

# Distance Education

## Guidelines 2008

Rural and Distance Education Unit  
Equity Programs and Distance Education Directorate



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# 1 Distance Education in New South Wales

## Purpose

The NSW Department of Education and Training provides distance education programs for students who are resident in NSW who are isolated or whose special circumstances prevent them from attending school on a regular basis. It also provides eligible students with access to curriculum to meet Department of Education and Training mandatory requirements and Board of Studies minimum requirements for the award of a School Certificate or Higher School Certificate.

## Provision

Although distance education was traditionally established for students from geographically isolated areas, it now caters for a much broader group of students. NSW Distance Education is provided from pre-school to Year 12 for students aged up to 18 years when enrolling.

## Applicability

These guidelines have been developed to provide information and direction on the conditions and procedures to access distance education and supersede *Distance Education Categories and Procedures Guidelines for Enrolment - 2003*

These guidelines must be read in conjunction with:

- ◆ [Enrolment of students in NSW government schools: a summary and consolidation of policy.](#)
- ◆ [Enhanced Enrolment Procedures - Memorandum to School Principals, Regional Directors and School Education Directors DN/06/00168](#)
- ◆ [Implementation Statement on Enhanced Enrolment Procedures](#)

## Support and advice

Principals and staff of distance education schools can provide support and advice in relation to distance education to schools, regions, parents and caregivers. Contact details are provided on page 19 of this document.

The Student Support Coordinator, Student Counselling and Welfare, and Student Support Coordinator, Disability Programs, in each region are available to provide support and guidance to parents or carers and schools in applying these guidelines for students with significant support needs.

The Rural and Distance Education Unit provides policy support and advice to schools, Regions, state offices, parents and caregivers. For further information or assistance please contact the Rural and Distance Education Unit on telephone 02 6334 8072 or fax 02 6334 8069 or <https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/index.htm>

## **2** Full-time Enrolment Categories and Conditions

### **Preschool students**

Children who meet the distance education criteria and who plan to continue their primary education in a distance education school or centre may be eligible to enrol in distance education preschool.

Children in isolated rural areas where there is no preschool provision may also be eligible to enrol in a distance education school or centre. Enrolments will be subject to the availability of places.

Children generally attend Departmental preschool classes for one year only. Children are eligible for enrolment from the beginning of the school year if they turn four years of age on or before 31 July in that year.

Preschool provision is available at the Dubbo School of Distance Education and for 2007-2009, preschool provision is being trialled at Broken Hill School of the Air.

An Early intervention program is available for young children with disabilities through the Distance Education Support Unit.

### **Primary and secondary students**

#### **Isolated home students**

Students who are unable to attend a regular school, due to geographic isolation from a NSW government school, may be eligible to enrol in a distance education school or centre.

A distance of three (3) kilometres from the student's home to the nearest bus route for primary students and five (5) kilometres for secondary students is the minimum prerequisite distance but may not be sufficient reason to justify enrolment. The principal of the enrolling distance education school or centre will determine eligibility within this context.

A parent or carer is required to submit appropriate documentation and a *Statutory Declaration*, stating the distance from the student's home to the nearest bus route.

#### **Students travelling within Australia**

Students who are unable to attend a regular school, because they are travelling within Australia, may be eligible to enrol in a distance education school or centre.

The enrolment period is between three (3) and twelve (12) consecutive months.

A parent or carer is required to submit a *Statutory Declaration*, stating their intention to travel and the anticipated duration of this arrangement.

A comprehensive itinerary must be submitted with the application. Addresses for a minimum of six (6) weeks in advance are required to ensure continuity of the learning program.

Travellers who take up residence in one place for six (6) weeks or more may be required to enrol at the local school. This should be at the discretion of the principal of the distance education school or centre and the principal of the local school.

## **Students temporarily resident or travelling overseas**

Students who are travelling overseas, or are temporary overseas residents and are unable to attend an appropriate English-speaking school, may be eligible to enrol in a distance education school or centre.

The enrolment period is between three (3) and twelve (12) consecutive months.

A parent or carer is required to submit a *Statutory Declaration*, stating their intention to travel overseas or temporarily reside overseas and the anticipated duration of this arrangement.

A comprehensive itinerary must be submitted with the application. Addresses for a minimum of six (6) weeks in advance are required to ensure continuity of the learning program.

