



Education
Public Schools

Distance Education

Enrolment Procedures 2018



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1. Distance Education in NSW

The NSW Department of Education provides distance education for students living in NSW who are isolated or whose special circumstances prevent them from attending school on a regular basis. Distance Education also provides for those students unable to access an appropriate curriculum in their local school.

These enrolment procedures have been developed to provide principals and parents/carers with information and direction on accessing the department's distance education provision and should be applied with reference to other relevant departmental policy statements including:

- [Enrolment of students in NSW government schools¹](#): A summary and consolidation of policy (Including the Enhanced Enrolment Procedures Memorandum to school principals, regional directors and school education directors DN/06/00168)
- [Exemption from School Procedures²](#)
- [Protecting and Supporting Children and Young People Policy³](#)
- [Aboriginal education and training policy⁴](#)

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

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.

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

- The regular return of allocated work
- Engagement in:
 - real-time remote teaching sessions such as phone lessons, satellite lessons, content sharing lessons such as Adobe Connect and video conference lessons including virtual excursions
 - not in real time remote teaching practices such as email, authenticated online learning, learning management systems (e.g. CANVAS, Moodle) and virtual excursions
 - field services such as camps and workshops, home visits and excursions.

Distance education versus home schooling

In distance education, the school and teacher are responsible for developing, implementing and evaluating student learning programs. It is a requirement that a parent or other supervisor is available to meet child care and protection requirements and support the child to complete the learning programs developed by the distance education school. Parents/carers seeking to develop their own teaching and learning programs for their children should seek registration with the New South Wales Education Standards Authority (NESA) for home schooling. More information about home schooling can be found at the [NESA⁵](#) website.

1 <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools-a-summary-and-consolidation-of-policy>

2 https://education.nsw.gov.au/policy-library/associated-documents/exempt_qui.pdf

3 <https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy>

4 <http://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/information-package-registration>

5 <http://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/information-package-registration>

Full time students

Full time enrolment in NSW distance education is provided for eligible students, either on a continuing basis or as a temporary provision to meet the particular needs of students or their family. Full time enrolment is provided for students from preschool to Year 12.

Principals of distance education schools determine the category under which a student will be admitted to distance education and the duration of the enrolment, acting on advice or recommendations from other departmental officers, relevant professionals, documentary evidence and their own enquiries. A student will be admitted to distance education only when it is established that this is the best course of action for that student after consideration of all known circumstances.

Post compulsory education

Post compulsory education and training of adults is delivered primarily by non-school provisions including Technical and Further Education (TAFE) and Adult and Community Education (ACE). Students over 18 should in the first instance, be directed to TAFE, or the Open Training and Education Network (OTEN) if distance provision is required.

In some limited circumstances and based on consideration of the applicant's circumstances, the principal of a distance education school will determine whether a person aged 18 years or over can be admitted to a school-based distance education program.

Relevant considerations would be:

1. evidence that the applicant is seeking to undertake a course of study that will satisfy requirements for the award of a Higher School Certificate
2. evidence that the student has completed a preliminary course or part of an HSC course at a school
3. evidence that the student would be eligible for enrolment at a distance education school under one of the current full time enrolment categories (please refer to Section 2)
4. the applicant's age and the time that has elapsed since their last enrolment in a school
5. evidence that the applicant's educational needs could not be met through a TAFE or ACE provision.

Single course and curriculum access

Single course and curriculum access provisions assist NSW government and non-government schools, The provision enables students in these schools or settings to meet the department's mandatory requirements and the NESA minimum requirements in Stages 5 and 6 leading toward the award of the HSC. In all cases, the principal of the distance education school must be satisfied that the student's needs cannot be met within their home school or setting, or by accessing other local resources.

Support and advice

Principals and designated staff of distance education schools can provide support and advice about distance education to schools, School Services teams and parents/carers. Contact details are provided in Section 7 of this document.

The student's current school with advice from the local School Services team will provide support and guidance to parents in applying these procedures for students with significant support needs.

The Rural and Distance Education team can provide policy support and advice to schools across NSW, state offices, Educational Services teams and parents/carers. For assistance, please contact the Rural and Distance Education team on telephone 02 6334 8072 or email rde@det.nsw.edu.au

2. Full Time Enrolment in Distance Education

Full time enrolment in distance education provides students who are isolated or whose special circumstances prevent them from attending a school or other appropriate local provision on a regular basis with equitable access to education.

Parents/carers may seek full time enrolment in distance education for a student who is eligible to enrol in a NSW government school and meets one of the enrolment categories listed in this section.

Periodic review

Enrolments are subject to periodic review to ensure that eligibility for distance education is maintained in that category.

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

Some full time enrolments target temporary student circumstances and have time limits.

