Education High School. **Please be aware that applications cannot be finalised and the student will not be enrolled until an interschool journal from the home school has been received.**

Additional course costs may be required during the year for some courses, particularly for courses that have practical work as a course component. Please refer to *Courses Available* for details.

Interschool journal details:

School code	8587 (Sydney Distance Education High School)
GL Account	401670
Internal Order	2001012688
Funds	6300
Cost Centre	68587101
Tax Code:	S5
Description	Single Course Fee – new student 2024
Notes *(please enter)*	[Your School Name]
	[Student's surname}, {Student's first name} – [Year] [Course name]

Course access fees for other educational providers

Enrolment or continuing enrolment in year	Cost	
Year 11 and Year 12	**$800**	(1 year)
Each 1 Unit course	**$400**	(1 year)
Years 9 and Year 10	**$340**	(1 year)

Additional course costs may be incurred for courses with practical components. If the student discontinues the course, the fee will not be refunded. Please refer to *Courses Available* for details.

Other educational providers will be issued with a tax invoice from the NSW Department of Education on behalf of Sydney Distance Education High School. This will advise the provider how the fees can be paid.

NSW fully funded public schools will have a staffing reduction applied for students accessing distance education. All other educational providers, such as non-government schools, schools in the ACT and TAFE will be charged a fee that represents a contribution to the staffing reduction incurred by the NSW fully funded public school. On application for single course provision, a student's home school will be responsible for all costs as outlined in the schedules published by the relevant distance education school. Fees will not be accepted directly from parents/carers.

Fees for access to single course distance education will be set annually. The Department of Education does not determine whether other educational providers will meet the course costs or pass them on to the parents/carers.

Refund Policy

If a student discontinues the course …	Amount refundable
Within 1 term	75%
Within 2 terms	50%
After more than 2 terms	Non refundable

Pro-rata adjustments for refunds

Years 11–12	Refund	Years 9–10	Refund
4 terms	Nil	4 terms	Nil
3 terms	Nil	3 terms	Nil
2 terms	$400	2 terms	$170
1 term	$600	1 term	$255
< 1 term	$600	< 1 term	$255

Textbook and resource responsibility

Home or host schools are responsible for the supply of materials such as textbooks and equipment to their students. If a student selects a course requiring special kits or equipment that the home or host school cannot provide and which are essential for the course, an extra course fee may apply. The extra course fee will need to be paid with the application. Materials for such courses are sent when the fee is paid.

Important Information

Regular supervision

Regular adult supervision is essential to support effective student learning through distance education. The Principal of Sydney Distance Education High School will need to be assured that the student will be adequately supervised at all times by a responsible adult. The home or host school Principal will ensure there are adequate facilities and supervision during periods timetabled for distance education. If there are occasions when the supervision or facilities are inadequate while the student is working on their distance education, the Principal will arrange suitable alternatives. Where possible the supervisor should be a teacher.

Continued provision

Continued provision of distance education is conditional on the student's weekly return of school work. The success of a student's program relies on good supervision, open communication, planning for agreed outcomes and appropriate intervention when necessary.

As a condition of continued enrolment, 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. When students are not meeting their engagement and participation obligations, **a review can be undertaken at any time**.

Where it becomes evident that distance education is not meeting the student's learning or welfare needs, continued provision will be reviewed. The student will then be referred to the Principal of the home or host school for further educational support or alternative curriculum options.

It is the home school's responsibility to apply for NESA Disability Provisions if required and the student's supervisor will communicate any approved NESA Disability Provisions directly to the SDEHS subject teacher. There is an expectation that any Personalised Learning and Support Plans will be communicated in the same manner.

Privacy of information

The personal information provided on the Application Form is obtained for the purpose of processing the student's application for course provision. It will be used by the Department of Education for general student administration and communication and other matters relating to the education and welfare of the student. While the provision of this information is voluntary, if you do not provide all or any of this information the processing of the application may be delayed or prevented. The information will be stored securely. You may access or correct any personal information provided by contacting the school.

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 live in NSW.

