

2025

Single Course Provision

Information Handbook

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- *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 3 March 2025



Sydney Distance Education High School



What are the benefits of studying by distance education?

Studying by distance education enables students to:

- select courses of interest or necessity which are not available 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, for example, by email, phone, web lessons and post
- be visited by teachers in their school where appropriate eg to support students with major HSC works
- attend study days, open days and excursions to provide contact with other students.

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.

NSW 2025 School Term Dates

Term 1	Friday 31 January	–	Friday 11 April
	SDD for teachers	–	31 January - 5 February
	1st day for students	–	6 February
Term 2	Monday 28 April	–	Friday 4 July
	SDD for teachers	–	28 - 29 April
	1st day for students	–	30 April
Term 3	Monday 21 July	–	Friday 26 September
	SDD for teachers	–	21 July
	1st day for students	–	22 July
Term 4	Monday 13 October	–	Friday 19 December
	SDD for teachers	–	13 October
	1st day for students	–	14 October

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Distance Education Enrolment Procedures

The Department of Education *Distance Education Enrolment Procedures* document is on our school website under Enrolment Information. Any student who cannot study the course they want in their school (a NSW government school or other educational providers) can apply for single course provision. Approval is subject to the conditions described in the Distance Education Enrolment Procedures issued by the NSW Department of Education. These procedures include the following.

Single subject provisions are for registered NSW schools to enable students to meet the department's mandatory requirements and the NESA minimum requirements in Stages 5 and 6.

Students exceeding the minimum curriculum or pattern of study by more than one unit for their stage are not eligible for this provision.

The local school should explore all options before seeking a single subject enrolment.

Before approving a single subject application, the principal of the distance education school must be satisfied that the student's needs cannot be met within their local school or setting, or by accessing other local resources. The relationship is strictly between the local school and the distance education school. The local school must assess and manage all aspects of the request, rather than the parent or carer.

Some single subject enrolment categories are limited by a quota based on the size and capacity of the local school to deliver a broad curriculum from its own resources.

The procedures also include the common requirements for single subject provision, as follows.

- a member of the teaching staff at the home school has been nominated to fulfill the supervisor's role, including supervising coursework completion, formal examinations and assessment tasks within the distance education school's specified schedule, and HSC examination timetable
- the student can work independently and is informed that they are required to engage with the distance education school as specified by the single subject teacher
- the student will be provided with resources where required, such as printing, textbooks, reference materials and access to technology that meet the department's current specifications
- a suitable and safe work placement for any vocational education and training course is possible
- the 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)
- the local school will be responsible for paying the single subject course fees to the distance education school.

Sydney Distance Education High School Requirements

In addition to the Department's common requirements for single course provision, single course provision will be considered only when the home school Principal certifies the SDEHS requirements 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. 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.**
- 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
- where required, students will be provided with resources such as printing, textbooks, reference materials, access to a telephone, computer, internet access, web lesson technology 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 course teacher. There is an expectation that any Personalised Learning and Support Plans will be communicated in the same manner.
- 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 home school is responsible for the NESA entry of any student enrolled in a course with Sydney Distance Education High School by indicating that the course is studied "elsewhere" at the Sydney Distance Education High School – NESA number 6600.

Student emails and DoE portal accounts

Every student enrolled at Sydney Distance Education High School is given an account by the NSW Department of Education (DoE) to access their school email accounts and to access the internet when they are in a school.

Students are required to use this email account for all correspondence with their teachers. If you have the Department's account from a previous government high school then you will be able to use it at our school.

For information on *eSafety and Internet Usage* go to <https://www.esafety.gov.au/>.

Communication with your teachers

Communication with your teachers occurs in a number of ways including the following:

- sets of work
- email
- elearning messages
- web lessons
- phone calls.

It is very important that you establish and maintain regular communication with your teachers.

Web lessons

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

Web lessons at SDEHS are conducted through Microsoft Teams.

Use the instructions at <https://sdehs.info/install-teams> to install the MS Teams App on your device.

elearning

Courses at Sydney Distance Education High School require access to online learning through the school elearning website. The address of the school elearning website is

<http://elearning.sdehs.nsw.edu.au/>



All courses have an elearning component, and a number of courses are delivered fully online. All Year 9 and Year 10 courses are delivered online. Students need to have internet access and an up-to-date web browser installed on their computer to access all features of the elearning website. Supervisors will be sent a letter when the student enrolls outlining how to log on to the elearning site. If, as a student or supervisor, you are having problems logging on or accessing any part of the elearning website it is important to contact your teacher who will be able to resolve the issues.

Supervisor's agreement

Supervisors must provide appropriate supervision for the student in their learning environment. They must ensure that the student is not left alone while learning through distance education.

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

The supervisor agrees to:

- provide advice about illness or absences which have affected the student's ability to complete set activities
- be contactable by phone, email or voicemail
- ensure that the student is contactable by phone, student DoE portal email or voicemail
- ensure that the student will send and receive emails from the student DoE portal
- forward to the student's parent/carer official course warning letters and all other correspondence relating to the student's progress as issued by Sydney Distance Education High School
- provide a suitable work/study area for student
- develop a timetable that provides for the required number of hours of study each week
- supervise the student during school work activities
- ensure work will be completed and submitted in all courses on a weekly basis
- monitor the completion of set tasks and interact with the student as required in learning activities
- interpret and explain instructions or comments in lesson materials
- provide assistance with locating necessary materials and resources
- ensure that the student satisfactorily participates in oral and practical work as prescribed by the course
- 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
- ensure tests, examinations, assessment tasks and assignments are conducted according to the task instructions and that they are the unaided work of the student
- provide their signature on all paper-based work submitted to Sydney Distance Education High School including assessment tasks and examinations
(Note: Any completed set, assessment task or examination paper received without the supervisor's signature may be regarded as invalid). Signatures are not required for electronic submission of assessment tasks including examinations
- ensure that portfolios of work and submitted works are completed when required
- provide the student with audio playing and recording equipment
- arrange that teaching materials and library books that have been issued by Sydney Distance Education High School are returned when the student completes the course or leaves the school
- apply for NESA Disability Provisions if required and communicate any approved NESA Disability Provisions directly to the SDEHS course teacher. There is an expectation that any Personalised Learning and Support Plans will be communicated in the same manner.