Parents or carers are required to purchase all necessary textbooks and equipment. They will also be required to pay a charge for airmail postage of lesson materials. The postage charge for overseas students must be paid in advance to ensure continuity of the learning program. All lesson materials must be mailed direct to the student and cannot be sent via a local address. Any alternate arrangement such as the use of the diplomatic courier bag or the courier service of a large company, must be authorised by the principal of the distance education school or centre.

Where parents or carers are unable to pay for necessary textbooks and equipment because of financial hardship they may be eligible for assistance from the *Student Assistance Scheme* or other appropriate sources.

## **Students with a medical condition**

Students with a medical condition, other than a mental health condition, which prevents them from attending school on a regular basis, including a special school or special class within a regular school, may be eligible for enrolment at a distance education school or centre.

The parent or carer must submit specialist medical documentation which:

- ◆ clearly identifies the medical condition
- ◆ explicitly states the condition which prevents the student from attending a school
- ◆ specifies the length of time the medical certificate covers.

The principal of the distance education school or centre may seek advice from the Regional Student Support Coordinators or their delegate from the region where the student resides, to determine if further assessment is needed prior to enrolment.

Students with a medical condition deemed by the specialist medical practitioner to be long term will be required to provide a medical certificate at the beginning of each academic year.

## **Pregnant students/young parents**

Students who are pregnant or in the first year of parenthood may be eligible for enrolment at a distance education school or centre.

A medical certificate attesting to pregnancy or a birth certificate for the child must be submitted with the application.

## Vocationally talented students

Students in secondary schools whose commitment to their vocational talents prevents regular attendance at school may be eligible for enrolment at a distance education school or centre.

A parent or carer will submit a *Statutory Declaration* from the organisation/institute that they are attending, detailing their activities/obligations which prevent them from attending their regular school. This must be referred to and supported by the principal of the student's current school.

The student's timetable should be structured to provide opportunities for the student to liaise with staff from the distance education centre or school.

## Students with significant support needs

Students with significant support needs which impact on their engagement and prevent them from attending school on a regular basis, including a special school or special class within a regular school, may be eligible for enrolment at a distance education school or centre.

This may include students who have a diagnosis, confirmed disability or history of:

- ◆ Mental health condition
- ◆ Autism
- ◆ Severe disruptive behaviours
- ◆ School phobia.

The referring school should complete the *Access Request Form* and appropriate attachments in consultation with the parent or carer. This includes the risk assessment in relation to nominated place of study and the distance education school site. The Regional Student Support Coordinator or their delegate from the region where the student resides are able to assist schools and parents or carers in determining the individual support needs of the student.

Should a student not be currently enrolled in a Department of Education and Training school, the Regional Student Support Coordinator or their delegate from the region where the student resides should complete the *Access Request Form* and appropriate attachments in consultation with the parent or carer. This includes the risk assessment in relation to the nominated place of study and the distance education school site.

Regional Student Support Coordinator or their delegate consults with the distance education school prior to the regional placement panel or process.

The regional panel or process must determine that:

- ◆ the educational needs of the student are not able to be met from within the regular school with access to school, regional and state resources, and
- ◆ there is no appropriate specialist setting available, and
- ◆ the distance education school or centre is the most appropriate placement.

The Regional Student Support Coordinator or their delegate may then invite parents or carers to make application for enrolment to the distance education school or centre.

The Regional Student Support Coordinators or delegates from the region where the student resides are responsible for the ongoing assessment and support of the student's needs. They do this in consultation with distance education schools or centres so that they can support students who move to another school, or who are transitioning to post school.

The distance education school or centre must conduct a review of each student at least every twelve (12) months. The purpose of the review is to assess and monitor individual student needs and review the appropriateness of continued enrolment through the distance education school or centre.

The distance education school must then provide formal advice to the Regional Student Support Coordinator or their delegate from the region where the student resides in relation to recommendations for continued enrolment and /or formal review meetings.

The purpose of a review meeting is to:

- ◆ support teaching and learning and report student progress to parents or carers
- ◆ assess and monitor student individual needs
- ◆ review where necessary the appropriateness of continued enrolment through the distance education school or centre
- ◆ ensure effective use of school, regional and state resources and address transition planning issues.

The Regional Student Support Coordinator or their delegate from the region where the school is located are able to assist schools in identifying professional learning needs and the appropriate regional staff to support the distance education school.