Categories of students who may be eligible to seek full time enrolment in distance education

- 2.1 Preschool students who meet geographic isolation and other criteria
- 2.2 Primary or Secondary students who meet geographic isolation criteria
- 2.3 Students travelling within Australia (>50 to 400 days)
- 2.4 Students temporarily resident or travelling overseas (>50 to 400 days)
- 2.5 Students with a medical condition that prevents their attendance at a regular school or other local provision
- 2.6 Pregnant students/young parents for whom no appropriate local provision is available (up to one year after birth of child)
- 2.7 Vocationally talented students employed in the entertainment industry and students participating at elite levels in the performing arts or sport
- 2.8 Students with additional learning and support needs
- 2.9 Students with significant support needs – transition (up to 200 days)
- 2.10 Students in extraordinary circumstances
- 2.11 National school for travelling show children
- 2.12 Students where an enrolment direction has been made by the NSW Department of Education Secretary or delegate

The five common requirements for enrolment

In addition to adhering to the department's [Enhanced Enrolment Procedures](#)¹, applications for full time enrolment in a distance education school must include the following:

1. A completed application to enrol in a NSW Government school or preschool
2. Parent confirmation that the home learning environment is safe and suitable for effective distance education provision
3. A declaration by the parent/carer that they recognise and accept their roles and responsibilities in the student's education
4. An undertaking by the parent/carer to provide and maintain an agreed mode of communication between themselves and the distance education school for the duration of the enrolment
5. Nomination by the parent/carer of a person who will perform the role of supervisor during the period of enrolment, and acceptance by that person of the following responsibilities:
 - a) liaising with the school about the program of learning that will be provided for the student and the scheduling of the student's and supervisor's time for engaging in schoolwork and the completion of set tasks
 - b) supervising the student during schoolwork activities
 - c) 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
 - d) ensuring that the student follows the course developed by the school and addresses, with diligence and sustained effort, the set tasks and experiences provided by the school
 - e) interacting with the student as required by the learning materials
 - f) 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
 - g) providing feedback to the distance education teacher on the student's responses to the lesson activities and on the student's performance and interest, including advice about illnesses or absences which have affected the student's ability to complete activities
 - h) monitoring the student's participation in satellite, computer-based or teleconference lessons and field services as appropriate
 - i) providing appropriate conditions for the student and supervising all their examinations and assessment tasks, as requested.

Non-parent supervisors

When a parent engages support from another person in the role of supervisor, the parent remains responsible for ensuring the responsibilities of the supervisor are carried out satisfactorily. Working with children legislation requires all people working or volunteering with children under 18 years to have a Working with Children Check.

Parents who engage tutors for their children should be asking the tutor to provide a Working with Children Check application or clearance number - then verifying that number online. Parents can verify the status of a Working with Children Check number by using the [online tool](#)² available from the Office of the Children's Guardian.

Additional requirements

For some enrolment categories, there are specified processes of referral and recommendation to be followed before consideration by the distance education school or centre.

The following information sets out the conditions, in addition to the common requirements of enrolment, for each category of full time enrolment.

¹ <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools-a-summary-and-consolidation-of-policy>

² <https://www.ccheck.ccpw.nsw.gov.au/Verifiers/Search>

2.1 Preschool students who meet geographic isolation and other criteria

These enrolment procedures should be read in conjunction with the department preschool classes [enrolment procedures](#).¹

The department operates a limited number of preschool classes that complement preschool provision in the broader children's services sector in NSW. Distance education preschool targets children who, because of geographic isolation, are unable to access any other children's services.

Geographically isolated children who would meet the distance criteria which applies to children of primary school age may be eligible to enrol in a distance education preschool.

In assessing a preschool child's eligibility for enrolment in distance education, principals will take into account the distance from the applicant's home to any local children's services, including community based preschools, mobile children's services and/or long day care.

The designation of distance education sites that will provide preschool services is determined each three years on a needs basis. Currently, provision is available through Dubbo School of Distance Education and Broken Hill School of the Air.

Children generally attend departmental preschool classes for 15 hours per week for one year only. Children are eligible for enrolment at the distance education preschool from the beginning of the school year if they turn four years of age on or before 31 July in that year. In exceptional circumstances, an additional year of enrolment may be considered, provided that the child is not within the compulsory years of schooling.

Applications for enrolment extension under this provision must be referred to the Leader, Rural and Distance Education at PO Box 717, Bathurst, 2795 or rde@det.nsw.edu.au

In addition to the **five common requirements for enrolment** the following is required:

1. Relevant supporting documentation to establish the distance from the student's home to the nearest early childhood service and to any local children's services, such as community based preschools, mobile children's services or long day care.

Submit completed documents to: The Principal of the appropriate distance education school (see "[Where to apply](#)" at the end of Section 2).

¹ https://education.nsw.gov.au/policy-library/related-documents/preschool_memo.pdf

2.2 Students who meet geographic isolation criteria

Students who are isolated from a NSW government school who meet the geographic isolation criteria will be expected to enrol at their local distance education school and must provide evidence to the principal of the enrolling school that they meet one of the following conditions. Students who do not meet these conditions may be eligible for enrolment in another category.

To be eligible students must meet **one** of the following criteria:

All students

- 1 Distance between home and nearest government school is 48 kilometres or more
- 2 The student does not have reasonable access to an appropriate state school for at least 20 school days in a year because of adverse travel conditions (e.g. impassable roads)

Primary full time students (new enrolments)

- 3 Distance between home and nearest government school is 16 kilometres or more and the distance between the home and nearest available transport service to the school is 3 kilometres or more
- 4 Journey time regularly exceeds 60 minutes each way to access the nearest government school

Secondary full time students (new enrolments)

- 5 Distance between home and nearest government school is 16 kilometres or more and the distance between the home and nearest available transport service to the school is 5 kilometres or more. This condition does not apply to students continuing in distance education from the primary provision
- 6 Journey time regularly exceeds 90 minutes each way to access the nearest government school

In addition to the [five common requirements for enrolment](#) the following are required:

1. Supporting documentation such as road conditions, distance from the local school and distance from the student's home to the nearest bus pickup point or school.
2. Other relevant information and supporting documentation about the student's circumstances that contribute to geographic isolation.

Submit completed documents to: The Principal of the appropriate distance education school (see ["Where to apply"](#) at the end of Section 2).