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.**

IMPORTANT

Not complying with some of the above conditions may lead to an 'N' determination in a course or a review of the student's enrolment.

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 juvenile justice centres seeking single course provision for students can forward a maximum number of new applications each year 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 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.

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. 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 course for acceleration purposes, they must provide evidence of a rigorous identification and school-based management program before applying for distance education. In this Handbook see: *Applications where an accelerated course of study applies*.

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 course 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 government school or other educational provider

NSW government 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.

Students with unforeseen and unique circumstances

Schools should provide their request for consideration to their Director Educational Leadership.
Non-government schools should provide their request for consideration to the Director Curriculum Implementation and Provision.

The relevant director will consider if:

- all local options to provide specific curriculum for the student have been explored
- that distance education curriculum access is required as part of a plan detailing the student's learning and support needs for each subject requested
- the educational monitoring and welfare needs of the student will be met by the local school
- curriculum access through a distance education school is the most appropriate option.

Application closing dates

Applications for students beginning a course must be made as early as possible and should be submitted before the course commences.

Timeline for HSC courses

- Friday Term 3 Week 8 – Applications submitted to distance education school
- Friday Term 4 Week 2 – Applications finalised

Timeline for Stage 5 and Preliminary courses

- Friday Term 4 Week 4 – Applications submitted to distance education school
- Friday Term 1 Week 3 – Applications finalised

Late applications can only be considered if

- for government schools, endorsed by the Director Educational Leadership for the requesting school
- for non-government schools, endorsed by the Director Curriculum Implementation and Provision

Non-government schools: Please contact your closest distance education school before submitting an application to check eligibility.

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 2025

Important information

- All schools will pay a contribution fee for each student accessing distance education that reflects some of the staffing cost of this provision and course fees.
- NSW government 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 government 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 government schools are non-refundable if a student discontinues the course after enrolment.
- If a NSW government 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 2025
Notes <i>(please enter)</i>	[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.

Course costs in NSW Government schools are applied as part of the Department's internal processes for students accessing distance education. All other schools, such as non- government, schools in the ACT and TAFE will be charged a fee that represents a contribution to the staffing reduction incurred by a government 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.

Library information

All students enrolled at Sydney Distance Education High School are entitled to use our library service to supplement their home school library. The school library contains:

- reference books for all subject areas including a large collection of art reference books, biographies and autobiographies
- a wide range of popular and classical fiction
- subscription databases for students including World Book Online and audiobooks on ePlatform by Wheelers Books.

How to find resources

- Search our catalogue via the school website.
Go to <https://sydneyh-d.schools.nsw.gov.au> click on Library link to access the Oliver online catalogue.
Login into the DoE portal with your user name and password.
- You can also access the library search facility on your DoE portal home page.
- Phone 9383 0270 to discuss your borrowing needs and interests.
- Email sydneyh-d.school@det.nsw.edu.au
– type “Attention: Library” into the subject line.
- Visit the library when you come in for a study day.

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. The supervisor should be a teacher.

Change of Supervisor

If there is a change of supervisor, please let the Head Teacher responsible for single course enrolments know immediately and return the Change of Supervisor form (Appendix 7) via email.

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 indicated in the *Supervisor's agreement*, 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.

As also indicated in the *Supervisor's agreement*, 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 course 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 the application may not be approved. 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 the Head Teacher responsible for Single Course Provision at Sydney Distance Education High School to discuss the application (Phone: 9383 0200).

NSW Education Standards Authority (NESA) entries

Your home school is responsible for entering your Year 10 credentials / Higher School Certificate including courses being studied by distance education. Enter that the course is studied at Sydney Distance Education High School – NSW Education Standards Authority (NESA) number **6600**. Check with your supervisor that this has been done.

NESA Disability Provisions

Your home school is responsible for applying for NESA Disability Provisions. Your supervisor must inform the distance education teacher of these provisions to ensure they are provided for exams and assessment tasks in this subject. Check with your supervisor that this has been done.

Assessment and examinations

- **Explore our website.** Our [school website](#) is a valuable resource. You can access important information such as policies, procedures and assessment task information.
- **Years 10, 11 and 12.** The Assessment Booklets provide an overview of the assessment program for each course at Sydney Distance Education High School, including policies and procedures that the school follows to ensure the assessment program is administered in accordance with NSW Education Standards Authority (NESA) requirements. The three assessment booklets are found on the [school website](#). You should also read the additional assessment information that will come to you from your teachers about the particular courses you are studying.
- Assessment tasks and examinations must be completed on the dates specified in Sydney Distance Education High School Assessment Booklets for Year 10, Year 11 and the Higher School Certificate, and in the task notifications. If there are any difficulties, contact the distance education Head Teacher of the course.
- **Years 7-9.** Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. The type of assessment depends on the outcomes being assessed and the learning needs of individual students. At SDEHS Years 7-9 students are assessed in their course work and, in some courses, only on assessment tasks.

Sydney Distance Education High School Student Attendance

[Distance education](#) is governed by the same policies as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools and parents share responsibility for promoting regular attendance.

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

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

The [Education Act 1990, Section 21B and 22](#) and the [Student Attendance in Government Schools Procedures \(2015\)](#) includes that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

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

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

Attendance is monitored in a number of ways, including records of student engagement in learning activities, student reviews, and regular contact between students and subject teachers. Distance education schools will maintain a register of interactions that take place between the student and the teacher and use these interactions to assess satisfactory attendance. All students enrolled in distance education must meet standards of engagement and participation set by the distance education school to satisfy the compulsory attendance requirements of the Education Act 1990.