Students holding temporary visas will need to telephone a Single Course Provision Coordinator at Sydney Distance Education High School to discuss the application (Phone: 9383 0200).

NSW Education Standards Authority (NESA) entries

Students are entered by the home or host school for Year 10, Year 11 and Year 12. For NESA entries our school code is 6600.

Courses Available for 2024

Year 9 and Year 10 (Stage 5) Courses

- Agricultural Technology (100 / 200 hrs)

- Commerce

- English

- Food Technology (100 / 200 hrs)

- Geography

- History

- History (Elective)

- Information and Software Technology # (200 hrs) – *available for Year 10 only if completed in Year 9 2023*

- Computing Technology #

- Industrial Technology (100 hr course only)
    - Automotive
    - Building and Construction
    - Electronics   *$35 kit cost*

- Mathematics

- Music   *$20*

- Personal Development/Health/PE

- Physical Activity and Sport Studies (PASS)

- Photographic and Digital Media #

- Science

- Textiles Technology (100 / 200 hrs)   *$15*

- Visual Design

- Visual Arts   *Optional $80 kit cost*

Languages in Stage 5

Application for single course provision in a language course should be made to
NSW School of Languages
35 West Street, Petersham NSW 2049
Phone: 9381 4800 Fax: 9381 4950

Technological course requirements
- Information and Software Technology: Regular access to a computer, Internet, Adobe Creative Cloud and Microsoft Office
- Computing Technology: Regular access to a computer, Internet, Adobe Creative Cloud and Microsoft Office
- Photographic and Digital Media: Adobe Photoshop Elements

Year 11 and Year 12 (Stage 6) Courses

English

- English Advanced 2U
- English Standard 2U
- English Studies 2U
  (ATAR, if complete HSC examination. Category B course)
- Extension 1 1U

History

- Ancient History 2U
- Modern History 2U
- History Extension *(Yr 12 only)* 1U
- Society and Culture 2U

Aboriginal Studies

- Aboriginal Studies 2U

Mathematics

Year 11

- Mathematics Standard *(with HSC Standard 2 in 2025)* 2U
- Mathematics Standard *(with HSC Standard 1 in 2025)* 2U
- Mathematics Advanced 2U
- Mathematics Extension 1 *(Only provided when Mathematics Advanced is also studied at SDEHS)* 1U
- Numeracy* *(Yr 11 only 2024) (non ATAR)* 2U
  (may be studied as a stand-alone course or in conjunction with the Mathematics Standard course)

Year 12

- Mathematics Standard 1 2U
  (ATAR, if complete HSC examination. Category B course)
- Mathematics Standard 2 2U
- Mathematics Advanced 2U
- Mathematics Extension 1 *(Only provided when Mathematics Advanced is also studied at SDEHS)* 1U
- Mathematics Extension 2 1U
  Mathematics Extension 2 course can be studied with Mathematics Extension 1 or as a stand-alone 1 Unit course.

PDHPE

- Community and Family Studies 2U
- Exploring Early Childhood* *(non ATAR)* 1U
  (1 year only – Yr 11 or Yr 12)
- PDHPE 2U
- Sport Lifestyle and Recreation* *(non ATAR)* 2U
- Sport Lifestyle and Recreation* *(non ATAR)* 1U

Science

- Biology 2U
- Chemistry 2U
- Earth and Environmental Science 2U
- Physics 2U

Social Science

- Business Studies 2U
- Economics 2U
- Geography 2U
- Legal Studies 2U
- Studies of Religion 2U
- Studies of Religion 1U

Technological and Applied Studies

- Agriculture 2U
- Design and Technology 2U
- Engineering Studies 2U
- Food Technology 2U
- Textiles and Design *$35 Yr 11* 2U

Computing Studies

- Industrial Technology – Multimedia 2U
- Information Processes and Technology 2U
  (Yr 12 only 2024)
- Software Design and Development 2U
  (Yr 12 only 2024)
- Software Engineering *(Yr 11 only 2024)* 2U
- Enterprise Computing *(Yr 11 only 2024)* 2U