2.3 Students travelling within Australia

Students who are unable to attend a regular school because they are travelling with their family in Australia for at least 50 school days, may be eligible to enrol in distance education.

The family must also intend to continue the student's permanent schooling at a NSW school at the completion of the travel. As the intention of this provision is to provide continuity of learning for students returning to a school in NSW continued periodic travel should be considered in category 2.10.

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

Initially, placement in distance education will be for up to 200 school days. This may be extended upon application by the parent/carer outlining the unexpected circumstances that lead to the case for an extension. Extensions must not exceed an additional 200 days and will only be approved if the principal of the distance education school considers that the return of work and engagement with the teaching programs during the initial period of enrolment is satisfactory.

Travelers who take up residence in one place for six weeks or more will be expected to enrol at the local school. A decision to waive this requirement will be at the discretion of the principal of the distance education school, with advice from the principal of the local school, and taking into consideration the school's capacity to provide continuity for the travelling student.

When commencement of travel is delayed by more than 30 school days, the student is no longer eligible to be enrolled in distance education and is required to seek enrolment at the local school.

In addition to the [five common requirements for enrolment](#) the following are required:

1. A statutory declaration stating the family's intention to travel, the anticipated duration of this travel, the student's NSW home address before the travel, and their expected home address after the travel.
2. A comprehensive itinerary showing addresses for at least six weeks in advance.

Submit completed documents to: The Principal of the appropriate distance education school (see "[Where to apply](#)" at the end of Section 2).

Secondary students in the Sydney metropolitan area should contact Karabar High School Distance Education Centre

2.4 Students temporarily resident or travelling overseas

Students who are travelling overseas or are temporarily overseas residents for at least 50 school days may be eligible to enrol in distance education.

The family must also intend to continue the student's permanent schooling at a NSW school at the completion of the travel. As the intention of this provision is to provide continuity of learning for students returning to a school in NSW continued periodic travel should be considered in category 2.10.

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

Initial placement in distance education will be for up to 200 school days. This may be extended upon application by the parent/carer outlining the unexpected circumstances that lead to the case for an extension. Extensions must not exceed an additional 200 days and will only be approved if the principal of the distance education school considers that the return of work and engagement with the schools programs during the initial period of enrolment is satisfactory.

Parents 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 the continuity of the student's learning program. All lesson materials must be mailed direct to the student and cannot be sent via a local address. Any alternative arrangement, such as the use of the diplomatic courier bag or a large company's courier service must be authorised by the principal of the distance education school.

When commencement of travel and departure from NSW is delayed by more than 30 school days, the student is no longer eligible to be enrolled in distance education and should seek enrolment at the local school.

In addition to the [five common requirements for enrolment](#) the following are required:

1. A statutory declaration stating the family's intention to travel, the anticipated duration of this travel, the Student's NSW home address before the travel and their expected home address after the travel.
2. A comprehensive itinerary showing addresses for at least six weeks in advance.

Submit completed documents to: The Principal of the appropriate distance education school (see "[Where to apply](#)" at the end of Section 2).

Secondary students in the Sydney metropolitan area should contact Karabar High School Distance Education Centre

2.5 Students with a medical condition that prevents their attendance at a regular school or other local provision: short term provision

This provision is designed to cover students requiring education while they are undergoing a medical assessment or treatment that prevents regular attendance at a face to face school. The enrolment period is for a minimum of 100 school days and must not exceed 400 school days. The principal of the distance education school may require the provision of annual certification of the continued need for distance education based on the circumstances of the student.

The principal of the distance education school may seek advice from the local School Services team where the student lives, to investigate alternative local provision that may be available or to determine whether further assessment is needed before enrolment can proceed.

The principal of the distance education school may seek background information about a student's medical condition from the student's previous school, by submitting a request for student background information and documents which can be accessed through the Enhanced Enrolment Procedures available on the Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy website.

If the student's medical condition persists beyond the maximum period, their continued enrolment should be sought under Category 2.8 or 2.10 to access the support and resources available in local School Services teams.

In addition to the [five common requirements for enrolment](#) the following are required:

1. A letter from the student's specialist, outlining the student's medical condition and how treatment impacts on their ability to attend their school or other local education provision. This letter should include an assessment of the length of time it is expected that the student will be unable to attend a regular school or other local education provision.
2. Independent advice may be sought by the department to confirm that distance education is and continues to be the most appropriate provision for the student.

Submit completed documents to: The Principal of the appropriate distance education school (see "[Where to apply](#)" at the end of Section 2).

2.6 Pregnant students/young parents for whom no appropriate local provision is available

Pregnant students or students seeking to re-engage in education as a school-aged parent may be eligible for enrolment at a distance education school. Enrolment can be maintained for up to 200 days or extended to the completion of the next stage of learning after the development of a comprehensive case management plan.

The principal of the distance education school may seek advice from the local School Services team where the student lives, to investigate alternative local education provisions before enrolment and to help the student to transition from distance education at the end of the enrolment period.

In addition to the [five common requirements for enrolment](#) the following is required:

1. A medical certificate confirming the pregnancy or the child's birth certificate.

Submit completed documents to: The Principal of the appropriate distance education school (see ["Where to apply"](#) at the end of Section 2).

2.7 Vocationally talented students employed in the entertainment industry and students participating at elite levels in the performing arts or sport

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

Students whose employment in the entertainment industry or elite participation in the performing arts and sport prevents their regular attendance at a school or other suitable local provision for more than 50 school days in a year, may be eligible for enrolment at a distance education school.

