



# Southern Cross

SCHOOL OF DISTANCE EDUCATION

## 2020 Supervisor's Handbook

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**Our school stands proudly on Bundjalung land**

2-40 Chickiba Drive, East Ballina NSW 2478 | Tel: 02 6681 0300 | Fax: 02 6681 0499  
E: [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au) | W: [sthcrossc-d.schools.nsw.gov.au](http://sthcrossc-d.schools.nsw.gov.au)



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## Staff Directory

Position	Name
Principal	Danny Henman
Deputy Principal	Sharon Hodgson
Deputy Principal	David Thick

### Full Time Enrolments

Head Teacher Educational Support: Enrolment/ Wellbeing North Coast	Mark Ippolito
Head Teacher Educational Support: Enrolment/Wellbeing Coffs Coast	Brett Rhodes
Head Teacher Teaching and Learning: Enrolment/ Wellbeing Richmond Central	Ally Quinton
Head Teacher : Enrolment/ Wellbeing West Clarence Administration	Anne Price

### Single Course Enrolments

Head Teacher Distance Education Single Course Coordinator/NESA Administrator	Michelle Dowling
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### Head Teachers

Head Teacher Administration	Coralie Sandell
Head Teacher Welfare	Jeremy Whiterod
Head Teacher Aboriginal Education	Rob Roberts (Acting)
Head Teacher Teaching and Learning Curriculum	Tiffeny Cox
Head Teacher Teaching and Learning Technology	Mathew Moss
Head Teacher Vocational Education and Training	L'Amour Gina-Whewell

### Faculty Head Teachers

English	Elizabeth Robson
History	Lisa Tonkin
Science	Matthew Cartwright
Mathematics	Delina Tibbs
Human Society and its Environment	Angela Pelc
Languages	Susan Newman
Creative and Performing Arts	Sharon Mwanza
Technology and Applied Studies	Louise Kearney(Relieving)
Personal Development, Health & Physical Education	Richard Mills
Secondary Studies: Learning Support	Sarah Giles (Rel)

## Student Support

Learning and Support Teacher and  
Disability Provisions Coordinator

Nancy McAndrew

Danielle Latinovic

Donna Hardinge

Technology Support – General

Garry Somerville

Tim Dennis

Gifted and talented coordinator

Hedda Whitfield

## Student Advisers

Stage	Adviser	Area	Head Teacher
Stage 4 Years 7 and 8	Louise Webster	Richmond/Central	Sam Askew
	Louise Webster	West Clarence	Anne Price
	Elisabeth Harbison	North Coast	Mark Ippolito
	Vicki Alford	Ballina Byron Coffs	Brett Rhodes
Stage 5 Years 9 and 10	Lisa Miller	Richmond/Central	Sam Askew
	Nancy McAndrew	West Clarence	Anne Price
	TBA	North Coast	Mark Ippolito
	Tiffany Sales	Ballina Byron Coffs	Brett Rhodes
Stage 6 Years 11 and 12 Senior Pathways	Sam Askew	Richmond/Central	Sam Askew
	TBA	West Clarence	Anne Price
	Di Lewis	North Coast	Mark Ippolito
	Graeme Chapman	Ballina Byron Coffs	Brett Rhodes
	Peter Kay	Aboriginal Programs	Rob Roberts
Transition Coordinators	Liz Harbison	North Coast	Mark Ippolito
	Liz Harbison	Ballina Byron Coffs	Brett Rhodes
	Gary Kay	West Clarence	Anne Price
	Gary Kay	Richmond/Central	Sam Askew

Programs	Adviser	Area	Head Teacher
Out of Home Care	Jo Skinner	Central Richmond & West Clarence	Brett Rhodes
	Belinda Schaeffer	North Coast & Coffs Coast	
Young Parents	Wendy Rooney	Central Richmond & West Clarence	Anne Price
	Wendy Rooney	North Coast & Coffs Coast	

## How can the Student Advisers help you?

Your Student Adviser can help you with enquiries regarding attendance, general health and wellbeing, general academic progress or any other problems you might have.

Remember we are just a phone call away!