### **Students with an intellectual disability enrolling in the Distance Education Support Unit (DESU)**

Students who have a confirmed intellectual disability and who meet one of the full-time enrolment categories for distance education may be eligible for enrolment in the local distance education school or centre.

Where the student has a confirmed moderate or severe intellectual disability and they meet one of the full-time enrolment categories for distance education, parents or carers can choose to seek enrolment in the Distance Education Support Unit.

The referring school should complete the *Access Request Form* and appropriate attachments in consultation with the parent or carer. This includes the risk assessment in relation to nominated place of study and the distance education school site. The Regional Student Support Coordinator or their delegate from the region where the student resides are able to assist schools and parents or carers in determining the individual support needs of the student.

Should a student not be currently enrolled in a Department of Education and Training school, the Regional Student Support Coordinator or their delegate from the region where the student resides should complete the *Access Request Form* and appropriate attachments in consultation with the parent or carer. This includes the risk assessment in relation to the nominated place of study and the distance education school site.

The Regional Student Support Coordinator or their delegate consult with the Distance Education Support Unit prior to the regional placement panel or process.

The regional panel or process must determine that:

- ◆ the educational needs of the student are not able to be met from within the regular school with access to school, regional and state resources, and
- ◆ there is no appropriate specialist setting available, and
- ◆ the Distance Education Support Unit is the most appropriate placement.

The Regional Student Support Coordinator or their delegate from the region where the student resides then refers the request to the Northern Sydney regional placement panel and provides a copy of the request to the Distance Education Support Unit.

The North Sydney regional placement panel has responsibility for managing the referrals to the Distance Education Support Unit and will consider the request in consultation with the Distance Education Support Unit.

The Regional Student Support Coordinator or their delegate from the region where the student resides is responsible for supporting students who may transition from Distance Education Support Unit to another school or from Distance Education Support Unit to post school.

All placements through this process must be reviewed by the Distance Education Support Unit and a Regional Student Support Coordinator or their delegate from the Northern Sydney Region, at least every twelve (12) months.

A formal review meeting must be conducted. The purpose of a review meeting is to:

- ◆ support teaching and learning and report student progress to parents or carers
- ◆ assess and monitor student individual needs
- ◆ review where necessary the appropriateness of continued placement through the Distance Education Support Unit
- ◆ ensure effective use of school, regional and state resources and address transition planning issues.

The Regional Student Support Coordinator or their delegate from the region where the distance education school is located are able to assist the school in identifying professional learning needs and the appropriate regional staff to support them.

### **Students where an enrolment direction has been made by the NSW Department of Education and Training Director-General or delegate**

Students where a direction has been made to enrol at a distance education school or centre will be enrolled in accordance with enrolment direction procedures.

### 3 Full-time Enrolment Procedures

#### Purpose

The purpose of full time enrolment in distance education is to provide access to education for students who are isolated or whose special circumstances prevent them from attending school on a regular basis.

#### Application and approval

A parent or carer of a student eligible for enrolment in NSW government schools and who meets the requirements of one of the fulltime enrolment categories for distance education (see *Section 2*) may make an application for enrolment to a distance education school or centre. All students seeking to enrol full time in a Distance Education school or centre must complete and submit an [Application to Enrol in a NSW Government School](#).

The application assessment process will determine whether the student is eligible to be enrolled and if any specific provision, plan or program is required.

The principal of the distance education school or centre considers and approves full time enrolments in distance education including:

- ◆ Preschool students.
- ◆ Isolated home students.
- ◆ Students travelling within Australia.
- ◆ Students temporarily resident or travelling overseas.
- ◆ Students with medical conditions.
- ◆ Pregnant students/young parents.

Some full-time categories of enrolment in distance education have specified processes of referral and recommendation to be followed prior to consideration by the principal of the distance education school or centre. These categories are:

- ◆ Vocationally talented students.
- ◆ Students with an intellectual disability enrolling in the Distance Education Support Unit (DESU).
- ◆ Students with significant support needs.
- ◆ Students in extraordinary circumstances.
- ◆ Students where an enrolment direction has been made.

Years 11-12 students who have met eligibility for one of the fulltime enrolment categories in distance education may apply to undertake a pathways program to accumulate towards the Higher School Certificate.