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

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

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

For students younger than 17 whose attendance is identified as being less than 50%, a Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

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

Refer also to [Enrolment of Students in NSW Government Schools](#) and [Child Protection: Responding to and reporting students at risk of harm](#)

Submitted works for HSC students – requirements

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200



Dear Principal (Single Course Students) and Supervisors

Submitted Works for HSC Students

Thank you for being a Supervisor of a course requiring an HSC submitted work.

This Sydney Distance Education High School information relates to the school's requirements for Supervisor's Progress Reports for HSC submitted works (not HSC performances).

Please note that this information is additional to information in the annual *NESA HSC Rules and Procedures* document relating to performance exams and submitted works which is provided for all students.

As part of the Higher School Certificate examinations students studying courses such as Design and Technology, English Extension 2, Industrial Technology Multimedia, Music (all courses), Society and Culture, Textiles and Design and Visual Arts, may be required or choose to complete a practical component as part of the course.

NSW Education Standards Authority (NESA) states the following.

If you have chosen to study a course that has a practical project, submitted work or performance as part of the HSC examination your project must be all your own work (apart from any school approved assistance), and you and your school must be able to certify to the NSW Education Standards Authority (NESA) that this is the case.

Since part of a student's project is undertaken under the supervision of a Supervisor it is essential that Principals and Supervisors are aware of their responsibilities related to students studying at Sydney Distance Education High School.

We have included a copy of the Supervisor's Progress Report which is required by this school to support students who submit work to meet NSW Education Standards Authority (NESA) requirements for practical submissions. These reports are required for all students where practical submissions are part of course requirements. Supervisor's course expertise is not required for completion of Supervisor's Progress Reports.

There are three Supervisor's Progress Reports during the HSC year for the CAPA, English and TAS faculties and the Society and Culture course. These reports must be submitted in Week 7 of Term 4, Term 1 and Term 2.

Can Principals please check that Supervisors of single course students have received this communication. If there is a change of Supervisor please ensure the new Supervisor has this information.

If you have any questions regarding this information, please call the Head Teacher Secondary Studies (Years 11-12) on 9383 0200. You could also contact the Head Teacher responsible for the course.

Yours sincerely,

Principal

Head Teacher Secondary Studies (Years 11-12)

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



[https://schoolsnew.sharepoint.com/sites/SAS/Teams/DEHS/DEHDATA/HTSS 11-12/NESA \(BOSY\)Practical Submissions & Performance \(Yr12\) in Hbk.do not use.docx](https://schoolsnew.sharepoint.com/sites/SAS/Teams/DEHS/DEHDATA/HTSS%2011-12/NESA%20(BOSY)Practical%20Submissions%20&%20Performance%20(Yr12).in%20Hbk.do not%20use.docx)

Sydney Distance Education High School

Submitted Works for HSC Students

Supervisor's Progress Report

Name of student: _____ **Date:** _____

Name of supervisor: _____

Name of SDEHS teacher: _____

Course: _____

Report number: There are 3 each HSC year. This is number _____ out of 3.

<p>Comments on student's progress.</p> 				
<p>Comments on supporting evidence eg audio, audiovisual, draft, logbook, photographic, portfolio, Visual Arts Process Diary.</p> 				
<p>Comments on the next steps in the process (as discussed with student).</p> 				
<p>Are there any issues?</p> 				
<p>I confirm that the student has provided the SDEHS teacher with supporting evidence of progress in the following ways.</p> <table style="width: 100%;"> <tr> <td style="width: 60%;">1. Supporting evidence attached</td> <td style="width: 40%; text-align: right;"><i>please tick</i> <input type="checkbox"/> Yes <input type="checkbox"/> No</td> </tr> <tr> <td>2. Supporting evidence sent electronically (eg email, Google drive, elearning)</td> <td style="text-align: right;"><i>please tick</i> <input type="checkbox"/> Yes <input type="checkbox"/> No</td> </tr> </table> <p>I certify that the practical work is being regularly monitored in compliance with NESA requirements.</p> <p>Signed (supervisor) _____ Date _____</p> <p>Signed (student) _____ Date _____</p>	1. Supporting evidence attached	<i>please tick</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	2. Supporting evidence sent electronically (eg email, Google drive, elearning)	<i>please tick</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
1. Supporting evidence attached	<i>please tick</i> <input type="checkbox"/> Yes <input type="checkbox"/> No			
2. Supporting evidence sent electronically (eg email, Google drive, elearning)	<i>please tick</i> <input type="checkbox"/> Yes <input type="checkbox"/> No			

<p>I certify that this Supervisor's Progress Report number _____ out of 3 was received by the SDEHS teacher on _____ (date)</p>		
SDEHS teacher's name _____	Signature _____	Date _____
SDEHS Head Teacher's name _____	Signature _____	Date _____

Sydney Distance Education High School Submitted Works for HSC Students Timeline

Term 4, Week 2

Letter from Head Teacher Secondary Studies (Years 11–12) and Principal (*Submitted Works for HSC Students*).

- Posted to Home students' supervisors with HSC monitoring pack.
- Posted to the Principals of Single Course and Centre students.



Term 4, Week 3

Faculty Head Teachers send a follow up email to supervisors of all students who need to submit work, outlining supervisor's responsibilities, and attach an electronic **Supervisor's Progress Report 1** that needs to be submitted to the SDEHS teacher in Term 4, Week 7.



Term 4, Week 7

SDEHS teachers collect Supervisor's Progress Report 1 and, where necessary, remind supervisors that reports are due in Week 7.



Term 4, Week 8

Faculty Head Teachers contact the supervisors who have not submitted Supervisor's Progress Report 1.



Term 4, Week 9

Deputy Principals follow up if Supervisor's Progress Report 1 is not submitted by contacting the supervisor of Home students or the Deputy Principal of the Single Course/Centre students.



Term 4, Week 10

Principal follows up if Supervisor's Progress Report 1 is not submitted by contacting the supervisor of Home students or the Principal of the Single Course/Centre students.