## Regions within Northern NSW


### Southern Cross School of Distance Education

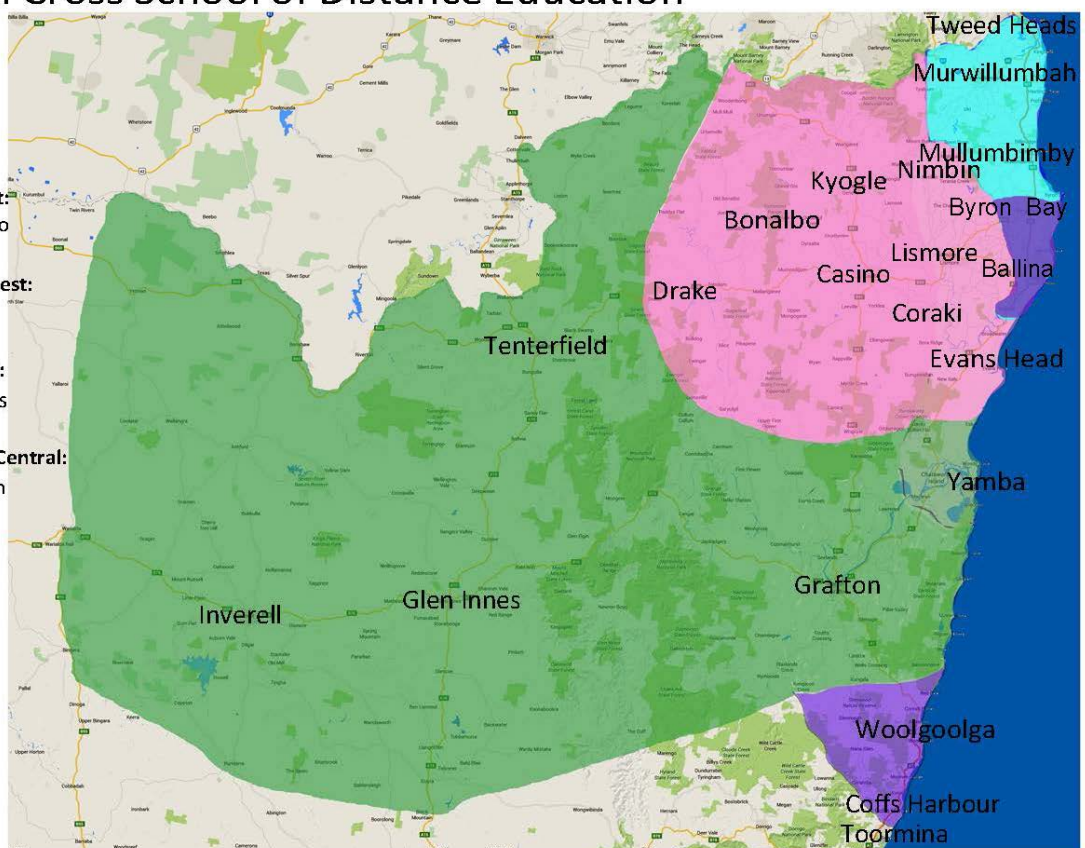
Geographic Areas

 **North Coast:**  
Mark Ippolito

 **Clarence West:**  
Anne Price

 **Coffs Coast:**  
Brett Rhodes

 **Richmond Central:**  
Ally Quinton



## Ten things you need to know about supervising DE students:

### 1. The importance of returning work each week

All students must satisfy the NESAs (formally known as BOSTES) requirements for the award of the Record of School Achievement (RoSA) or Higher School Certificate (HSC). To meet these requirements students must engage in learning to meet the course outcomes for each subject.

In order for students to meet course outcomes a variety of teaching and learning activities will be provided to students such as weekly title pages, school camp, mini schools and excursions. The title pages outline the teaching and learning activities the students will need to attempt each week. **In general work for each subject should be returned to the teachers each week.**

Southern Cross School of Distance Education (SCSoDE) monitors students' engagement in teaching and learning activities. Failure to keep up a satisfactory engagement in learning is likely to jeopardise their ability to meet the requirements for the award of the RoSA or HSC.

A condition of continued enrolment with distance education is that work will be returned regularly. Contact the school if you are concerned about meeting these requirements because we want to help students complete their schooling successfully.

### 2. Supervision of Students

Students require adult guidance and it is the Supervisor's responsibility to provide such guidance. A checklist of responsibilities is included in this booklet for you to refer to easily.

### 3. Record of receipt and return of work

A written record of lessons received by you in each subject and of lessons returned to SCSoDE for correction in each subject is essential. The Supervisor's Record of Receipt and Return of Work is to be used for this purpose. This form with accompanying explanatory notes is included in this handbook.

### 4. How to distribute the work

1. Check the title pages and work when it arrives.
2. Please notify the subject teacher of any irregularities.
3. Record on the supervisor's record of receipt and return of work, the date received and the title page number for each subject.
4. Help the student to complete the work if required and return it to the distance education centre.
5. Retain required materials for future references and revision.
6. Return any text books, USBs etc. to the distance education centre when no longer required and once relevant title pages are completed.