For some enrolment categories parents or carers are required to submit a *Statutory Declaration*, stating the reasons they are requesting distance education. The *Statutory Declaration* should include a statement that the parent or carer recognises and accepts their role and responsibilities in the child's education; a timetable detailing the time scheduled for engaging in school work and completion of set tasks; and an outline of the supervision arrangements that will be put in place to support the student learning program. This will ensure that the parent or carer fulfills their obligations under the *Education Act*.

## Supervisors

Parents or carers must nominate a supervisor who will give support and guidance. The role of the supervisor will include:

- ◆ supervising the student during schoolwork activities
- ◆ supporting and encouraging the student through assistance with locating materials and resources needed for lessons, development of a timetable for work, provision of a suitable workplace and basic equipment
- ◆ monitoring the student's completion of set tasks and the return of work to the distance education school or centre
- ◆ interacting with the student as required by the learning materials
- ◆ interpreting and explaining to the student the spirit and intention of instructions or comments included in lesson materials or in messages from the distance education teacher
- ◆ providing feedback to the distance education teacher on the student's responses to the lesson activities and on their performance and interest, including advice about illnesses or absences which have affected the student's ability to complete activities
- ◆ monitoring the student's participation in satellite, computer-based or teleconference lessons as appropriate
- ◆ providing appropriate conditions for and supervising all examinations and assessment tasks, as requested.

## Where to apply

The distance education schools and centres have designated intake areas. Further details are available at <https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/index.htm>

Applications for enrolment must be to the designated distance education school or centre. If parents seek to enrol a student at a school other than the designated school, the application will be considered in accordance with the [Enrolment of students in NSW government schools: a summary and consolidation of policy](#) under the criteria for non-local enrolment. The full range of distance education services may not be available if a non-local enrolment is effected.

Exceptions to the non-local enrolment rules are currently made for the following students:

STUDENT ELIGIBLE FOR DISTANCE EDUCATION	DISTANCE EDUCATION SCHOOL OR CENTRE
Preschool children	Dubbo School of Distance Education, Broken Hill School of the Air or the Distance Education Support Unit
Primary students resident in ACT.	Queanbeyan Primary School Distance Education Centre
Secondary students resident in ACT.	Karabar High School Distance Education Centre
Primary and Secondary students resident in PNG.	Dubbo School of Distance Education
Secondary students resident on Norfolk Island.	Southern Cross K-12 School Distance Education Centre
Secondary students resident in Metropolitan Sydney who are temporarily resident or travelling overseas or within Australia.	Karabar High School Distance Education Centre
Preschool, primary and secondary students with an intellectual disability who choose not to enrol at the local distance education school.	Distance Education Support Unit

## **Enrolment interview**

It is desirable that the potential student and supervisor visit the school or centre before enrolment. The student can meet the teachers, an assessment of the student's needs can be undertaken, and the supervisor can discuss his/her role and responsibilities.

## **Return of work and enrolment reviews**

As a condition of continued enrolment, all students enrolled in distance education are required to return work each week, or to meet alternative minimum standards set by the distance education school or centre.

All enrolments will be reviewed at least every twelve months to ensure that the circumstances of students have not changed. Where students are not meeting their obligations to return work on a regular basis a review can be undertaken at any time.

## **Period of enrolment**

The minimum enrolment period is three (3) months. Extraordinary circumstances may lead to variations in this requirement and will be considered under the *Extraordinary Circumstances category*.

Where a maximum enrolment period is indicated, applications for extensions of enrolment can be made to the School Education Director responsible for the distance education school under the *Extraordinary Circumstances category*.

## **Voluntary school contributions**

On application for enrolment all students will be advised of the cost for items such as the purchase of course kits, and essential materials and equipment. The distance education school or centre will request contributions to meet these costs.

Parents or carers who are unable to pay for elective subjects because of financial hardship may be eligible for assistance from the *Student Assistance Scheme* or other appropriate sources.

## **4** Years 9-12 Single Course Provision Categories and Conditions

### **Students wishing to study a single course subject not offered in their school (within the quota)**

Students whose opportunities are enhanced by the study of a course that their school is unable to offer may have an application for single course provision made on their behalf by the principal of their school.

### **Students wishing to study their ethnic language (within the quota)**

Students who wish to study their ethnic language and who can establish that it is not available at their home school, and who can demonstrate genuine problems accessing a Saturday School of Community Languages offering the course requested, may have application for single course provision made on their behalf by the principal of their school.