Creative Arts

- Music 1# 2U
- Music 2# *$20 Yr 11 / $20 Yr 12* 2U
- Photography, Video & Imaging*# *(non ATAR)* 2U
- Visual Arts 2U
  Optional: Senior Art Kit *$80*
- Visual Design# *(non ATAR)* *($20 Yr 11 / $20 Yr 12)* 2U

Vocational Education & Training Courses (VET)

- Business Services *(BSB30120)* 2U
- Hospitality – *Cookery (SIT20421)* *$30* 2U
- Retail Services *(SIR30216)* 2U
- Work Studies* *(non ATAR)* 2U
- Work Studies* *(non ATAR)* 1U

*Students who have already studied part of a VET course **MUST supply a copy of the Units of Competencies Achieved from the NSW Education Standards Authority (NESA)**. The teacher with whom you started the course should be able to supply you with this information. Note: All VET courses are Category B.*

For more information refer to "A Guide for Vocational Education and Training (VET) Courses at Sydney Distance Education High School" in this handbook.

Languages

Application for provision of a language course only should be made to:
NSW School of Languages
35 West Street, Petersham NSW 2049 (Phone: 9381 4800 Fax: 9381 4950)

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* Courses marked with an asterisk DO NOT contribute units towards an Australian Tertiary Admission Rank (ATAR) for university entrance

Technological course requirements: Regular access to a computer, Internet, Adobe Creative Cloud and Microsoft Office

A Guide for Vocational Education and Training (VET) Courses at Sydney Distance Education High School

Sydney Distance Education High School offers three VET courses. Each course is an *Industry Curriculum Framework* course approved by the NSW Education Standards Authority (NESA) and accredited by the Vocational Education and Training Accreditation Board. The courses offered are:

- Business Services (BSB30120)

- Hospitality – Cookery (SIT20421)

- Retail Services (SIR30216)

The school also offers one Content Endorsed Course:

- Work Studies – 1 or 2 Unit course in both Years 11 and 12 (Non ATAR)

The information below is *common* to all VET courses *offered by this school*.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers such as TAFE NSW and universities, and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B courses and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Content Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations, so can't count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of situations and environments, to an industry standard of performance.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

Recognition of Prior Learning (RPL)

Students in VET courses may have achieved competencies in other learning environments. RPL is a process that assesses the individual's prior learning to determine the extent of this knowledge. Your teacher will discuss the process for applying for RPL.

Support services for students with individual needs

Sydney Distance Education High School promotes the interests of all students. We provide flexible, challenging and creative learning opportunities for quality individualised education.

Within the context of Department policies, our school provides support for all students wishing to study vocational courses.

Complaints and appeals

Complaints arise when a student is not satisfied with an aspect of the school's services and requests action to resolve the matter. Appeals arise when a student is not satisfied with a decision that the teacher or school has made. Appeals can relate to assessment decisions but they can also relate to other decisions, such as a decision to exclude a learner from a program. Students are encouraged to resolve complaints and appeals by contacting the Head Teacher VET who will, where appropriate, implement the Department's complaint procedures.

Training and assessment

Training in VET courses is conducted in both the workplace and the classroom using a variety of oral, written and technology-based delivery.

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes:

- assessment for Australian Quality Framework (AQF) VET qualifications – competency-based assessment

- assessment for the Higher School Certificate that may include the optional HSC exam for Australian Tertiary Admission Rank (ATAR) purposes.

Refund policy

Some VET Courses have a course fee. Where a student leaves the school before the end of a year, there is a refund for fees on a pro rata basis. Refer to the *Course Access Fees* information in this booklet.