Term 1, Week 3

Head Teacher Secondary Studies (Years 11–12) emails all supervisors of students with *Submitted Works for HSC Students*, as well as the school email for Single Course/Centre students, with a reminder of supervisor requirements in completing 3 Supervisor's Progress Reports. This is to act both as a reminder and also to include any late enrolled students.



Term 1, Week 3

Faculty Head Teachers send a follow up email to supervisors of all students who need to submit work, outlining supervisor's responsibilities, and attach an electronic **Supervisor's Progress Report 2** that needs to be submitted to the SDEHS teacher in Term 1, Week 7.

https://schoolsnsw.sharepoint.com/sites/SDEHSSeniorExecutive/Shared Documents/Snr Exec Documents/Principal/HSC monitoring/HSC Monitoring_Flowchart.docx

Term 1, Week 7

SDEHS teachers collect Supervisor's Progress Report 2 and, where necessary, remind supervisors that reports are due in Week 7.

Term 1, Week 8

Faculty Head Teachers contact the supervisors who have not submitted Supervisor's Progress Report 2.

Term 1, Week 9

Deputy Principals follow up if Supervisor's Progress Report 2 is not submitted by contacting the supervisor of Home students or the Deputy Principal of the Single Course/Centre students.

Term 1, Week 10

Principal follows up if Supervisor's Progress Report 2 is not submitted by contacting the supervisor of Home students or the Principal of the Single Course/Centre students.

Term 2, Week 3

Faculty Head Teachers send a follow up email to supervisors of all students who need to submit a work, outlining supervisor's responsibilities and attach an electronic **Supervisor's Progress Report 3** that needs to be submitted to the SDEHS teacher in Term 4, Week 7.

Term 2, Week 7

SDEHS teachers collect Supervisor's Progress Report 3 and, where necessary, remind supervisors that reports are due in Week 7.

Term 2, Week 8

Faculty Head Teachers contact the supervisors who have not submitted Supervisor's Progress Report 3.

Term 2, Week 9

Deputy Principals follow up if Supervisor's Progress Report 3 is not submitted by contacting the supervisor of Home students or the Deputy Principal of the Single Course/Centre students.

Term 2, Week 10

Principal follows up if Supervisor's Progress Report 3 is not submitted by contacting the supervisor of Home students or the Principal of the Single Course/Centre students.

Term 3

Certification by SDEHS Principal.

https://schools.nsw.gov.au/sites/SDEHS_Senior_Executive/Shared_Documents/Snr_Exec_Documents/Principal/HSC_monitoring/HSC_Monitoring_Flowchart.docx

Courses Available for 2025

Year 9 and Year 10 (Stage 5) Courses

Core courses

These courses are **mandatory**.

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

Elective courses

These are available as 100 hours or 200 hours courses except for the three Industrial Technology courses which are 100 hours courses for either Year 9 or Year 10.

Agricultural Technology	Photographic & Digital Media #	Industrial Technology
Commerce	Physical Activity & Sports Studies	Automotive
Computing Technology#	Textiles Technology \$15	Building & Construction
Food Technology	Visual Arts <i>Optional art kit</i> \$85	Electronics <i>Kit</i> \$34
Music	Visual Design <i>Optional art kit</i> \$85	

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

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

Year 11 Courses

BOARD DEVELOPED COURSES	YEAR	COURSE OPTIONS	YEAR	VOCATIONAL EDUCATION AND TRAINING COURSES (VET)*	YEAR
MANDATORY COURSES	11		11		11
English Advanced	2U	Mathematics Advanced	2U	Business Services (BSB30120)	2U
English Standard	2U	Mathematics Extension 1 <i>(Only provided when Mathematics Advanced also studied at SDEHS)</i>	1U	Hospitality – Cookery (SIT20421) \$30 (Contribution covers both Year 11 & Year 12)	2U
English Studies	2U	Music 2	2U	Retail Services (SIR30216)	2U
English Extension 1	1U	Physics	2U		
COURSE OPTIONS		Software Engineering <i>(Mechatronics Kit \$85)</i>	2U	Students who have already studied some of a VET course MUST supply a copy of the Units of Competencies Achieved from the NSW Education Standards Authority (NESA). The school where you studied the course will supply you with this information.	
Aboriginal Studies	2U				
Community & Family Studies	2U				
Economics	2U				
Engineering Studies	2U				
Industrial Technology – Multimedia	2U				

For 2025, there are fewer courses available for Year 11 single course students. Reasons include significantly increased enrolments across the school during 2024. The school is not able to sustain higher teacher numbers which, in 2024, increased to 171.9 compared to an average of 151.4 across the previous 5 years. In addition, similar to other schools in both the government and non-government school sectors, the school has a reduced capacity to employ trained teachers for all courses.

There are also caps on single course enrolments for the following courses.

- Music 2 (10)
- Community and Family Studies (CAFS) (15)
- Economics (15)
- Engineering Studies (15)
- Industrial Technology – Multimedia (15)
- Software Engineering (15)
- Physics (20)

With the exception of CAFS, these are reductions of 5 or fewer students compared to 2024 single course enrolments.

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)

* VET courses contribute towards your HSC and the Australian Qualifications Framework (AQF) VET credentials. They are recognised by industry and employers throughout Australia. All Board Developed VET courses have an optional HSC exam. If you choose to sit the exam, your results will also contribute to the calculation of your ATAR.