NSW government schools can cater for talented students through selective and specialist schools or by making significant program adjustments to form a differentiated pattern of study including the use of school attendance exemptions. Exemptions for employment in the entertainment industry or participation in elite sporting events are outlined in the [Exemption from school – procedures website](#)¹.

The NSW Department of Education provides a number of selective high schools and schools with programs that specifically cater to talented students who wish to participate in sport and the performing arts at elite levels. Where a student is already enrolled in one of these programs they are not eligible to access distance education in this category and could only be considered under the extraordinary circumstances category.

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

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

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

In addition to the [five common requirements for enrolment](#) the following information will be required to support the assessment of the application.

For all students, the parent must provide a statutory declaration including:

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

Further evidence to establish eligibility will be required in each category. This evidence must be attached with the application and certified by a Justice of the Peace.

Entertainment Industry

1. employment contract. Additional evidence in addition to the contract may be required to establish the significance of the project by the distance education school.

¹ https://education.nsw.gov.au/policy-library/associated-documents/exempt_qui.pdf

Performing Arts

Parents must provide evidence of the criteria used to assess the student's elite participation in performing arts, such as:

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

Sport

Parents/carers must provide evidence of the criteria used to assess the student's elite participation in sport, such as:

1. letters of offer, employment contract or selection into an elite sporting team, squad or program and evidence of the student's acceptance of the place
 2. achievement records eg accredited and certified results, certificates, photographs of awards
 3. professional work logs
 4. testimonials eg from industry based professionals.
- The evidence must be supported in writing for each year of enrolment by a representative of the highest national governing body in connection with the student's sporting commitment.

Additional information when participation involves attendance at a sporting or performing arts institution

When the student will be participating at an elite level at an institution, the organisation must provide evidence including:

1. the organisation's name and purposes
2. how it meets requirements for child protection and other risk management procedures
3. selection procedures
4. the student's program
5. student accreditation procedures
6. the criteria used to assess the student's elite level of participation
7. the ranking of the student within the organisation (where relevant)
8. any other material that demonstrates the nature of the organisation.

Step 3: Principal endorsement

The principal of the student's current school must use the statutory declaration and associated evidence to provide a statement on the enrolment application. The statement must clearly articulate:

1. any program adjustments that have been made to cater for the talented nature of the student
2. that the student is operating at an elite level and the commitment is such that a regular school could not cater for this commitment through program adjustments including exemption from attendance at school up to 100 school days per year.

Step 4: **Submit completed documents to:** The Principal of the appropriate distance education school (see "[Where to apply](#)" at the end of Section 2).

2.8 Students with additional learning and support needs

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

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

Access to this provision is through the Online Access Request process. School Services teams in the home location are responsible for processing access to the range of student services support provisions, for students with additional learning needs. Learning and Wellbeing personnel are available to provide advice and support to schools to help them meet their students' learning and support needs.

In consultation with the parent/carer, an Access Request will be initiated by the learning and support team where the student is currently enrolled. Before this request can be assessed "[Appendix A](#)" must be completed by the principal and attached to the Access Request.

Students not currently enrolled in a NSW public school will be assessed to provide the most relevant education provision from the range of services available in public schools.

Students seeking to enrol in a NSW public school or wanting to access specialist support including distance education should do so through their local government school. Where accessing specialist support is not possible at the local government school, School Services personnel can assist the access request process.

This will require the exchange of detailed information from the student's previous school to assess the appropriateness of support through distance education, or enrolment in a local school before distance education. Please refer to the document [Information Sharing between Principals and Schools¹](#) for the processes to be followed in gathering this information.

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

1. Consideration has been given to the support preference based on effective communication with the parent/carer.
2. The student has a disability confirmation
3. The local school can not meet the student's educational needs with access to the available school, community and state resources. These must be documented in terms of:
 - assessment of additional need that could be provided by the distance education school
 - intervention strategies implemented at the school
 - assessment of the impact of these interventions
 - The distance education school is the most appropriate enrolment
 - [Appendix A](#) has been attached to the Access Request

Consultation between the local School Services team and the distance education school will be maintained during the enrolment.

¹ <https://education.nsw.gov.au/inside-the-department/cwu/media/info-share.pdf>

The distance education school must conduct a review of each student in this category at least every 12 months. The purpose of this review is to assess and monitor individual student needs and review the appropriateness of continued support through the distance education school.

In cases where the review identifies that distance education is no longer appropriate, the local School Services team will support schools to manage an enrolment at a suitable local setting.

If a student moves out of the zone of their distance education school during the period of enrolment the original access request will be cloned by the current distance education school and evaluated by the new School Services team to determine if this remains the most appropriate educational provision in the new location.

Ongoing collaboration between the School Services Team and the distance education school will:

- support teaching and learning
- assess and monitor students individual needs
- review where necessary the appropriateness of continued enrolment through a distance education school
- ensure effective use of home school area and state resources and address transition planning issues.

The principal of the distance education school may apply **Enhanced Enrolment Procedures**¹ where they require further information to verify the safety of the student in the distance learning environment.

¹ <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools-a-summary-and-consolidation-of-policy>

2.9 Transition for students with significant support needs

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

Access to this provision is through the Online Access Request process. School Services teams in the home location are responsible for processing access to the range of student services support provisions. Learning and Wellbeing personnel are available to provide advice and support to schools to help them meet their students' learning and support needs.

During the period of enrolment, the student will be enrolled at the distance education school but shared on ERN with the home school (see ERN help How to Share Student between Schools). The home school will receive copies of student reports while they are enrolled in distance education.