VET course information for this school

Each VET course:

- may be offered as **2 Unit** course for Year 11 or Year 12

- may be studied over **2 years** in Year 11 or Year 12

- is nationally classified as a **240 hour** course. This school offers 240 hour options for all VET courses

- provides opportunities for students to gain credit towards **both** the Higher School Certificate (HSC) **and** an Australian Quality Framework qualification which, in NSW, are TAFE Certificate levels

- provides credit towards **both** qualifications mentioned above if the student **successfully completes a 240 hour** course (*see tables on the following pages*). This credit can be transferred to TAFE or private providers at a later stage if the student wishes to continue the training

- is assessed on nationally agreed **competencies** achieved by the student. The competencies are **demonstrations of learning** by the student and are common in each industry area to all schools, TAFEs and private providers

- provides students with an accredited Competency Record Book which supports advanced standing and transfer to further training beyond school.

Summary of the VET curriculum pattern and provision choices

Hours of study	No of units / years of study	Indicative hours	VET course information
240	2 units / 2 years	120 hours Year 11 **and** 120 hours Year 12	**For students in a 2 Unit course in Year 11** 70 hours of work placement is included

Information about 240 hour VET courses

240 hour VET courses:

- **are** of **2 Unit** value

- include **70 hours** of industry work placement (approximately 2 weeks). This work placement is usually completed by the end of Year 11

- provide Australian qualifications or Statements of Attainment towards Certificate II or III depending on the course

- **may** involve students sitting for the Higher School Certificate examination in the course if they so choose. The examination is not compulsory

- **can** provide 2 Units towards an Australian Tertiary Admission Rank (ATAR).

Note:
Where a student **withdraws** from the **2 Unit** course following the successful completion of Year 11, they are eligible for accreditation of 2 Units towards Year 11 or **120 hours** of qualifications and advanced standing towards later TAFE credentials in that course.

Students who withdraw from the 2 Unit course in either Year 11 or Year 12 after completing some course competencies are still eligible for a Statement of Attainment towards Certificate II or III in that course.

Industry Curriculum Framework VET Courses

National Qualifications under the Australian Qualifications Framework (AQF)

Course name	Indicative hours	NESA value	Potential AQF outcome
Business Services BSB30120	**240 hours** *includes work placement*	**2 Unit** *Category B*	**Certificate III Business**
Certificate II in Cookery SIT20421	**240 hours** *includes work placement*	**2 Unit** *Category B*	**Statement of Attainment towards Certificate II**
Retail Services SIR30216	**240 hours** *includes work placement*	**2 Unit** *Category B*	**Certificate III in Retail Services**

For your information

- Public Schools in NSW Ultimo is a Registered Training Organisation (RTO 90072).

- Each course involves mandatory work placements. Work placement issues will be discussed with the student and supervisor before the course begins.

- Students are assessed to national competency standards by the distance education teacher or by an approved workplace assessor.

- A Higher School Certificate examination in each 240 hour course is optional. Students will be entered for the Higher School Certificate examination, but they may withdraw if they wish. The courses are competency based and do not include Higher School Certificate type assessment. There are no Higher School Certificate examinations for the 120 hour courses.

- The 240 hour courses are classified by the NSW Education Standards Authority (NESA) as Category B courses. Only 2 units of Category B courses can be counted towards an Australian Tertiary Admission Rank (ATAR). An ATAR requires the student's ten best units.

- All VET students (except Construction) will be enrolled to sit the HSC examination in Year 12 unless they formally withdraw, in writing, from the examination.

- Students must sit for the Higher School Certificate examinations in their VET course in order for the units to be counted towards an ATAR.

Other VET Industry Curriculum Frameworks can be studied. Provision, however, may be through another Distance Education Centre or OTEN – the distance education service from TAFE.

For any advice please contact Head Teacher Vocational Education and Training (VET), Brett Hall on Phone 9383 0328.

Information about Online Services

Department of Education schools require parent/carers to answer the following question.

Online services

The Department provides students with filtered access to the Internet. Students also have access to a secure learning portal. After logging into their portal, students have access to a personalised email account and online applications. These resources enable students to collaborate with peers, publish online, and securely store their data for access within, or outside of, school.

When accessing some online services, data, including your child's name and files they have saved, are stored with the online application service provider in a location outside of the Department's network. The Department has worked closely with online application providers to assess privacy impacts and data security controls. Information about student privacy for parents is available from **https:// education.nsw.gov.au/going-to-a-public-school/privacy-information** or from your school.

