



Southern Cross

SCHOOL OF DISTANCE EDUCATION

K-6 Supervisor Handbook

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Welcome

Welcome to Southern Cross School of Distance Education K-12! We provide flexible learning and quality individualised education for students unable to attend their local school on a regular basis.

Southern Cross School of Distance Education is located in Ballina in Northern NSW. The enrolment area spans from Tweed Heads in the North, Coffs Harbour in the South and West to Inverell.

Eligibility

Distance education is an educational provision through the NSW Department of Education for NSW students who

- are geographically isolated;
- have a medical condition which prevents them from attending school;
- are travelling within Australia between 10 weeks and 12 months
- are travelling overseas for up to 12 months duration; or
- have been recommended due to learning and support needs

To discuss the category and procedure that best suits your student's context, please contact us on 02 6681 0339.

The Curriculum

Southern Cross School of Distance Education covers the same NSW Education Standards Authority (NESA) curriculum as mainstream public schools.

The curriculum is divided into six Key Learning Areas (KLAs). These are:

- English
- Mathematics
- Human Society and its Environment – History and Geography
- Science
- Creative Arts
- Personal Development, Health and Physical Education

NESA produces syllabuses for primary schools for each of the KLAs. The content in these syllabuses is arranged in three broad curriculum stages. Each stage outlines the desired learning outcomes for students to achieve.

- Early Stage 1: Kindergarten
- Stage 1: Years 1 and 2
- Stage 2: Years 3 and 4
- Stage 3: Years 5 and 6

How it works...

On enrolment, your student will be assigned a class. The class teacher will then contact you to learn more about your student and your context and to arrange a visit to the school if possible.

In consultation, the teacher will design a learning program using a wide range of resources to support and meet student needs. Depending on context, this may include

- printed material,
- web conferencing,
- teleconferences,
- email,
- Google for Education

Home visits and mini-schools (when students come together in a central location) may also be offered in some categories to support student learning.

The Supervisor's Role

The *NSW Distance Education Guidelines* require every distance education student to have a supervisor who will give support and guidance. The role of the supervisor is an important one:

- 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
- Supervising the student during schoolwork activities.
- Supporting and encouraging the student through assistance with locating materials and resources needed for lessons, development of a timetable for work, provision of suitable workplace and basic equipment.
- Monitoring the student's completion of set tasks and the return of work to the distance education school.
- Interacting with the student as required in the learning materials.
- Interpreting and explaining to the student the instructions or comments included in lesson materials or in messages from the distance education teacher.
- Providing (regular) feedback to the distance education teacher on the student's responses to the lesson activities and on their performance and interest, including advice about illnesses or absences which have affected the student's ability to complete set activities.
- Monitoring the student's participation in satellite, computer-based or teleconference lessons as appropriate (also includes the blend of technologies that may be applied).
- Maintaining appropriate conditions for and supervising all learning opportunities and tasks, as requested.

The Work Area

If possible, a special area should be set aside for daily learning. Consider

- correct chair size,
- a desk or table at a suitable height,
- good light,
- minimal distractions,
- organised equipment (stationery, learning materials),

A computer with internet access is highly recommended.

Work Habits

The organisational structure that works best will vary depending on context. Your teacher can help devise a routine that works for you. The hints below are an extract from the *Distance Education Handbook Categories and Procedures Guidelines for Enrolment*:

- Open marked work as it is returned (either hard copy or digital).
- Look for any important notices or inclusions.
- Listen to the teacher's messages / feedback.
- Organise and start the new work provided.
- Continue the daily routine.
- Start work at the same time each day if possible.
- Look for signs of fatigue (in you and your student). Provide appropriate breaks as part of the daily routine.
- Guide and encourage your student to do his/her best.
- Listen and make helpful suggestions when you respond.
- Allow time for your pupil to provide feedback to the teacher (usually digitally).
- Encourage quality effort and application - cleanest, neatest, best work always.
- Double check that all work is done and collated for return (in line with the individual program).
- Return all work with your signature and date.
- Stay in touch with your pupil's teacher by completing supervisor evaluation sheets, recording digital messages or responding on comment sheet/program each week
- Regularly return all assessment tasks. Include any extras that your student would like to share.

Where the normal routine needs to be varied because of illness or occasional family business, supervisors should contact the teacher to discuss options for adapting the program. Where extended absences are anticipated, the school should be notified as soon as possible. As in mainstream school, a roll of attendance is maintained. Consistent unexplained absences and/or less than satisfactory participation may result in the application of appropriate school and or Department of Education welfare procedures.

Student Progress

Parents of distance education children have the opportunity to be daily involved in their child's education. They observe most of the child's responses to work and see/hear comments and feedback given by the teacher. In line with NSW Department of Education policy, half yearly and yearly reports are also provided.

Equipment

Most educational resources required by the student/s to participate in their learning are supplied by the school, including visual art and maths kits.

Isolated students may be eligible for the Satellite Education Program. Department of Education computer equipment is loaned and installed at the home site. Students may then access scheduled two way interactive satellite for their lessons.

Isolated families may also receive assistance in the form of an isolated children's allowance (per year per child) - forms are available on request from your local Centrelink Office. Parents are encouraged to use this assistance to support attendance at mini-schools and to purchase additional necessities such as stationery.

All postage costs for students within Australia are covered by the NSW Department of Education and the school. Once overseas, however, return postage is at the expense of the parent.

Fees

All categories are presently set at \$40.00 per child. A \$80.00 bond per student is levied for materials, refunded when materials are returned to the school at the conclusion of enrolment.

Contacts

School website: <https://sthcrossc-d.schools.nsw.gov.au>

School email: southerncrossschoolofdistanceeducation@det.nsw.edu.au

Enrolment enquiries phone number: (02) 6681 0339