



Southern Cross

SCHOOL OF DISTANCE EDUCATION

2024 Supervisor Handbook

Our school stands proudly on Bundjalung land

2-40 Chickiba Drive, East Ballina NSW 2478 | Tel: 02 6681 0300 | Fax: 02 6681 0499
E: southerncrossschoolofdistanceeducaion@det.nsw.edu.au | W: sthcrossc-d.schools.nsw.gov.au

Table of Contents

Staff Directory	4
Regions within Northern NSW	5
Ten things you need to know about supervising DE students:.....	6
1. The importance of returning work each week	6
2. Supervision of Students	6
3. Record of receipt and return of work.....	6
4. How to distribute the work	6
5. How to return completed work	7
6. Textbooks	7
7. Assessment	7
Examinations and tasks to be completed under exam conditions	7
Supervisors Declaration of Exam Supervision	8
Students with Disability or learning difficulties	9
8. Cessation of Enrolment	10
9. Attendance Requirements and Centrelink	10
10. Important technology information for students	11
Steps to Obtain a Student Photo ID card	12
Curriculum, assessment and credentialing requirements	13
Supervisor's record of receipt and return of work	14
Supervisor's record of Assessment Tasks	17
Forms.....	18
Application for extension of time for an assessment task	18
Decision for extension of time for an assessment task	19
Appeal against assessment task determinations	20
Malpractice determination appeal	22
Malpractice determination appeal - Supervisor's statement.....	23
Illness/misadventure appeal	24
Illness/misadventure appeal - Supervisor's statement	25
Non-serious attempt determination appeal	26
Supervisor's statement Non-serious attempt determination appeal	27
Supervisor's Checklist:.....	28

Staff Directory

Position	Name
Principal	Daniel Henman
Deputy Principals	Sharon Hodgson David Thick
Full Time Enrolments	
Head Teacher Enrolment/Wellbeing - North	Mark Ippolito
Head Teacher Enrolment/Wellbeing - South	Brett Rhodes
Head Teacher Enrolment/Wellbeing - West	Sam Askew (Rel)
Head Teacher Enrolment/Wellbeing - Central	Ally Quinton
HT Secondary Studies Single Subject	Jason Ferns (Rel)
HT Teaching & Learning - Curriculum	Melinda Lynch (Rel)
HT VET	Julie Ferns (Acting)
HT Administration	Coralie Sandell
HT Administration	Bryce Webster (Rel)
Teaching & Learning Technology	Mathew Moss
HT Teaching & Learning Alternate Programs	Rob Roberts (Acting)
Faculty Head Teachers	
English/History	Kerri Browne (Rel)
Science	Matthew Cartwright
Mathematics	Delena Tibbs
Human Society and its Environment	Angela Pelc/Nicole Sykes
Languages	Susan Newman/Martyn Jacka
Creative and Performing Arts	Sharon McKay
Technology and Applied Science	Adrian Delman
Personal Development, Health & Physical Education	Joanne Skinner (Rel)
Engagement & Learning	Shelley Hernage
Learning and Support Teachers	Donna Hardinge
LAST Teachers	Melinda Lynch/Kate Malthouse
Counsellor	Leanne Neville
Technology Support	Jason Ferns Tim Dennis
Youth Worker	Mandy Aitken
NDIS Support Officer	Darren Lowe

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.

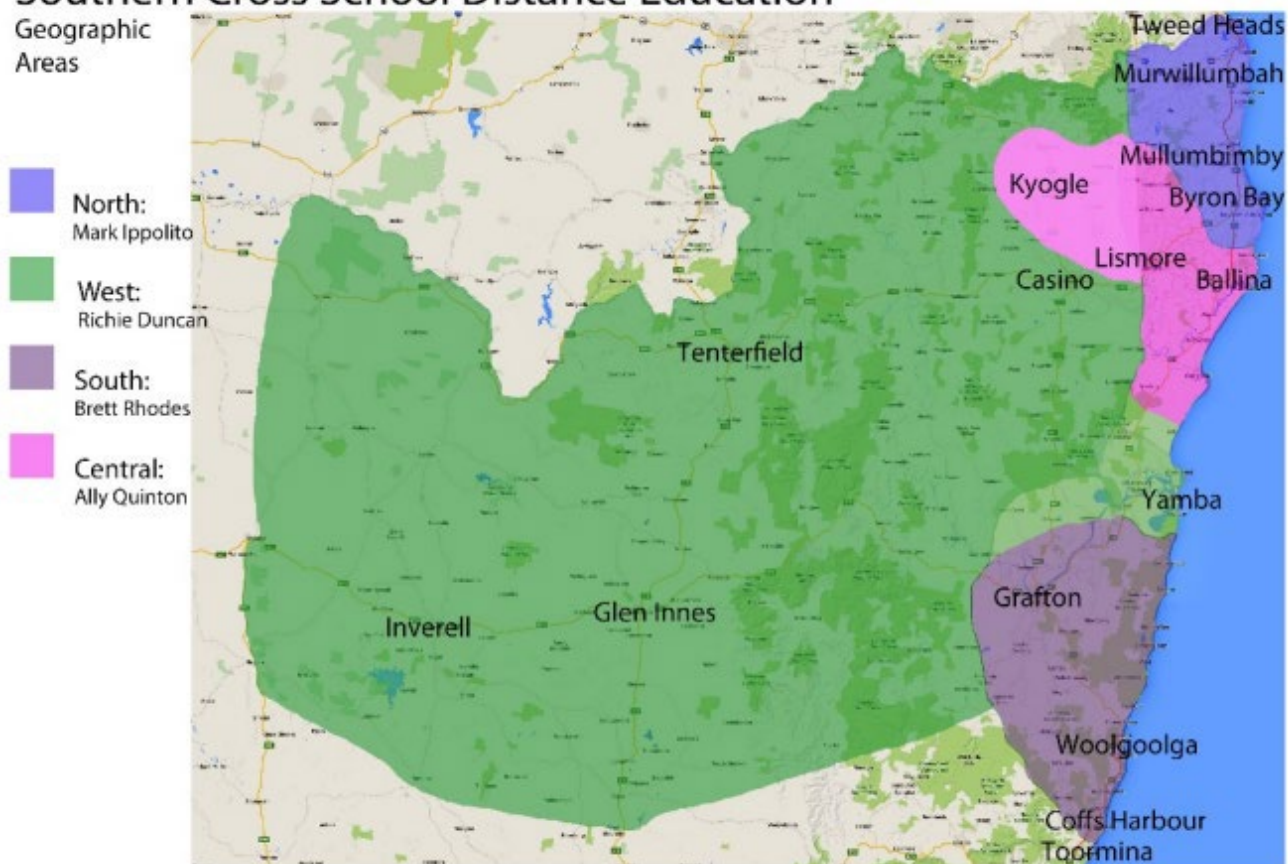
Remember we are just a phone call away!