☐ **I give permission** ☐ **I do not give permission**

for my child to have access to online services provided by the Department. This permission remains effective until I advise the school otherwise.

We strongly suggest you tick the "I give permission" box on the SDEHS enrolment application form.

Whilst the decision of the parent/carer is fully respected, if the "I do not give permission" box is selected then there will be an impact on the student's ability to engage in a variety of learning experiences at Sydney Distance Education High School. In particular, they will not be able to:

- receive emails from their teachers or the school. These could include information about school events (eg study days) and learning materials

- access elearning materials hosted on our school elearning site. Over 70% of our courses have some aspect of the course hosted on our school elearning site. Almost all Years 9 and 10 learning materials are available through the school's elearning website. Print based materials are only available following written request, with supporting documentation, that is approved by a Deputy Principal

- access web lesson software for communication.

For more information please contact the Head Teacher Technology (Systems and Support) or Head Teacher (elearning) at our school.

Appendix 1: SDEHS Computers for Students

At home

Access to a reliable computer is an important part of life as a distance education student. For home use, students are encouraged to purchase a device that best suits their needs, circumstances and budget. The buying guide below sets out some minimum standards and recommendations to consider before making a purchase.

At school

When students visit SDEHS for study days, learning hubs and lessons they are welcome to use school computers and laptops. However, students may bring their own device if desired. The use of digital devices will be subject to SDEHS Student Use of Digital Devices and Online Services Procedures (SSUDDOSP).

The SSUDDOSP student agreement sets out how the digital devices can be used while at school, and most students will sign the agreement as part of the enrolment process.

Students who use their own digital devices are still subject to the Department of Education's filtered Internet service and are responsible for the care and maintenance of their devices. Please be aware that SDEHS can only offer basic technical support during school visits to troubleshoot Wi-Fi connections.

Computer buying guide

Laptops are a popular choice for students due to their portability, although desktop machines are of course suitable for home use. Please avoid tablets, Chromebooks and gaming devices as they don't provide the same functionality as a full operating system.

Many suppliers offer educational discounts. It's worth asking in order to get the best possible price.

The following list contains recommended specifications for devices. Aim for a device that meets the minimum standards mentioned in the list:

Operating System	• Microsoft Windows 10, or • Apple Mac OSX 10.10 or later
Wireless	• If you intend to bring your device to school, it must have 5GHz 802.11n wireless support • This may be advertised as "Dual Band Wireless", "802.11abgn", "802.11agn", "802.11ac" or "gigabit wireless"
Form factor	• Choose a desktop or laptop computer, not a tablet • Devices should have a separate keyboard, not an on-screen touch keypad • Screen size should be at least 10 inch • Consider the size and weight of the device if you intend to travel with it frequently
RAM	• Minimum 4GB RAM • If Adobe Creative Cloud software such as Photoshop is required for your courses, then 8GB RAM or more is recommended
Battery life	• For laptops, a battery life of at least 4 hours is recommended
Extras	• Webcam – either built in or external • Headset with microphone • At least one USB port
Software	• Microsoft Office 365 (free to students)

Appendix 2: SDEHS Student Use of Digital Devices and Online Services Procedures

Purpose

This procedure guides student use of digital devices and online services at our school. It follows NSW Department of Education's Student use of digital devices and online services policy.

Our school acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognise that they may cause harm if used inappropriately and that we need to support our students to use them in safe, responsible and respectful ways.

Scope

This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents and carers. It also provides a framework to manage potential risks to student safety and wellbeing.

This procedure covers student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure covers the use of school-provided and personal digital devices and all online services.

Our school's approach

Students are encouraged to use their digital devices for educational purposes when attending school and the hubs. The expectation is that mobile phones are on silent and stored in student's bags during class when attending the learning hubs. In special circumstances, including medical-related situations and for learning and support needs, students will be permitted to use their devices when attending the learning hubs, on excursions and during other school events.

Digital devices are not permitted in exams unless required for medical reasons or reasonable adjustment as part of a student's individual education plan.