### **Students with a special circumstance (within the quota)**

Students whose principal can establish that their special circumstances warrant single course provision may have an application made on their behalf.

Special circumstances under this category include:

- ◆ Acceleration.
- ◆ Recognition of prior learning.
- ◆ Small rural schools.
- ◆ Career prospects.

Evidence of the special circumstances must be provided by the school.

### **Students seeking continuity of study (within the quota)**

Students prevented from continuing the study of a course because of circumstances in their school may have application made on their behalf by the principal of their school. An explanation of the circumstances resulting in the course(s) in question not being offered in the curriculum is required. It is expected that schools commencing Years 9 and 11 classes will continue to teach these classes in Years 10 and 12 respectively.

### **Students whose study has been interrupted by transfer to another school (outside quota)**

Students who are committed to the study of a course which will lead to the award of a School Certificate or Higher School Certificate and 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.

### **Students with disabilities (*outside quota*)**

Students unable to undertake a course of study at their school because of significant disability may have an application for single course provision made on their behalf by the principal of their school.

### **Students on exchange programs (*outside quota*)**

Students who are temporarily attending a NSW secondary or central school while on a recognised exchange program may have an application for single course provision made on their behalf by the principal of their school.

### **Full fee-paying overseas students currently enrolled in NSW government or non government schools (*outside quota*)**

Students who are full fee-paying overseas students currently enrolled in NSW government or non government schools may have an application for single course provision made on their behalf by the principal of their school.

### **Vocational education and training (*outside quota*)**

Students who wish to study a vocational education and training that contributes towards the Higher School Certificate which is not offered in their school may have an application for single course provision made on their behalf by the principal of their school.

### **Single course provision for Languages (*outside quota*)**

Where applications involve small groups of students seeking to undertake language courses, the principal of their school must provide to the School Education Director with a statement certifying that the school is unable to provide the course in any other way and that distance education is the only option.

Applications under this category must be made by November 30 in the year prior to commencement. The application must have the support of the School Education Director.

## 5 Years 9-12 Single Course Provision Procedures

### Purpose

The primary purpose for single-course provision through distance education is to enable students enrolled full-time in a school to meet Department of Education and Training mandatory requirements and Board of Studies minimum requirements for the award of a School Certificate or Higher School Certificate.

### Application and approval

Applications for single course provision are made by the principal of the student's home school or manager of the student's TAFE NSW Institute to the designated distance education school or centre.

The principal of the distance education school or centre approves the provision of single courses. Some categories of single course provision in distance education have specified processes of referral and recommendation to be followed prior to consideration by the principal of the distance education school or centre (see *Section 3*).

Single course provision will be considered only when the home school principal or TAFE manager certifies that:

- ◆ students are capable of working independently
- ◆ a member of the teaching staff at the home school or TAFE has been nominated to supervise the study arrangements of single-course students including assignments, formal examinations and assessment tasks
- ◆ students will be allocated the prescribed time to study single-courses and will include daily study/work periods and times when distance education teachers can contact students
- ◆ procedures will be in place to ensure that students will return work regularly and complete all tasks set including assignments, formal examinations and assessment tasks
- ◆ students are informed that they are required to return work each week or to meet alternative minimum standards set by the distance education school or centre
- ◆ students will be provided with the required resources such as textbooks, reference materials, access to a telephone, computer, internet access, CD player
- ◆ students have access to and use of supervised specialist rooms as required
- ◆ procedures will be in place to ensure parental permission is obtained for students to attend activities arranged by the distance education school or centre and that risk assessments will be undertaken by the home school
- ◆ where a Year 9 or 10 student enrolls in an elective course, it replaces a school elective course. Courses studied should not exceed seven 200 hour courses. For example, if the school is offering seven courses; English, mathematics, science, history, geography and elective 1 and elective 2, the distance education course must replace one of these courses. In the case of schools offering eight courses: English, mathematics, science, history, geography and elective 1, elective 2 and elective 3, the distance education course must replace one of these courses
- ◆ the maximum number of units studied by a student including the distance education course for the Preliminary Course does not exceed 13 units in Year 11 and 11 units in Year 12
- ◆ the courses in which the student is seeking enrolment are not offered by the school they are attending (except a vocational education and training or languages course)
- ◆ suitable and safe work placement for vocational education and training enrolments is possible.