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

A plan from the home school to manage the transition, drawing on resources available from them and the distance education school must be attached to the Access Request as a condition of enrolment. A sample transition management plan has been included in [Appendix B - Sample Transition Management Plan](#).

While the student attends distance education, strong links will be maintained with the learning and support team from their home school. It is desirable that the transition period for this enrolment not exceed 200 school days.

In consultation with the parent/carer, an Access Request will be initiated by the learning and support team where the student is enrolled. Before this request can be assessed "Appendix A" must be completed by the principal and attached to the Access Request. When this cannot be endorsed, a managed environment, drawing on resources from the home school and community, must be established locally for an enrolment to proceed.

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

1. Consideration has been given to the support preference based on effective communication with the parent/carer.
2. A transition management plan has been developed
3. The local school can not meet the student's educational needs with access to the available school, community and state resources. These must be documented in terms of:
 - assessment of additional need that could be provided by the distance education school
 - intervention strategies implemented at the school
 - assessment of the impact of these interventions
 - The distance education school is the most appropriate enrolment
 - [Appendix A](#) has been attached to the Access Request

The distance education school will provide feedback to the home school and School Services Team where the student lives about recommendations for continued access to distance education support.

The purpose of this ongoing collaboration is to:

- support teaching and learning and report student progress
- assess and monitor students individual needs
- review where necessary the appropriateness of continued enrolment through a distance education school
- ensure effective use of school home area and state resources and address transition planning issues.

The principal of the distance education school may apply **Enhanced Enrolment Procedures** where they require further information to verify the safety of the student in the distance learning environment.

On completion and approval of the specified procedure:

The parent/carer will be notified of the placement panel outcome and if successful will be invited to enrol at the distance education school.

2.10 Students in extraordinary circumstances

This category is designed to meet unforeseen and extraordinary circumstances not identified elsewhere in this document and must be endorsed by the local Director, Public Schools NSW or the Director, Secondary Education.

Enrolments in this category will be supported by the Rural and Distance Education Specialist Program Coordinator who will consult the Director and liaise with the local School Services team and other appropriate agencies to determine if an enrolment in this category should proceed.

An enrolment will only proceed where:

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

NSW public schools ensure inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. For this reason, this category cannot be used where these are the only justification for the request.

In addition to the five common requirements for enrolment, the parent may be required to provide a statutory declaration, stating the reasons for requesting full-time distance education enrolment.

Enrolments in this category should clearly indicate the length of time the student can remain in distance education and the conditions required to maintain that enrolment.

During the enrolment, the Rural and Distance Education Specialist Program Coordinator will continue to participate in the case management of the student in partnership with the distance education school and local School Services team.

On approval of an enrolment in distance education:

The Rural and Distance Education Specialist Program Coordinator will provide documentation endorsed by the Director to the distance education school outlining the conditions of enrolment. A copy of this information will be provided to the parent.

2.11 National school for travelling show children

The department has established a K to 6 distance education enrolment category to help meet the educational needs of children from families that were formerly served by the Queensland School for Travelling Show Children under an arrangement between the State and Territory Governments.

Dubbo School of Distance Education will provide enrolment into this full time, K to 6 provision specifically for families that are affiliated with the National School for Travelling Show Children.

In addition to the [five common requirements for enrolment](#), a letter of support from the National School for Travelling Show Children indicating the student has access to their show school infrastructure, support and coordination process is required before enrolment can process

2.12 Students where an enrolment direction has been made by the NSW Department of Education Secretary or delegate

When a direction has been made to enrol a student at a distance education school, the student will be enrolled in accordance with the enrolment direction.

Where to apply

The distance education schools have designated intake areas. Applications for enrolment must be made [to the designated distance education school](#)¹. If parents/carers seek to enrol a student at a school other than the designated school, the application will be considered in accordance with the document *Enrolment of students in NSW government schools: A summary and consolidation of policy under the criteria for non-local enrolment*. If a non-local enrolment is made, the full range of distance education services may not be available. Particularly, opportunities related to face-to-face programs may be restricted due to the impact of greater distance.

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

- Preschool children will enrol with Dubbo School of Distance Education or Broken Hill School of the Air
- Residents of the ACT will enrol with Queanbeyan Primary School Distance Education or Karabar High School Distance Education
- Secondary students resident in metropolitan Sydney who are temporarily resident or travelling overseas or within Australia will enrol with Karabar High School Distance Education
- Preschool, primary and secondary students with an intellectual disability may be eligible to enrol with the Distance Education Support Unit

Before enrolling it is recommended that the potential student and supervisor visit the school. This allows an assessment of the student's needs, an opportunity to meet the teachers, and for the supervisor to discuss his/her role and responsibilities.

Return of work and enrolment reviews

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*.

All enrolments will be reviewed at least every 12 months to ensure that the student's circumstances have not changed. When students are not meeting their engagement and participation obligations, a review can be undertaken at any time.

School contributions

When applying to enrol, all students will be advised of the voluntary school contribution and the cost of items such as the purchase of course kits, materials and equipment. Parents/ carers who because of financial hardship are unable to pay for elective subjects may be eligible for assistance.

Further information on voluntary school contributions

- 1 [Voluntary School Contributions](#)²
- 2 [Voluntary School Contributions Policy](#)³

1 <http://bit.ly/2fPcTvB>

2 <https://education.nsw.gov.au/public-schools/going-to-a-public-school/our-schools-at-a-glance>

3 <https://education.nsw.gov.au/policy-library/policies/voluntary-school-contribution>

3. Years 9-12 Curriculum Access Single Course Provision Categories and Conditions

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

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

Schools using distance education must comply with NESA requirements for outsourcing courses to an external provider. Information for [Non-government schools](#)¹ is available in the appropriate NESA registration documentation.