A signed student agreement is completed on enrolment.

Exemptions

Exemptions to any part of this procedure may apply for some students in some circumstances. Parents and carers can request an exemption and these will be considered on a case-by-case basis and granted when required by law or at the Principal's discretion.

Consequences for inappropriate use

Refer to the following policies and procedures
Student Wellbeing Policy
Learning Hubs Handbook for Students and Supervisors

Contact between students and parents and carers when attending school related activities

If a student needs to contact their supervisor whilst attending a learning hub or school related activities they must seek permission from the teacher.

Responsibilities and obligations

Supporting students to use digital devices and online services in safe, responsible and respectful ways is a shared responsibility.

For students

- Be safe, responsible and respectful users of digital devices and online services, and support peers to be the same.

- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different arrangements.

- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the *Behaviour Code for Students* (please refer to Student Wellbeing Policy, page 6).

For parents and carers

- Recognise the role they play in educating their children and modelling the behaviours that underpin the safe, responsible and respectful use of digital devices and online services.

- Support implementation of the school procedure, including its approach to resolving issues.

- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.

- Communicate with school staff and the school community respectfully and collaboratively as outlined in the 2018 School Community Charter.

- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.

- Provide digital devices that meet school specifications where a school is participating in a bring your own device program and complete any related paperwork.

For the Principal and teachers

- Deliver learning experiences that encourage safe, responsible and respectful use of digital devices and online services. This includes:
  - establishing agreed classroom expectations for using digital devices and online services, in line with this procedure and departmental policy
  - identifying strategies to ensure that all students are able to engage in classroom activities including strategies to accommodate students without a digital device
  - reading and abiding by the Terms of Service for any online services they use in teaching, including those limiting use by age
  - educating students about online privacy, intellectual property, copyright, digital literacy and other online safety related issues.

- Model appropriate use of digital devices and online services in line with departmental policy.

- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes:
  - reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements
  - working with the Department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse
  - following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.

- If feasible and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.

- Participate in professional development related to appropriate use of digital devices and online services.

For non-teaching staff, volunteers and contractors

- Be aware of the department's policy and this procedure, and act in line with the conduct described.

- Report any inappropriate use of digital devices and online services to the Principal, school executive or school staff they are working with.

Communicating this procedure to the school community

- Students, parents and carers will be advised via the school newsletter. This procedure can be accessed electronically on the school's website and in hardcopy at the school's administration office.

Complaints

- If a student, parent or carer has a complaint under this procedure, they should first follow our school's complaint process. If the issue cannot be resolved, please refer to the department's guide for students/ parents/ carers about making a complaint about our schools.

Review

The Principal or delegated staff will review this procedure annually.

Appendix 3: Key terms

Bring your own device is an optional program where parents and carers can provide personal digital devices for use at school. Any decision to adopt a bring your own device program is made by the Principal in consultation with a school community. All digital devices used in schools are covered by the *Student Use of Digital Devices and Online Services* policy. Schools retain discretion to determine the specifications of personal devices to be used at school.

Digital citizenship refers to the skills and knowledge a person needs to effectively use digital technologies in a positive way so they can participate in society, communicate with others, and create and consume digital content.

Digital devices are electronic devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services. They include desktop computers, laptops, tablets, smartwatches, smartphones and other devices.

Digital literacy is the set of social, emotional and technological skills and competencies that people need to understand to use digital devices and online services, and to expand their opportunities for education, employment and social participation, including entertainment.

Educational purpose is any use approved by school staff that supports student learning, wellbeing and educational outcomes.

General capabilities are the broad collection of knowledge, skills, behaviours and dispositions described within the Australian curriculum and NSW syllabus.

Image-based abuse occurs when intimate, nude or sexual images are distributed, or threatened to be distributed, without the consent of those pictured. This includes real, altered and drawn pictures and videos. This is a crime in NSW.

Online bullying involves *using* technology such as the Internet or mobile devices to bully someone. Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation.

Online safety is the safe, responsible and respectful use of digital media, devices, other technology and online services.