## **5. How to return completed work**

1. See that all instructions on each title page have been carried out and then sign and date the title pages.
2. Ensure that the work for each subject has its title page attached.
3. Check the return envelope to see that every subject is enclosed.
4. Record the date returned on the Supervisor's Record (see form enclosed)
5. Fix the return label to the outside of an envelope.

## **6. Textbooks**

Textbooks will be supplied by SCSDE following the payment of fees and deposit as outlined in the enrolment forms. It is the student's responsibility to return the textbooks in good order.

## **7. Assessment**

Assessment is an integral part of teaching and learning and must be supportive of student learning and achievement.

Assessment tasks are designed to measure a student's academic progress in a given course. Assessing student achievement involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program along with observations of teaching and learning, teachers will build a profile of the achievements of each student in relation to the course performance descriptors.

***The supervisor's certificate on all tasks must be signed, otherwise the task is considered invalid.***

### **Examinations and tasks to be completed under exam conditions**

Examinations are a regular feature of the SCSDE assessment procedures. Students across all years will be expected to complete exams in a range of subjects.

In stages 4 and 5 this is most often a yearly exam during term 4. However, students in Stage 6 will have more tasks required to be completed under exam conditions and these are clearly outlined in the assessment schedules provided in the assessment policy booklet.

***Students must be fully supervised for the length of the exam or task under the described exam conditions.***



## **Assessment - continued**

### **Students with Disability**

#### **If things aren't going well**

The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* protect the rights of students with disability and their parents and carers.

Students with disability have the right to take part in their education just like all other students. Students with disability must be given choices so they can take part in schooling like all other students. This means that the school may need to make changes to the way they do things. The school will also need to talk with you and your child about this.

#### **Speaking up**

If you believe your child been treated unfairly discuss your concern with your family, a support person, or someone you know and trust. This might help to solve the problem. If not, everyone might agree that more needs to be done.

#### **Getting your thoughts together**

Write down as much about the problem as you can:

- Who was involved
- What happened and when
- What you, your child and others have tried to do
- Why you and your child are still unhappy.

#### **Talking with the school**

After discussing your concern with your associates, you might talk to the school. This is usually the easiest way to solve a problem. It is a good idea for you to talk to a teacher your child trusts, your child's year advisor or the school principal. They may fix the issue and you won't have to do anything more. Sometimes the solution is not exactly what you and your child want, but it might still be fair. The school also has to consider everyone else's needs as well as your child's needs.

#### **Taking your concerns further**

If you are still unhappy with the result, you or your child can contact the Department of Education's local educational services team on 131 536 or the Disability, Learning & Support state office at [disability.support@det.nsw.edu.au](mailto:disability.support@det.nsw.edu.au) or on 02 9244 5085.

If this does not help, you or your child can contact the Anti-Discrimination Board of NSW or the Australian Human Rights Commission. The Commission can discuss the problem with everyone, and make a decision that everyone must follow. More information about the Commission is available on the <http://www.humanrights.gov.au/complaints-information> or you can call 1300 656 419.

Adapted from: *The Standards for Students*

[http://resource.dse.theeducationinstitute.edu.au/sites/default/files/in\\_brief\\_if\\_you\\_are\\_v2.pdf](http://resource.dse.theeducationinstitute.edu.au/sites/default/files/in_brief_if_you_are_v2.pdf)

## **8. Cessation of Enrolment**

Supervisors must inform SCSODE in writing when a student changes to another school or when the enrolment is to be ceased. All books, USBs and other equipment (science, art materials etc.) must be returned without delay to the distance education centre. Printed units of work should be kept as part of the student's work record which may be useful to future teachers and/or employers.

## **9. Attendance Requirements and Centrelink**

Centrelink provides assistance to many of our students. They regularly request "attendance" checks of students receiving assistance. Attendance in Distance Education can ONLY be determined by comparing the amount of work returned with an expected number of returns. One return per course per week is the general expectation, as indicated on enrolment forms.

Note carefully the following:

- If the "return rate" falls below 75% for any time period, Centrelink will send an account to you for the amount paid to you for that period.
- We do not know who receives allowances. You enter into these arrangements with Centrelink and sign that the standard of "attendance" will be maintained. This is a privacy matter.
- The repayment of moneys owed to Centrelink can and does cause major disruptions to families.
- Centrelink is not interested in attainment of curriculum outcomes only numerical calculations.
- After these procedures have been observed, the responsibilities of the school regarding your contract with Centrelink have been fulfilled. The school cannot accept responsibility for any requirement by Centrelink that money is repaid.
- Distance education determines an appropriate learning schedule based on DIFFERENT CRITERIA than Centrelink. We send letters warning supervisors and parents when return rates and quality of work are not acceptable. These letters of concern have a tear off slip for return to the school. Contact is made to attempt to rectify any problems before an official warning letter is sent.