## Annual quota applying to new enrolments

Schools or TAFE NSW Institutes seeking to enrol students in categories within quotas may forward a maximum number of new applications per annum according to the following schedule:

- ◆ school/institute enrolment of 300 or fewer.....15 new applications p.a.
- ◆ school/institute enrolment of 301 to 500..... 9 new applications p.a.
- ◆ school/institute enrolment of more than 500..... 6 new applications p.a.

Schools and TAFE NSW institutes have maximum flexibility within the parameters of the annual quota. For example, students may be enrolled in more than one course, or schools may fill their annual quota of enrolments in a single course.

Students finishing their School Certificate study of a course in Year 10 are not deemed to be continuing their study of the same course for Year 11. Therefore these students count as part of each school's annual quota for new enrolments.

## Where to apply

The distance education schools and centres including the Open High School have designated intake areas. Further details are available at <https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/index.htm>

Applications for single course provision must be made to the designated distance education school or centre. If principals or NSW TAFE Institute managers seek single course provision for a student at a school or centre other than the designated school, the application will be considered in accordance with the [Enrolment of students in NSW government schools: a summary and consolidation of policy](#) under the criteria for non-local enrolment. The full range of distance education services may not be available if this is effected.

## When to apply

Applications for single course provision for within quota categories and for single course provision for languages (*outside quota*) must be submitted by November 30 of the previous year to facilitate timely provision of the distance education program. Applications for students beginning a HSC course should be made by the end of Term Three in preparation for Term Four commencement of work.

## Course fees

Course fees are to be paid by the student's home school or TAFE NSW Institute. Fees for non government schools to access distance education as an outside provider of single courses will be set annually.

On application for single course provision, a student's home school will provide a cheque or direct deposit for the course costs as outlined in the schedules published by the relevant distance education school or centre.

Additional course costs may be required during the year for some courses.

## 6

# Curriculum Access Provision for Secondary Students in Special Placement Settings Categories, Conditions and Procedures

## Purpose

The primary purpose for the provision of curriculum access through distance education is to provide special placement students the opportunity to meet Board of Studies minimum requirements for the award of a School Certificate or Higher School Certificate.

## Application and approval

Curriculum access provision is considered and approved by the Distance Education principal. Distance education applications for students in these settings will be considered for each individual student to ensure that educational services in a particular course are not being provided for these students from more than one source.

## Students in special placement settings

Students in special placement settings in the Department of Education and Training may be considered for curriculum access provision by a distance education school or centre where the setting is unable to provide curriculum access to a Key Learning Area at an appropriate stage level. The principal of the special placement setting can make an application for curriculum access to a distance education school or centre on behalf of the student.

These students may be attending the following settings:

- ◆ Schools established to support students with severe disruptive behaviour or emotional disturbance.
- ◆ Tutorial Centre.
- ◆ Support classes established to support students with severe disruptive behaviour or emotional disturbance.
- ◆ Hospital classes.

The principal of the special placement setting will certify that the setting is unable to provide curriculum access to a subject at an appropriate stage level for the student. Details of learning support needs of the student in the Key Learning Area must be submitted. The principal should also provide any additional documentation deemed necessary to develop an appropriate learning program.

The principal of the special placement setting must certify that the setting will:

- ◆ ensure that teaching arrangements are in place so that students can complete set work including assignments, formal examinations and assessment tasks
- ◆ ensure procedures are in place to address individual support needs of the student
- ◆ facilitate interaction between the student and the distance education teacher
- ◆ provide students with the required resources such as textbooks, reference materials, computer, internet access, CD player
- ◆ ensure parental permission is obtained for students to attend activities arranged by the distance education school or centre
- ◆ provide feedback to the distance education school or centre.

Access under this category should be reviewed by the principal of the special placement setting in consultation with the distance education school or centre and staff of the special placement setting every twelve (12) months.

Course contributions are to be paid on application for curriculum access. A cheque or direct deposit for the course costs as outlined in the schedules published by the relevant distance education school or centre must be paid. Additional course costs may be required during the year.

### **Students in education and training units within juvenile justice or juvenile correction centres**

Students in education and training units within juvenile justice or juvenile correction centres may be considered for curriculum access provision by a distance education school or centre where the setting is unable to provide curriculum access at an appropriate stage level. The principal can make application for curriculum access to a distance education school or centre on behalf of the student.