Year 12 Courses

BOARD DEVELOPED COURSES	YEAR	COURSE OPTIONS	YEAR	CONTENT ENDORSED COURSES (Non ATAR)	YEAR
MANDATORY COURSES	12		12		12
English Advanced	2U	Modern History	2U	Exploring Early Childhood	1U
English Standard	2U	Music 1	2U	Numeracy	2U
English Studies	2U	Music 2	2U	Photography, Video & Digital Imaging	2U
English Extension 1	1U	Music Extension	1U	Sport Lifestyle & Recreation	2U
		PD/H/PE	2U	Sport Lifestyle & Recreation	1U
COURSE OPTIONS		Physics	2U	Visual Design \$20	2U
Aboriginal Studies	2U	Society & Culture	2U	Work Studies	2U
Agriculture	2U	Software Engineering	2U	Work Studies	1U
Ancient History	2U	Studies of Religion	2U		
Biology	2U	Studies of Religion	1U		
Business Studies	2U	Textiles & Design	2U		
Chemistry	2U	Visual Arts	2U		
Community & Family Studies	2U	<i>Optional Senior art kit \$85</i>			
Design & Technology	2U	<i>(Contribution covers both Year 11 & Year 12)</i>			
Earth & Environmental Science	2U				
Economics	2U	VOCATIONAL EDUCATION AND TRAINING COURSES (VET)*			
Engineering Studies	2U	Business Services (BSB30120)	2U		
Enterprise Computing	2U	Hospitality – Cookery (SIT20421)	2U		
Food Technology	2U	<i>\$30 (Contribution covers both Year 11 & Year 12)</i>			
Geography	2U	Retail Services (SIR30216)	2U		
Industrial Technology – Multimedia	2U				
Legal Studies	2U	Students who have already studied some of a VET course MUST supply a copy of the Units of Competencies Achieved from the NSW Education Standards Authority (NESA). The school where you studied the course will supply you with this information.			
Mathematics Standard 1	2U				
Mathematics Standard 2	2U				
Mathematics Advanced	2U				
Mathematics Extension 1	1U				
<i>(Only provided when Mathematics Advanced also studied at SDEHS)</i>					
Mathematics Extension 2	1U				

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)

* VET courses contribute towards your HSC and the Australian Qualifications Framework (AQF) VET credentials. They are recognised by industry and employers throughout Australia. All Board Developed VET courses have an optional HSC exam. If you choose to sit the exam, your results will also contribute to the calculation of your ATAR.

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 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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs (Registered Training Organisations) are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare card, Australian birth certificate, driver license or a valid passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are deemed either “competent” or “not yet competent” by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure that each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all 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.

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.

VET course information for this school

Each VET course:

- is offered as a **2 Unit** course and is 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.

Summary of the VET curriculum pattern and provision choices

Hours of study	No of units / years of study	Indicative hours
240	2 units / 2 years	120 hours Year 11 and 120 hours Year 12

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).
35 hours is completed in Year 11 and Year 12
- 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 <i>includes work placement</i>	2 Unit	Certificate III Business
Cookery SIT20421	240 hours <i>includes work placement</i>	2 Unit	Certificate II in Cookery
Retail Services SIR30216	240 hours <i>includes work placement</i>	2 Unit	Certificate III in Retail Services

For your information

- Public Schools in NSW is a Registered Training Organisation
- All VET students 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.

Information about Online Services

Sydney Distance Education High School is committed to providing a technology-rich environment for our students. Our school considers the use of information and communication technology to be fundamental in assisting teaching and learning in all areas of the school curriculum.

In the Department of Education official *Application to Enrol in a NSW Government School* enrolment form, parent/carers are prompted to answer a question relating to online services.

If you are unsure which box you ticked on the Department's enrolment form, or if you wish to change your selection, you may tick one of the boxes.

We strongly suggest you tick the **I give permission** box.

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

- receive emails from their teachers or the school
- access elearning materials hosted on our school elearning site
- participate in group or individual web lessons.

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.

Consent to use third-party software for educational use

The school uses third-party software providers offering web-based online educational resources and cloud-based storage to support our administrative functions and enhance student learning outcomes.

In most instances, students are required to register before accessing the software. Registration involves either a staff member or student entering identifying information such as name, school year and the student's school email address.

The NSW Department of Education has entered into contracts for a range of essential student education and administration software. The department has assessed the privacy impacts and data security controls as compliant with NSW privacy requirements and a list of that software is available at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/privacy-information>.

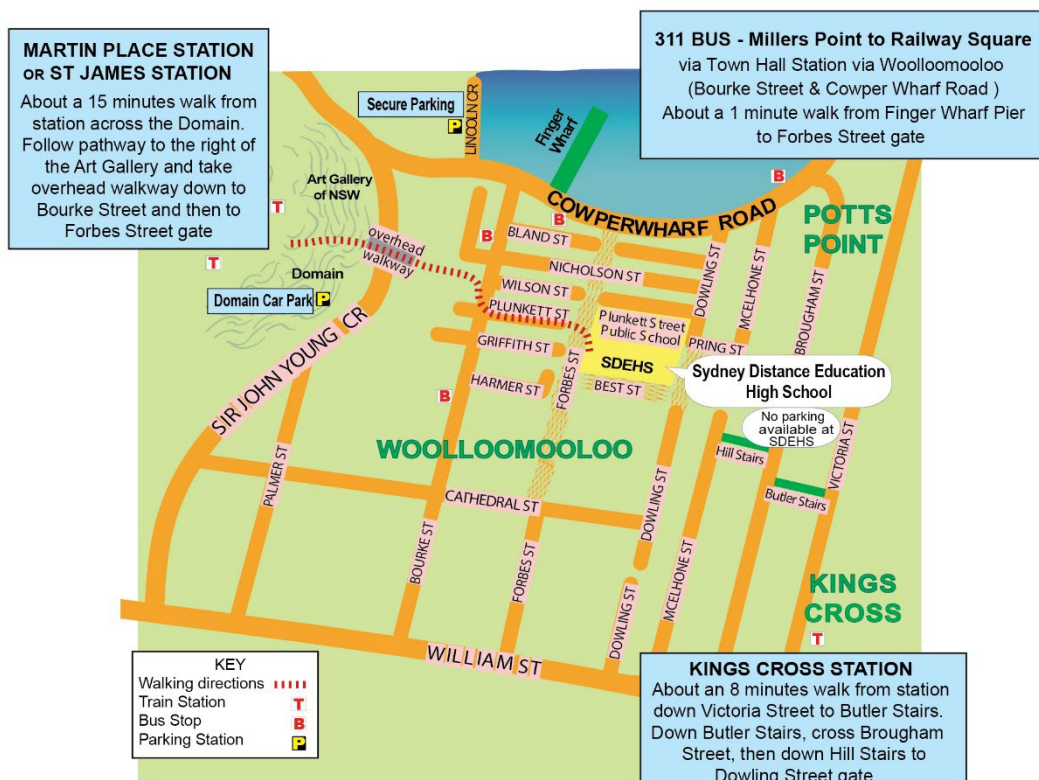
In addition, Sydney Distance Education High School will use the third-party software listed in *Appendix 9: List of third-party software*. The use of software depends on what courses have been selected. If you require further clarification, you can contact the Deputy Principal (Curriculum Delivery) by phoning the school reception on 9383 0200.