NSW public schools are required to meet the registration requirements described in the [Registration Process for the NSW Government Schooling System Manual](#)². This manual describes the requirements and associated evidence that will demonstrate system compliance. All distance education schools are subject these requirements and meet the NESA requirements as an external provider for single course provision.

In providing single course access, the relationship is strictly between the home school and the distance education school. All aspects of the request must be assessed and managed by the home school, not the parent/carer.

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

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

¹ <https://rego.nesa.nsw.edu.au/>

² [http://educationstandards.nsw.edu.au/wps/wcm/connect/d7e0a4fe-7123-467d-9331-](http://educationstandards.nsw.edu.au/wps/wcm/connect/d7e0a4fe-7123-467d-9331-df7302abad5c/FINAL+Registration+Process+for+the+NSW+government+schooling+system+Manual.PDF?MOD=AJPERES&CVID)

[df7302abad5c/FINAL+Registration+Process+for+the+NSW+government+schooling+system+Manual.PDF?MOD=AJPERES&CVID](http://educationstandards.nsw.edu.au/wps/wcm/connect/d7e0a4fe-7123-467d-9331-df7302abad5c/FINAL+Registration+Process+for+the+NSW+government+schooling+system+Manual.PDF?MOD=AJPERES&CVID)

Common requirements for single course provision

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

1. the student meets all eligibility conditions of the selected course
2. the student is capable of working independently
3. a member of the teaching staff at the home school has been nominated to supervise the study arrangements of the single-course student, including assignments, formal examinations and assessment tasks
4. the student will be allocated the prescribed time to study single courses, including daily study/work periods and times when distance education teachers can contact students
5. procedures will be in place to ensure that the student will regularly return work and complete all tasks including assignments, formal examinations and assessments
6. the student is informed that they are required to return work each week or to meet alternative minimum standards set by the distance education school
7. the student will be provided with resources where required, such as printing, textbooks, reference materials, access to a telephone, computer, internet access, video conferencing and audio equipment, that meet the department's current specifications
8. the student has access to and use of supervised specialist rooms as required
9. procedures will be in place to ensure that parental/carer permission is obtained for the student to attend activities arranged by the distance education school and that the home school will carry out risk assessments related to these activities.
10. a suitable and safe work placement for any vocational education and training course is possible
11. access to a suitable venue and supervision for NSW Education Standards Authority (NESAs) examinations is available.

Annual quota applying to new applications

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

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

Total secondary school enrolment	New applications per year
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.

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 the preliminary course and 11 units for the HSC course.

Students completing study of a course at the end of 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 demonstrate evidence of a rigorous identification and school-based management program before applying for distance education. Applications must comply with the [Assessment Certification Examination \(ACE\)](#)¹ requirements on the NESA website, particularly documents 8001, 8043 and 8104. This evidence can include, but is not limited to:

- NAPLAN results (and ESSA results if applicable)
- School Counsellors report
- Secondary reports from Year 7 onwards
- Letter of recommendation from the home school Principal indicating support for the request, and outlining steps the school has taken to facilitate the acceleration before considering Distance Education.

Students accelerating into a Stage 6 course, need to have completed *All My Own Work*, before commencement.

The home school is responsible for completing the NESA form for notification of acceleration more than 12 months, if applicable.

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 may include students who are temporarily attending a NSW secondary school while on a recognised exchange program.

Specific single course languages for small cohorts

Consideration for out of quota placements will only be considered for small numbers of students. The principal of the home school must provide evidence to the distance education school that they cannot provide access to language courses in any other way than distance education. Consideration for provision outside of quota must be received by the application closing date.

¹ <https://ace.nesa.nsw.edu.au/>

Vocational education and training in remote schools

Students in remote schools with a current [Aria+ ranking greater than or equal to 2.4¹](#) who wish to study a vocational education and training course that contributes towards the HSC can have the principal of their school make an application for single course provision on their behalf. Aria+ rankings for schools are will be updated once published after each census.

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 NSW government or non-government schools

NSW government or non-government schools 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 in exceptional circumstances

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

Schools should provide their request for consideration to their Director Public Schools NSW. Non-government schools should provide their request for consideration to the Director Secondary Education.

The relevant Director will consider if:

- policies or procedures have been followed
- the educational and/or welfare needs of the student can be met by the home school
- there are other ways the home school can provide the subject requested (e.g., through a connected classroom arrangement)
- the distance education school is the most appropriate option.

Application closing dates

Applications for commencement in week one of term one 2018 should be received at the distance education school by 24 November 2017 and must be finalised by Wednesday 14 February 2018. Applications after this date can only be considered if endorsed by the Director Public Schools NSW for the requesting school or in the case of non-government schools the Director Secondary Education.

Applications for students beginning an HSC course should be made by the end of term three.

¹ <http://bit.ly/2hujCLB>

Where to apply

The distance education schools including the NSW School of Languages have designated intake areas. [Intake areas are available here](#)¹. Non-government schools seeking single course enrolment are advised to contact the closest secondary distance education school, listed in Section 6 of this document, to seek advice about their designated intake areas.