## 10. Important technology information for students

### Student Portal and email

As a student, you will be expected to use your **Department of Education email account** to make all email communication with your teachers.

After enrolling, you will be sent an instruction booklet containing your login details.

You should then login and check for any new messages from your teachers.

You can access the student portal at the following web address:

<https://student.det.nsw.edu.au/>



Your password will initially be set as **southern1** and you can change the password when you login.

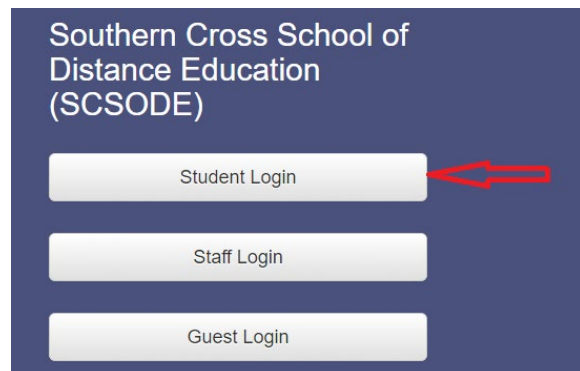
(Or you can find the Portal very quickly by searching for NSW DoE Portal in your favourite search engine)

### Online Lessons

If you are enrolled in a subject that uses online e-lessons, the login screen can be found at the web address below:

<https://southerncross.instructure.com>

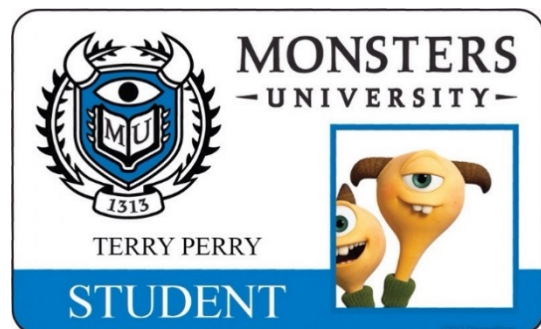
Once your teacher has organised your e-lesson enrolment, you will be able to login by clicking on the Student Login (as shown). If you have already logged into the Student Portal, you will enter the e-learning system. If not, you will be redirected to the **Student Portal login screen**.



### Steps to Obtain a Student Photo ID card

1. Provide a current, passport style photograph
2. Send to your Student Adviser with a labelled name and Year  
e.g. Chris Hemsworth Year 11 2018

(Your photo must be current and shot on a phone or camera, not a computer webcam, with clear face recognition so no makeup or hats, beanies etc).



## Curriculum, assessment and credentialing requirements

Refer to the following documents for specific information on curriculum, assessment and credentialing requirements:

Curriculum:

- Stage 5 course information booklet
- Stage 6 course information booklet
- Student handbook
- Providing feedback

Assessment and credentialing information:

- Stage 4 Assessment Policy
- Stage 5 Assessment Policy
- Year 11 Assessment Policy
- Year 12 Assessment policy

These documents are sent to students each year and are also located on our website under the curriculum and assessment tabs:

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

If you require further information or have any questions please contact:

Tiffany Cox, Head Teacher, Teaching and Learning

Phone: 66810 300

## Supervisor's record of receipt and return of work

Here is how to record the weekly receipt and return of work:

1. List the subjects being studied by the students across the table
2. List the Title page (TP) numbers in the first column
3. Enter the dates when you receive the work for each subject in the mail
4. Then enter the dates when you have mailed the work back to SCSODE as follows:

TP Number		English	Maths	Science	Geography	History
1	Received	29/1	29/1	29/1	29/1	29/1
	Returned	11/2	16/2	11/2	16/2	16/2
2	Received	29/1	29/1	29/1	29/1	29/1
	Returned	25/2	25/2	25/2	2/3	2/3
3	Received	29/1	29/1	29/1	29/1	29/1
	Returned	13/3	13/3	13/3	13/3	13/3

You should also record when resources such as texts, USBs and mini kits etc. have been provided such as:

Subject	Date In	Date Returned	Resources
English	4/2		Novel
Music	11/2		USB

### Remember:

When work is received, please check that the correct title page and work are enclosed for each subject. If there is any omission or discrepancy notify SCSODE as soon as possible.

When work is being returned please check that the student has completed all the required tasks for each subject and that the correct title page is attached before signing each title page of work.