School location and map

Sydney Distance Education High School

Address	Forbes Street, Woolloomooloo NSW 2011
Postal address	Locked Bag 5000, Potts Point NSW 1335
Phone	(02) 9383 0200 (switchboard)
Website	https://sydneyh-d.schools.nsw.gov.au
Email	sydneyh-d.school@det.nsw.edu.au

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

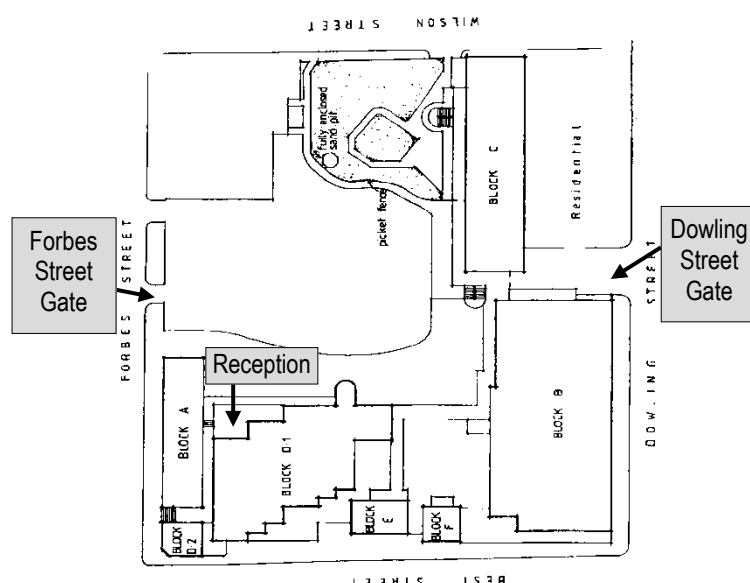


Public transport: We advise visitors to come to school from either Martin Place Station or St James Station, or on the 311 bus (Railway Square via Darlinghurst via Cowper Wharf Road to via Town Hall to Millers Point). For a quicker bus journey, you can also board the bus at stops on Park Street near 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



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](#).

The SDEHS Student Use of Digital Devices and Online Services Procedures 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.

Recommended specifications for digital devices

Sydney Distance Education High School recommends that students use a laptop or desktop computer to engage with our online learning platforms. Students may use their mobile phone (offsite) to scan or take pictures of their classwork.

Operating System	<ul style="list-style-type: none">• Microsoft Windows 10, or later• Apple Mac OSX 10.10 or later
Wireless	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 inches• Consider the size and weight of the device if you intend to travel with it frequently
RAM	<ul style="list-style-type: none">• Minimum 4GB RAM• If Adobe Creative Cloud software such as Photoshop is required for your subjects, then 8GB RAM or more is recommended
Battery Life	<ul style="list-style-type: none">• For laptops, a battery life of at least 4 hours is recommended
Extras	<ul style="list-style-type: none">• Audio headset with microphone• Webcam – either built in or external• At least one USB port
Software	<ul style="list-style-type: none">• Microsoft Office 365 (free to students)• Access the Microsoft office page on our school website

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

Purpose

These procedures guide student use of digital devices and online services at Sydney Distance Education High School. It follows NSW Department of Education's Student use of Digital devices and online services and Students' Use of Mobile Phones in Schools policies.

Our school acknowledges the educational value of digital devices and online services to support learning engagement and communication with teachers and other students. See Appendix 3 for recommended specifications for digital devices.

Our school also recognises the potential harm and disruption if digital devices and online services are used inappropriately and encourages students to use them in safe, responsible and respectful ways.

These procedures cover student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside school where there is a clear and close connection with the school and other students. These procedures cover the use of school-provided and personal digital devices and all online services.

Students' use of mobile phones at the learning hubs and school events

Rationale and objectives

Sydney Distance Education High School supports the restrictions of mobile phones in accordance with the NSW Department of Education Students' Use of Mobile Phones in Schools policy. Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interaction, while reducing the potential for online bullying. We promote safe learning environments which support and enhance each child's social and emotional health through our wellbeing and learning support teams.

Our school has elected to use the following approach.

All mobile phones will be **'off and away'** when attending a learning hub or a school event such as a study day or excursion, including during recess and lunch. This means that students will have a responsibility to turn off their phones and store them safely in their school bags. Students will still be able to carry their phones while travelling to and from school. This is an approved NSW Department of Education option and will limit unnecessary distractions and complement our ongoing approach to ensure that every student maximises their learning and social growth in a safe and supportive environment.

Contacting students

Sydney Distance Education High School understands there may be emergencies when parents need to contact students or students may need to contact their parents or carers during the school day. To avoid disturbing the students' learning we encourage this to be kept to a minimum. Parents and carers can contact the school through the school office by phone on (02) 9383 0200 or learning hub mobile phone. Students will also be able to contact parents or carers if they seek permission from the supervising teacher.

Inappropriate use of mobile phones

School procedures to be followed in case of a student's inappropriate use of a mobile phone at a learning hub or school event (such as a study day or excursion) are as follows.