Applications for single course provision must be made to the designated distance education school. If principals seek single course provision for a student at a school other than the designated school, the application will be considered in accordance with [Enrolment of students in NSW government schools: A summary and consolidation of policy](#)², under the criteria for non-local enrolment. The full range of distance education services may not be available if this is effected. Particularly, opportunities related to face-to-face programs may be restricted due to the impact of greater distance.

Course fees

A student's course fees are to be paid by their home school.

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.

Additional course costs may be required during the year for some courses, particularly for courses that have practical work as a course component.

If a government school decides to pass onto a parent/carer the course cost rather than meet it with the school budget, the cost is to be treated as a voluntary contribution in line with the department's [Voluntary School Contribution Policy](#)³.

Non-government schools fees for access to single course distance education will be set annually. These are not voluntary contributions and reflect the staffing reduction incurred by a government school when a student accesses a course through distance education. The department does not determine whether non-government schools meet the course costs or pass them on to the parents/carers.

¹ <http://bit.ly/2fPcTvB>

² <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools-a-summary-and-consolidation-of-policy>

³ <https://education.nsw.gov.au/policy-library/policies/voluntary-school-contribution>

4. Curriculum Access Provision for Special Education Settings

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

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

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

Schools for specific purposes

The principal of the special placement setting must certify that:

1. as far as practical the setting will meet the common requirements for single course enrolment as listed in Section 3.
2. they cannot provide curriculum access for the nominated student to a subject at an appropriate stage level through any arrangement other than distance education

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

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

the students personal learning plan or transition plan

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

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

All applications must be endorsed by the Director, Public Schools NSW responsible for the school.

Education and training units within juvenile justice centres

Schools (education and training units) within juvenile justice may be considered for curriculum access provision by a distance education school if the setting is unable to provide curriculum access at an appropriate stage level through any other means. This must be documented as part of a personal learning plan or transition plan for that student.

Curriculum access arrangements for students in these specialist settings must comply with safety and security requirements and other conditions determined by Juvenile Justice. These requirements place restrictions on students' access to the Internet and electronic communications.

Students in these settings must not be provided with an email address or given departmental network access. All communication with students is to be managed through the principal of the education and training unit or their nominated delegate.

The principal of the distance education school and the principal of the education and training unit are responsible for resolving any issues about the student's enrolment.

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

Specified processes of referral and recommendation must be followed before consideration by the principal of the distance education school. The principal of the education and training unit can apply for curriculum access to a distance education school.

The principal of the education and training unit must certify that:

1. the setting cannot provide the student with curriculum access to a subject at an appropriate stage level through any arrangement other than distance education
2. as far as practical the setting will meet the common requirements for single course enrolment as listed in Section 3
3. that distance education is required as part of a documented personal learning or transition plan

Details of the student's learning support needs for the subject must be included as part of the documentation submitted as part of the curriculum access request.

This application must be endorsed by the Director, Public Schools NSW responsible for that education and training unit.

5. Sir Eric Woodward Memorial School - Distance Education Support Unit

The Sir Eric Woodward Memorial School - Distance Education Support Unit (DESU) provides a specialised distance mode delivery of education for isolated students with a confirmed moderate to severe intellectual disability.

Access to DESU is assessed by a state placement panel through the Online Access Request process. Additional documentation supporting the student's eligibility for distance education will be required as part of the Access Request. School Services personnel from the home school principal network will be able to support schools to assess the appropriate support provision and will forward applications for DESU to the state panel.

To be eligible students must meet **one** of the following criteria:

Geographic Isolation

- 1 Distance between home and nearest appropriate specialist school provision is 40 kilometers or more
- 2 The student does not have reasonable access to an appropriate specialist provision for at least 20 school days in a year because of adverse travel conditions (e.g. impassable roads)
- 3 Journey time regularly exceeds 90 minutes each way to access the nearest government specialist service

Priority for access to this provision is for students that meet isolation criteria where regular access to specialist services are not available for the student.

Extraordinary Circumstances

The department recognises that in extraordinary circumstances it may be possible to consider an enrolment in the DESU when the student's educational needs cannot be met by a local service. To be eligible in this category, clear evidence must be provided that specifies:

- the assessment of additional need that cannot be provided by a local setting
- intervention strategies that have been exhausted in the local setting and the impact assessment of these interventions

Before this request can be assessed [Appendix A](#) of the distance education procedures must be attached to the access request.

If a placement at the distance education unit is supported the parent/carer will be invited to apply to Sir Eric Woodward School for enrolment. Sir Eric Woodward School will complete the final checks of eligibility for this provision as required in the distance education procedures before finalising the enrolment.

On completion and approval of the specified procedure:

The parent/carer will be notified of the placement panel outcome and if successful will be invited to enroll at the distance education school.

6. Resolution and Appeal Procedures

Parent/carers may appeal any decision relating to access to distance education in accordance with the department's [Complaints Handling Guidelines](#) . Further information is available in the [guide for parents, carers and students when making a complaint](#) .