Online services are any software, website or application that can gather, process or communicate information. This includes digital classrooms, chat and messaging, online games, virtual reality, social media and other online spaces.

Reasonable adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

School-related settings include school grounds, school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This connection may exist in situations where: there is discussion about school taking place outside of school hours; a student is wearing their school uniform but is not on school premises; a relationship between parties commenced at school; students are online in digital classrooms; and where online contact has flow on consequences at school and duty of care requires the school to respond once an incident is reported.

School staff refers to school personnel who have some level of responsibility for implementing policy and the school digital devices and online service procedure. This includes Principals, senior staff, teachers, non-teaching staff, school administrative staff, volunteers and contracted staff engaged by schools.

Appendix 4: What is safe, responsible and respectful student behaviour?

Be SAFE

☐ Protect your personal information, including your name, address, school, email address, telephone number, pictures of you and other personal details.

☐ Only use your own usernames and passwords, and never share them with others.

☐ Ask a teacher or other responsible adult for help if anyone online asks for your personal information, wants to meet you or offers you money or gifts.

☐ Let a teacher or other responsible adult know immediately if you find anything online that is suspicious, harmful or inappropriate or makes you uncomfortable.

☐ Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.

Be RESPONSIBLE

☐ Follow all school rules and instructions from school staff, including when using digital devices and online services.

☐ Take care with the digital devices you use.
   – Understand that you and your parents and carers are responsible for any repairs or IT support your personal devices might need.
   – Take care with the school-owned devices you share with others, so that other people can use them after you.

☐ Use online services in responsible and age-appropriate ways.
   – Only use online services in the ways agreed to with your teacher.
   – Only access appropriate content and websites, including when using the school's filtered network and personal, unfiltered networks.
   – Do not use online services to buy or sell things online, to gamble or to do anything that breaks the law.

☐ Understand that everything done on the school's network is monitored and can be used in investigations, court proceedings or for other legal reasons.

Be RESPECTFUL

☐ Respect and protect the privacy, safety and wellbeing of others.

☐ Do not share anyone else's personal information.

☐ Get permission before you take a photo or video of someone, including from the person and from a teacher.

☐ Do not harass or bully other students, school staff or anyone, this includes cyberbullying using a digital device or online service.

☐ Do not send or share messages or content that could cause harm, including things that might be:
   – inappropriate, offensive or abusive;
   – upsetting or embarrassing to another person or group;
   – considered bullying;
   – private or confidential; and/or
   – a virus or other harmful software.

Appendix 5:

NSW GOVERNMENT | **Education & Communities**

Public Schools NSW

Request for student to carry his/her own EpiPen®, Anapen® or asthma reliever medication

This form is **not** a substitute for the *ASCIA Action Plan for Anaphylaxis* or the *Asthma Action Plan* signed by the student's doctor.

For some medications and some students it can be appropriate for them to carry their own medication to school and at school, for example, EpiPen® or Anapen® for anaphylaxis and asthma reliever medication for asthma.

For asthma and anaphylaxis it is important for students to have immediate access to their medication.

Please consider whether your child should carry their own EpiPen®, Anapen® or asthma reliever medication to school and while they are at school.

On receiving this completed request form, the school will confirm the arrangements for how and where your child will carry their own medication.

You will still need to provide the school with at least one other EpiPen®, Anapen® and/or asthma reliever medication for storage in a central location/s within the school and for access by staff in case of an emergency.

If you would like the school to consider your request for your child to carry their medication, please complete the following information and return to:

Name of contact person

Name of Principal

Date

DD / MM / YYYY

Student details

First name

Last name

Date of birth

DD / MM / YYYY

Class

Q1. My child has been diagnosed with (please select):

☐ Asthma

☐ Severe allergies (anaphylaxis)

Q2. I am requesting my child carry the following medication with them to school and at school (please select):

☐ EpiPen®

☐ Anapen®

☐ Asthma reliever medication

Write the name of the asthma reliever medication below

…continued overleaf

Q3. **Describe where and how your child will carry this medication, for example, my child will carry it on their person in a medical pouch or bum bag.**

Note: The exact location of the medication should be easily identifiable by school staff. Hazards such as identical school bags should be avoided.