- The supervising teacher will tell the student to stop using the phone, turn the phone off and put the phone in their bag ('off and away'). The teacher will give a maximum of two warnings.
- On the third warning the teacher will phone the student's supervisor and ask them to collect the student from the learning hub or school event (if possible).
- A teacher will phone the student and supervisor to re-negotiate a commitment that the mobile phone protocols will be adhered to by the student at future school activities.
- Where there is repeated misuse of the mobile phone teachers will liaise with a Deputy Principal regarding further consequences. For example, the student will be required to hand in their phone to a supervising teacher for safe keeping while the student is at school.

Refer to the following policies and procedures:

- [Student Wellbeing Policy](#)
- [Learning Hubs Handbook for Students and Supervisors](#)

Exemptions

Sydney Distance Education High School understands that some students may have exceptional medical, wellbeing or learning needs which will require them to access a mobile phone when attending a learning hub or school event.

If you have concerns about your child not having access to a mobile phone when attending the learning hubs or school events, you may contact the Deputy Principal of the year group by phone on (02) 9383 0200.

The parent/carer and supervisor wishing to apply for an exemption will need to send an email to the school account (E: sydneyh-d.school@det.nsw.edu.au) with the following information.

- The student's name and year.
- The health or wellbeing reason for the exemption.
- The requested adjustments to school-based practices and procedures.
- Supporting medical certificate.

Each application for an exemption will be considered by a Deputy Principal and the Learning and Support Team and the parent/carer/supervisor will be informed of the agreed outcome. Teachers of the student will be informed of the exemption.

Using mobile phones for an educational purpose during a lesson or at a school excursion

There may be situations where students are required to use their phones during a lesson or on a school excursion. In these situations, the staff member will need to monitor students' use of the phones to ensure that they are used for the designated purpose, and once the lesson/activity is completed, ensure that students comply with managing their phone in line with the school's procedures.

Responsibilities and obligations

Student use of 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.
- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different procedures.
- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.

For parents and carers

- Support implementation of school procedures, including the school's approach to resolving issues.
- 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.
- 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 their own digital devices or put them on silent when at official school functions and during meetings.
- Provide digital devices that meet school specifications. See "*Recommended specifications for digital devices*" in this Appendix.

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 these procedures and departmental policy
 - reading and abiding by the Terms of Service for any online services they use in teaching
 - 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 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 these procedures, and act in line with the conduct described.

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

Communicating this procedure to the school community

Students, parents and carers will be advised through the school newsletter. These procedures can be accessed electronically on the [school's website](#) and in hard copy at the school's administration office.

Complaints

If a student, parent or carer has a complaint about these procedures, they can send the school an email on sydneyh-d.school@det.nsw.edu.au which will then be forwarded to the senior executive.

If the issue cannot be resolved, please refer to the department's [Making a complaint about NSW public schools - guide for parents & carers](#).

Review

The Principal or delegated staff will review these procedures annually.

Appendix 3: Key terms

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: 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: 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:.....

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.

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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/carers details

First name: Last name:

Relationship to student:

Street number/street name:

Suburb: Postcode:

Home phone number: Work phone number:

Mobile number:

Email:

Parent or carer signature: Date:

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: Change of Supervisor form

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200



Request for change of supervisor Single Course Provision

Student details

Please print clearly

Student's given name(s) _____

Student's family name _____

Supervisor's details

Supervisor's title *(please tick)* Mr ☐ Ms ☐ Mrs ☐ Miss ☐ Dr ☐

Supervisor's given name _____

Supervisor's family name _____

Supervisor's faculty _____

Supervisor's phone (____) _____

Supervisor's email address _____

School postal address – ALL SDEHS correspondence will be posted to this address

School name _____

Street postal address _____

Suburb _____ Postcode _____

School phone _____

School email address _____

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



School supervisor's agreement – conditions for single course provision

Supervisors must provide appropriate supervision for the student in their learning environment. They must ensure that the student is not left alone while learning through distance education.

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

The supervisor agrees to:

- provide advice about illness or absences which have affected the student's ability to complete set activities
- be contactable by phone, email or voicemail
- ensure that the student is contactable by phone, student DoE portal email or voicemail
- ensure that the student will send and receive emails from the student DoE portal
- forward to the student's parent/carer official course warning letters and all other correspondence relating to the student's progress as issued by Sydney Distance Education High School
- provide a suitable work/study area for student
- develop a timetable that provides for the required number of hours of study each week
- supervise the student during school work activities
- ensure work will be completed and submitted in all courses on a weekly basis
- monitor the completion of set tasks and interact with the student as required in learning activities
- interpret and explain instructions or comments in lesson materials
- provide assistance with locating necessary materials and resources
- ensure that the student satisfactorily participates in oral and practical work as prescribed by the course
- 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
- ensure tests, examinations, assessment tasks and assignments are conducted according to the task instructions and that they are the unaided work of the student
- provide their signature on all paper-based work submitted to Sydney Distance Education High School including assessment tasks and examinations
- (Note: Any completed set, assessment task or examination paper received without the supervisor's signature may be regarded as invalid). Signatures are not required for electronic submission of assessment tasks including examinations
- ensure that portfolios of work and submitted works are completed when required
- provide the student with audio playing and recording equipment
- arrange that teaching materials and library books that have been issued by Sydney Distance Education High School are returned when the student completes the course or leaves the school
- apply for NESA Disability Provisions if required and communicate any approved NESA Disability Provisions directly to the SDEHS course teacher. There is an expectation that any Personalised Learning and Support Plans will be communicated in the same manner.