¹ <https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

² <http://www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints/schools>

7. Distance Education Schools

Primary Distance Education Schools

Bourke Walgett School of Distance Education

T: Bourke Campus 02 6872 2424

T: Walgett Campus 02 6828 1374

W: <http://www.bourkewalg-d.schools.nsw.edu.au/>

School of the Air

T: Broken Hill Campus : 08 8087 3565

W: <http://www.schoolair-p.schools.nsw.edu.au/>

T: Hay Campus : 02 6993 1882

W: <http://www.hayp-d.schools.nsw.edu.au/>

North East Public School of Distance Education

T: Port Macquarie Campus 02 6584 1118

T: Casino Campus 02 6662 6414

W: <http://www.northeast.dec.education.nsw.gov.au/>

Queanbeyan PS (DE)

T: 02 6299 2966

W: <http://www.queanbeyn-d.schools.nsw.edu.au/>

Sydney Distance Education Primary School

T: 02 9207 6300

W: <http://www.sdeps.nsw.edu.au/>

P-12 Distance Education Schools

Dubbo School of Distance Education

T: 02 5804 7000

W: <http://www.dubbo-d.schools.nsw.edu.au/>

Sir Eric Woodward Memorial School – Distance Education Support Unit

T: 02 9988 0677

W: <http://desu.com.au/>

Secondary Distance Education Schools

Karabar Distance Education Centre

T: 02 6210 5200

W: <http://karabardec.com.au/>

NSW School of Languages

T: 02 9381 4801

W: NSWSchoolLang.school@det.nsw.edu.au

Camden Haven High School

T: 02 6556 8200

W: <http://www.camdenhave-h.schools.nsw.edu.au/>

Southern Cross K-12 School

T: 02 6681 0300

W: <http://www.sthcrossc-d.schools.nsw.edu.au/>

Sydney Distance Education High School

T: 02 9383 0200

W: <http://www.sydneyh-d.schools.nsw.edu.au/>

8. Appendices

Appendix A

This appendix must be signed by the principal and uploaded as an attachment to the Access Request for distance education to assess the specific circumstances of the isolated learner.

In completing this declaration, the Principal is encouraged to use the [decision trees](#)¹ available as part of the Mandatory Reporter Guide to guide their decision making.

If the student is seeking access to distance education from outside the NSW Department of Education in 2.8 or the Distance Education Support Unit this appendix may require support from the local School Services Team to facilitate the appropriate enrolment processes. This may require the use of approved information sharing protocols to obtain the required information to support the welfare of the child.

Information Sharing

On 1 December 2014, the Minister announced a protocol on Information Sharing between principals and schools across the three education sectors. It clarifies the circumstances when student information held by a school should, or must be shared. This includes when a student may be transitioning between schools, including between school sectors.

The protocol will support students to make a successful transition when they are moving between schools and sectors. The protocol can be accessed from the following link: [Information Sharing between Principals and Schools](#)²

Principal's declaration

I have no knowledge of current child protection concerns under the Children and Young Persons (Care and Protection Act) 1998 for **(student name)**.

Principal name:

Signature:

Date:

Upload this declaration to the ACCESS REQUEST for distance education.

When this assessment indicates that the home environment lacks the capacity to support the student, a managed environment, drawing on resources from the home school and community, must be established locally to proceed or be assessed by the local Director, Public Schools NSW as an Extraordinary Circumstances Enrolment in category 2.10.

¹ <https://reporter.childstory.nsw.gov.au/s/>

² <https://education.nsw.gov.au/inside-the-department/cwu/media/info-share.pdf>

Appendix B - Sample Transition Management Plan

2014 TRANSITION PLAN: FROM: North East Public School of Distance Education TO: Big Hill Public School Year: 2014 STUDENT: John Citizen Grade: Year 4 Parents: Mr & Mrs Citizen Contact: 02 5555 5555 NEPSODE Class Teacher: Ms Smith 02 6666 6666 Big Hill Class Teacher: Mr Jones 02 7777 7777 Routines: Report to Office to sign in and out as visitor					
Week	Times	Activities	Supports	Comments	Response
Term 1 Week 4/5	Tuesday 9 – 10.30am	Literacy Session	SLSO already in the room for several students needs	John to bring NEPSODE lesson for first half hour to settle in. Then John to participate in whole class activity for 1 hour – prelim knowledge completed through NEPSODE lessons the day before. John to report to Office at 10.30am to sign out – Mum to pick up. Review progress at end of Week 4	If No NEPSODE lesson brought along,– please sign in at 9.30am 9.00-9.30 any support required – SLSO and class teacher 9.30-10.30 – classroom PBL management & expectations. Exit Strategies: 5 mins cool down (remove stimulus) 5 mins alternative school work activity. Report to Office for early sign out.
Term 1 Week 6/7/8	Tuesday 9-10.30am Thursday 9-10.30am	Literacy Session Numeracy Session	As Above No SLSO available. Small group structure with LAST	As Above John to bring NEPSODE lesson for first half hour to follow settling in routine. John then to participate in small group (5 students). John report to Office at 10.30am for sign out. Review after Week 8.	LAST: Differentiated process for activity to maintain sustained engagement.
Term 1 Week 9/10	Tuesday 9-11.00am 11-11.20am Thursday 9-11.00am Plus Recess 11-11.20am	Literacy Session 10.30-11.00am Library #Recess Numeracy Session 10.30-11.00 Computer Lab Recess	As Above SLSO already in support of class #Peer Mentors allocated As Above No support Peer Mentors allocated	John attends library lesson with the class. Practising movement in the school. John's 2 established friends to support him in structured playground activities on Tuesdays and Thursdays. 11.20 – John reports to Office for sign out. Computer Lab: 2 children per terminal – John will be placed with familiar peers. Review at the end of week 10.	Library: Exit strategies as above. (Steps 1,2,3) Computer Lab: Exit strategies as above. RECESS: Duty teacher support/intervention – school PBL playground expectations. Exit strategies as above.

Principal name:

Signature:

Date:

Upload this plan to the ACCESS REQUEST for distance education.

The referring school understands that this is a short term enrolment with the distance education school. The referring school agrees to maintain strong links with the distance education school to facilitate the student's return at the end of this transition period.



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Public Schools