Please provide an explanation if any work is missing.

## Supervisor's record of receipt and return of weekly work

		<i>Subjects</i>								
TP Number		<i>English</i>								
	Received									
	Returned									
	Received									
	Returned									
	Received									
	Returned									
	Received									
	Returned									
	Received									
	Returned									
	Received									
	Returned									
	Received									
	Returned									
	Received									
	Returned									
	Received									

**Supervisor's record – Texts, USB's, mini-kits etc.**

Subject	Date In	Date Returned	Resources	Subject	Date In	Date Returned	Resources	Subject	Date In	Date Returned	Resources

### Supervisor's record of Assessment Tasks

Subject	Date Received	Date Due	Date Posted/emailed



## Forms

Application for extension of time for an assessment task
<p>Student name: _____</p> <p>Subject: _____</p> <p>Home school (if applicable): _____</p> <p>Contact number(s): _____</p>
<p>I, _____ formally request an extension of time for:</p> <p>Task No: _____ Subject: _____</p> <p>Nature of task:</p> <p>_____</p> <p>_____</p> <p>Which is due on: _____ <i>(day, date and time)</i></p> <p>Reason:</p> <p>_____</p> <p>_____</p>
<p>Student's Signature _____ Date: _____</p> <p>Supervisor's Signature: _____ Date: _____</p> <p style="text-align: center;"><b>OR</b></p> <p><input type="checkbox"/> <i>Request received via phone call and form completed by _____</i> <i>(teacher/ year adviser) on behalf of student.</i></p> <p>Signature: _____ Date: _____</p>



**Decision for extension of time for an assessment task**

**Teacher to complete:**

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Not supportive of extension request

Reason:

\_\_\_\_\_  
\_\_\_\_\_

Support for extension request

Reason:

\_\_\_\_\_  
\_\_\_\_\_

New Due Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher to complete:**

Approval has not been granted

Approval is given for the extension to be granted

**Reason:**

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal against assessment task determinations**

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

**Appeal details:**

Assessment task No: \_\_\_\_\_

Assessment task details:

\_\_\_\_\_  
\_\_\_\_\_

Evidence and reasons for appeal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Blank Page**

## Malpractice determination appeal

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

### Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- study notes
- Supervisor's statement providing evidence that refutes malpractice claim
- Other (e.g. statutory declaration) please specify:

\_\_\_\_\_

I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Malpractice determination appeal - Supervisor's statement**

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

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I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Illness/ misadventure appeal

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

#### Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- Medical certificate
- Supervisors statement
- Other( e.g. statutory declaration ) please specify:

\_\_\_\_\_

Student appeal:

- I have read and understood the assessment policy.
- I consider that my assessment task performance was affected by illness of unforeseen misadventure.
- I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Illness/misadventure appeal - Supervisor's statement
<p>Supervisor name: _____</p> <p>Position: _____</p> <p>Student name: _____</p> <p>Subject: _____</p> <p>Home school (if applicable): _____</p> <p>Contact number(s): _____</p>
<p>Did the student report illness/misadventure prior to attempting the task? Yes or No (please circle)</p> <p>Please fully record your observations or understanding of the illness/misadventure suffered by the student.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I consider that the student's assessment task performance was affected by illness or unforeseen misadventure.</p> <p>I declare that all the information I have provided is true.</p> <p>Supervisor's signature: _____ Date: _____</p>



**Non-serious attempt determination appeal**

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Evidence to support that a serious attempt was made during the examination:

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Supporting documentation attached:

- study notes
- Supervisor's statement providing evidence that refutes non-serious attempt determination
- Other (e.g. statutory declaration ) please specify:

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I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervisor's statement Non-serious attempt determination appeal**

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

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I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Supervisor's Checklist:

- provide a suitable space for effective distance education learning
- provide and maintain communication between myself, student(s) and distance education school
- develop a timetable for work
- supervise student(s) during schoolwork activities
- support and encourage student(s) in completing their work
- monitor regular return of work
- interpret and explain to the student(s) instructions, comments and messages from the distance education teacher and in the learning material
- monitor student(s) engagement in all teaching and learning activities including field services and online lessons
- provide feedback to the distance education teacher on students' responses and engagement in the learning materials
- keep the distance education school informed of absences, illnesses or changes in student context that would impact on their ability to engage with their distance education learning
- provide appropriate conditions for exams and supervise student(s) in their examinations and assessment tasks
- help students access and log in to the student portal
- help students access and log in to Canvas courses as required



**Southern Cross**  
SCHOOL OF DISTANCE EDUCATION