The principal of the education and training unit will certify that the setting is unable to provide curriculum access to a subject at an appropriate stage level for the student. Details of learning support needs of the student in the subject must be submitted. The principal should also provide any additional documentation deemed necessary to develop an appropriate learning program.

The principal must certify that the setting will:

- ◆ ensure that teaching arrangements are in place so that students can complete set work including assignments, formal examinations and assessment tasks
- ◆ ensure procedures are in place to address individual support needs of the student
- ◆ provide students with the required resources such as textbooks, reference materials, computer, CD player
- ◆ provide feedback to the distance education school or centre
- ◆ manage the transition to another educational setting or detention centre.

Students in custody must not be provided with an email address. All communication with students in custody is to be managed through the principal of the education and training unit within juvenile justice or juvenile correction centre or their nominated delegate.

Support for curriculum access for students in custody will comply with the requirements and conditions as set out by the education and training units within juvenile justice centres.

Access under this category should be reviewed by the principal of the distance education school or centre and the staff of the education and training unit every six months.

Course contributions are to be paid by the education and training unit on application for curriculum access. A cheque or direct deposit for the course costs as outlined in the schedules published by the relevant distance education school or centre must be paid. Additional course costs may be required during the year.

## **7** Extraordinary Circumstances Category and Procedures

### **Purpose**

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

### **Application and approval - Full time enrolment**

Parents or carers are required to submit a *Statutory Declaration*, stating the reason they are requesting full time distance education. The *Statutory Declaration* should include a statement that the parent or carer recognises and accepts their role and responsibilities in the child's education; a timetable detailing the time scheduled for engaging in school work and completion of set tasks and an outline of the supervision arrangements that will be put in place to support the student learning program. This will ensure that the parent or carer fulfills their obligations under the *Education Act 1990*.

The application for full time distance education enrolment or extension of enrolment must be supported by the School Education Director for the school in which the student is currently enrolled. Where a student is not enrolled in a Department of Education and Training school the application must be supported by the School Education Director for the local school where the student resides.

The School Education Director should consider the circumstances as provided by the parent or carer and may seek advice from the principal of the student's current school and/or the Regional Student Support Coordinators or their delegates.

The School Education Director should consider if:

- ◆ policies and procedures have been followed
- ◆ the educational and/or welfare needs of the student are able to be met from within a regular school with access to school, regional and state resources
- ◆ there is another appropriate specialist setting available
- ◆ the distance education school or centre is the most appropriate option.

### **Application and approval - Single course provision**

Principals of the home school who seek enrolment outside the categories or quotas in these guidelines must provide a statement outlining the requirement for access to distance education single course provision.

Department of Education and Training schools should provide their request for consideration to their School Education Director. Non Government schools should provide their request for consideration to the Director, Equity Programs and Distance Education.

The Director should consider if:

- ◆ policies or procedures have been followed
- ◆ the educational and/or welfare needs of the student are able to be met from within the home school
- ◆ there are other ways the home school can provide the subject requested
- ◆ the distance education school or centre is the most appropriate option.

## **8** Resolution and Appeal Procedures

In cases where enrolment issues cannot be resolved at the local level, the principal of the distance education school or centre must notify their School Education Director.

Parents or carers may seek the direct involvement of their School Education Director at any stage. Principals should endeavour to resolve the matter in the first instance.

Parents or carers may appeal a decision by the distance education principal not to enrol a student and request a review of the decision by the School Education Director.

A letter of appeal should be lodged directly with the School Education Director with a copy made available at the same time to the Principal of the distance education school or centre.

If the School Education Director was responsible for the original decision an appeal may be made to the Regional Director.

The School Education Director or Regional Director will:

- ◆ deal with the appeal within 10 working days of its lodgement
- ◆ ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
- ◆ review all relevant material
- ◆ discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
- ◆ advise all the parties of the decision and the specific reasons for reaching the decision
- ◆ determine what further action is necessary.

The School Education Director or Regional Director hearing the appeal will determine whether or not the decision that is being appealed will be put on hold until the appeal is heard.