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.**

Supervisor's name Mr ☐ Ms ☐ Mrs ☐ Miss ☐ Dr ☐

Given name _____ Family name _____

Supervisor's signature _____ Date _____

Appendix 7: List of third-party software

Software and use	Course(s)	Student information captured	Data stored	Information shared
Canva for Education Online graphic design for multimedia content https://www.canva.com/education/	All courses	First name, family name, email address, images, presentations, videos or audio recordings	Offshore	This service uses the following third-party products to provide file upload and storage functionality: Google Drive, Office 365, and other cloud storage and file sharing platforms
Canvas/Instructure Canvas is used to host online courses and learning materials https://www.instructure.com/en-au/canvas	All courses	First name, family name, email address, attendance, video or audio recording, classwork, school name, academic assessment and results	Australia	This service uses the following optional third-party products (supported integrations): YouTube; Turnitin; H5P; Google Drive; Office 365
H5P Interactive digital resources used with Canvas and Moodle. https://h5p.com/	All courses	Email address, academic assessment and results	Offshore	Integrates with Canvas and Moodle Amazon Web Services
Moodle/Androgogic Moodle is used to host online courses and learning materials. Hosted by Androgogic https://androgogic.com/	All courses	First name, family name, email address, attendance, video or audio recording, classwork, school name, academic assessment and results	Australia	This service uses the following optional third-party products (supported integrations) eg Turnitin, Youtube
Turnitin Checking of student submissions https://www.turnitin.com/	Stage 6 courses	First name, family name, email address	USA	Information shared with Moodle and Canvas
Typing.com Typing tutor https://www.typing.com	All courses	First name*, family name*, email address*, class name, school name, country, responses *denotes optional	USA	Amazon Web Services (AWS)
OnGuard Safety Work Health and Safety training resources https://www.onguardsafety.com.au/	TAS Courses	Student first name only	Australia	Information shared with host servers
Telstra Integrated Messaging Text messages to mobile phones	All courses	Student and supervisor mobile phone numbers	Australia	Phone numbers on host servers

Software and use	Course(s)	Student information captured	Data stored	Information shared
Snipe-IT Asset tracking for students with SDEHS laptops https://snipeitapp.com/	All courses	First name, family name, email address, computer login data	Australia	Amazon Web Services (AWS)
Makecode for Micro:bit Designing and creating games https://arcade.makecode.com/	Computing courses	First name, family name, email address, school details	USA	Microsoft
Grok Learning Online platform for learning programming and computational thinking skills https://groklearning.com/	Computing courses	First name, family name, email address, school details	Australia	No data is shared
Unity 3D gaming engine to teach coding	Computing courses	Creative work (code, images, text)	USA	Unknown
BandLab for Education Music making and collaboration platform https://blog.bandlab.com/	Music courses	Username, email address	Singapore	No data is shared
Flat.io Collaborative music creation platform https://flat.io/	Music courses	First name, family name, email address	USA, UK, Canada	No data is shared
Soundtrap Creative audio recording platform https://www.soundtrap.com/edu/	Music courses	First name, family name, email address, audio recordings	Offshore	This service uses the following optional third-party products (supported integrations) eg Google Drive; Office 365
Fusion Computer-aided engineering and printed circuit board design https://www.autodesk.com/education	Computing courses	First name, family name, email address	USA	No data is shared
Tinkercad 3D design, electronics, and coding application	Computing courses	First name, family name, email address, school details	USA	No data is shared

Appendix 8: Unforeseen and Unique Circumstances form

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011

Locked Bag 5000 POTTS POINT NSW 1335

Telephone: (02) 9383 0200



Unforeseen and Unique Circumstances Application for Single Course Provision

Government Schools

School name _____

School postal address _____

School phone _____

School email _____

Student name _____ Year _____

Application

This category is designed to meet unforeseen and unique circumstances.

Principals of schools who seek single course provision to meet unforeseen and unique circumstances must write a statement outlining these circumstances and provide their request for consideration by the Director Educational Leadership.

Director Educational Leadership

I have reviewed the documentation for this application for distance education. I certify that:

- all local options to provide specific curriculum for the student have been explored
- that distance education curriculum access is required as part of a plan detailing the student's learning and support needs for each subject requested
- the educational monitoring and welfare needs of the student will be met by the local school
- curriculum access through a distance education school is the most appropriate option.

I recommend single course provision for the student whose name appears above.

Name of Director Educational Leadership _____

Signature _____ Date _____

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

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



Revised 24-Feb-25 [https://schools.nsw.gov.au/sites/SAS/TeamSDEHS/DEC/Originals/Enrol Forms/_Single Course/Exceptional circumstances application form_SS_draft 21.02.25.docx](https://schools.nsw.gov.au/sites/SAS/TeamSDEHS/DEC/Originals/Enrol%20Forms/_Single%20Course/Exceptional%20circumstances%20application%20form_SS_draft%2021.02.25.docx)

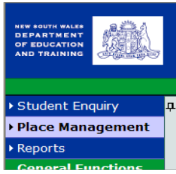

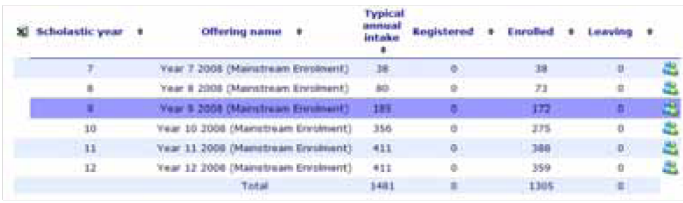
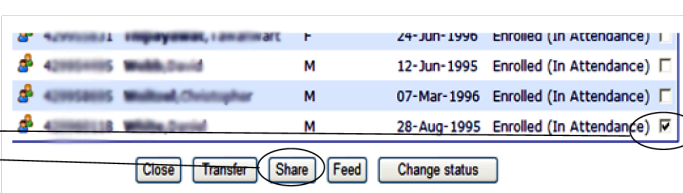

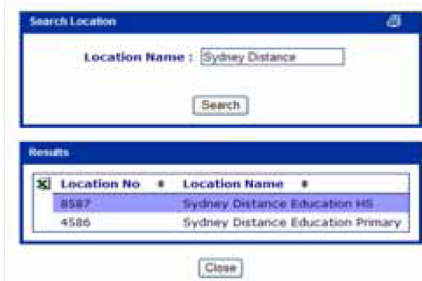


Appendix 9: ERN Information

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  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  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	