Note:

- Your child's medication should be clearly labelled with their name.

- Where the EpiPen® or Anapen® is carried by your child they will need to carry with it a copy of their *ASCIA Action Plan for Anaphylaxis*: **www.allergy.org.au/ health-professionals/anaphylaxis-resources/ ascia-action-plan-for-anaphylaxis**

- For asthma reliever medication your child should carry with it a copy of their Asthma Action Plan: **www.health.gov.au/internet/main/publishing.nsf/ Content/asthma-plan**

Parent/carer details

First name

Last name

Relationship to student

Street number/street name

Suburb   Postcode

Home phone number   Work phone number

Mobile phone number

Email

Parent/carer signature   Date

/   /
DD   MM   YYYY

Privacy notice: *the information requested on the form is essential for assisting the school to plan for the support of your child's health needs. It will be used by the NSW Department of Education and Communities for the development of arrangements with you to support your child's health needs. Provision of this information is voluntary. If you do not provide all or any of this information, the school's capacity to support your child's health needs could be impaired. This information will be stored securely. You may correct any personal information provided at any time by contacting the Principal.*
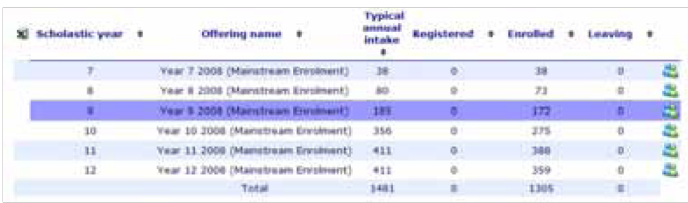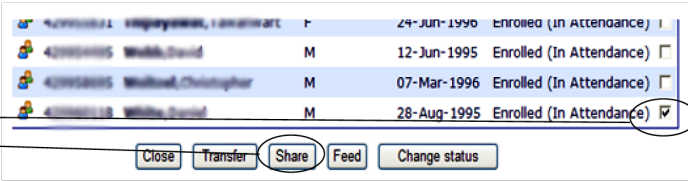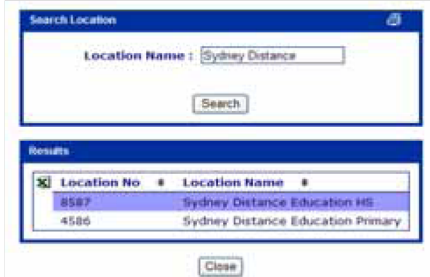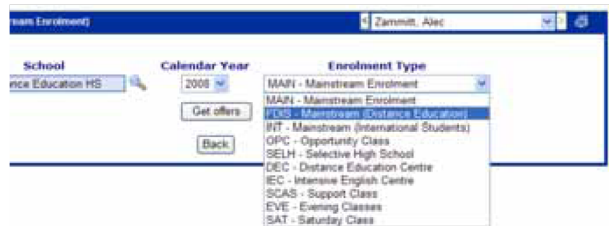
Appendix 6: ERN Information

ERN information for government schools only
for enrolments at Sydney Distance Education High School

Students enrolled at your school who wish to study a course at Sydney Distance Education High School will need to "share" the enrolment via ERN before the single course application has been posted or faxed to 9383 0222.

Before the application form can be processed the home school must complete the following procedures on ERN.

If the application is not successful, we will contact the home school so the necessary changes may be made to ERN.

1. Select Place Management	
2. Click ![icon] of the corresponding scholastic year to find the student to be shared	
2. Check the box to the right of the student's name 3. Click the Share button	
4. Search ![icon] for target school: **Sydney Distance Education High School**	
5. Be sure to indicate that the enrolment to be shared is **FDIS – Mainstream (Distance Education)**	
6. Select the year in which your student will be shared with Sydney Distance Education High School	
7. Students who are "shared" will be flagged with a blue flag	