## 9

## Distance Education Schools and Centres

## Primary Distance Education Schools and Centres

SCHOOL	ADDRESS	TELEPHONE	FAX	WEBSITE
Bourke Walgett School of Distance Education				
Bourke Campus	Green St Bourke 2840	02 6872 2424	02 6872 3109	<a href="http://www.bourkewalg-d.schools.nsw.edu.au/">http://www.bourkewalg-d.schools.nsw.edu.au/</a>
Walgett Campus	Warrena St Walgett 2832	02 6828 1374	02 6828 1936	<a href="http://www.bourkewalg-d.schools.nsw.edu.au/">http://www.bourkewalg-d.schools.nsw.edu.au/</a>
School of the Air Broken Hill	Lane St Broken Hill 2880	08 8087 3565	08 8088 5998	<a href="http://www.schoolair-p.schools.nsw.edu.au/">http://www.schoolair-p.schools.nsw.edu.au/</a>
Hay Campus	Lachlan St Hay 2711	02 6993 1882	02 6993 3069	<a href="http://www.hayp-d.schools.nsw.edu.au/">http://www.hayp-d.schools.nsw.edu.au/</a>
North East Public School of Distance Education				
Port Macquarie Campus	School St Port Macquarie 2444	02 6584 1118	02 6584 1210	<a href="http://www.northeast.dec.education.nsw.gov.au/">http://www.northeast.dec.education.nsw.gov.au/</a>
Casino Campus	103 Walker St Casino 2470	02 6662 6414	02 6662 3283	<a href="http://www.northeast.dec.education.nsw.gov.au/">http://www.northeast.dec.education.nsw.gov.au/</a>
Queanbeyan PS (DE)	Isabella St Queanbeyan 2620	02 6299 2966	02 6299 2863	<a href="http://www.queanbeyn-d.schools.nsw.edu.au/">http://www.queanbeyn-d.schools.nsw.edu.au/</a>
Sydney Distance Education Primary School	Private Bag 2 Newtown 2042	02 9568 9888	02 9568 9827	<a href="http://www.sdeps.nsw.edu.au/">http://www.sdeps.nsw.edu.au/</a>
Tibooburra Outback School of the Air	Briscoe St Tibooburra 2880	08 8091 3317	08 8091 3496	<a href="http://www.tibooburra-d.schools.nsw.edu.au/">http://www.tibooburra-d.schools.nsw.edu.au/</a>

## P-12 Distance Education Schools and Centres

SCHOOL	ADDRESS	TELEPHONE	FAX	WEBSITE
Dubbo School of Distance Education	Myall St Dubbo 2830	02 5804 7000	02 6884 0777	<a href="http://www.dubbo.dec.education.nsw.gov.au/">http://www.dubbo.dec.education.nsw.gov.au/</a>
Sir Eric Woodward Memorial School - Distance Education Support Unit	Locked Bag 1516 Pymble BC 2073	02 9988 0677	02 9988 0966	<a href="http://www.dedsupport-d.schools.nsw.edu.au/">http://www.dedsupport-d.schools.nsw.edu.au/</a>

## Secondary Distance Education Schools and Centres

SCHOOL	ADDRESS	TELEPHONE	FAX	WEBSITE
Karabar HS	Donald Rd Queanbeyan 2620	02 6298 4300	02 6299 2529	<a href="http://karabardec.com.au/">http://karabardec.com.au/</a>
Open High School	Locked Bag 88 Strawberry Hills 2012	02 9381 4801	02 9381 4950	<a href="http://www.theopenhs-d.schools.nsw.edu.au/">http://www.theopenhs-d.schools.nsw.edu.au/</a>
Camden Haven HS	Valley View Rd Laurieton 2439	02 65568200	02 6556 8205	<a href="http://www.camdenhave-h.schools.nsw.edu.au/">http://www.camdenhave-h.schools.nsw.edu.au/</a>
Southern Cross K-12 School	Chickiba Drive East Ballina 2478	02 6686 9112	02 6686 9295	<a href="http://www.sthcross-c.schools.nsw.edu.au/">http://www.sthcross-c.schools.nsw.edu.au/</a>
Sydney Distance Education High School	Locked Bag 5000 Potts Point 1335	02 9383 0200	02 9383 0222	<a href="http://www.sydneyh-d.schools.nsw.edu.au/">http://www.sydneyh-d.schools.nsw.edu.au/</a>
Walgett Community College HS	Arthur St Walgett 2832	02 6828 1902	02 6828 1944	<a href="http://www.walgetth-d.schools.nsw.edu.au/">http://www.walgetth-d.schools.nsw.edu.au/</a>