Student Advisers	North	West	South	Central
Junior 7 - 9	Liz Harbison	Nancy McAndrew	Mariet De Wit	Leesa Maher
Senior 10 - 12	Di Lewis	Will Hawley	Nicky McLaughlin	Sam Askew
OoHC	Louise Webster	Louise Webster	Louise Webster	Louise Webster
Young Parents	Cara Brisbane	Cara Brisbane	Cara Brisbane	Cara Brisbane
Transition	Liz Harbison	Gary Kay	Liz Harbison	Gary Kay
Deputy Principals	Sharon Hodgson	David Thick	Sharon Hodgson	David Thick

Regions within Northern NSW

Southern Cross School Distance Education

Geographic Areas



Ten things you need to know about supervising DE students:

1. The importance of returning work each week

All students must satisfy the NSW Education Standards Authority (NESA) requirements for the award of the Record of School Achievement (RoSA) or Higher School Certificate (HSC). To meet these requirements, you must engage in learning to meet the course outcomes for each subject.

In order for students to meet course outcomes a variety of practical tasks and written tasks will be provided to students such as weekly learning activities, school camp, mini schools and excursions. The learning activities outline the tasks 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 learning activities 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 learning activity 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 learning activities are completed.

5. How to return completed work

1. See that all instructions on each learning activity have been carried out and then sign and date the learning activities.
2. Ensure that the work for each subject has its learning activity 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 SCSODE 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 SCSODE 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.

The exam supervisor statement will need to be signed and accompany all exams. You can find this on the next page.

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

Supervisors Declaration of Exam Supervision

The following information is from the Southern Cross School of Distance Education Assessment Policy and must be adhered to for all examinations: Examinations and tasks to be completed under exam conditions.

Students are to be fully supervised in timed conditions as prescribed by the examination notification. Students must be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Reading time is provided at the beginning of each examination. During reading time students are not permitted to write, highlight or annotate their paper in anyway. If the examination permits the use of dictionaries, students may consult their dictionary.

Student's must not:

- use a mobile phone or programmable watch or device during the examination.
- use any electronic device to assist in the completion of the exam, including a digital media player or electronic tablet, during the exam, unless approved by the NESA
- speak to any person other than a supervisor during an examination or upset the conduct of the examination
- Use or access any books or notes, any paper, or any equipment other than the equipment need to complete the exam
- take water bottles with labels into the exam space
- alter the exam times unless granted permission for disability provisions

Consequences for breaches of the examination rules will result in a finding of malpractice and the assessment task mark will be penalised. Students must make a serious attempt at all examinations.

A serious attempt means attempting all questions to the best of your ability. Any non-serious attempts will result in a zero determination and students will be required to re sit the examination paper.

As the supervisor you are agreeing to ensure all of the above exam conditions are maintained and that the exam is completed in accordance to the exam rules.

Student's name: _____

Supervisor name: _____

Signature of Supervisor: _____

Assessment - continued

Students with Disability or learning difficulties

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.

The *Disability Standards for Education 2005* clarify the obligations of education and training providers, and seek to ensure that students with disability can access and participate in education on the same basis as students without disability. This means that your school may need to make changes to the way they do things. Contact the Learning and Support teachers for more information.

NDIS: Through the NDIS, people with disability will be able to access 'reasonable and necessary' supports to achieve their personal goals. Reasonable and necessary supports are those that help participants to live an ordinary life, that is, to build their skills and capabilities so they can engage in education, employment and community activities. Contact SCSODE NDIS support officer Darren Lowe for more information.

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 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*

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

Department of Education Student Portal and email

As a SCSODE 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 instructions and 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/>

Or use Google to search for the Student Portal.



Online learning via Canvas: If you are enrolled in a subject that uses online lessons click on the link in your Student Portal as circled in the image above.

Teams for Live lessons

To access Teams for your live lessons your teachers will email a link to you or there will be a link embedded in your Canvas course.

DEMS Student Portal

After enrolling with SCSODE you will be sent an email which includes a link to the DEMS student portal, your username, password, and school. The link to access the portal is: <https://de.millenniumschoools.net.au/portal/>



DEMS

DEMS Student & Parent Portal

Username :

Password :

School :

When accessing the DEMS student portal, you will be able to view your feedback for learning activities, assessment tasks and reports, as well as awards you have received, notification letters that you need to address and contact information for each of your teachers.

DEMS Parent Portal

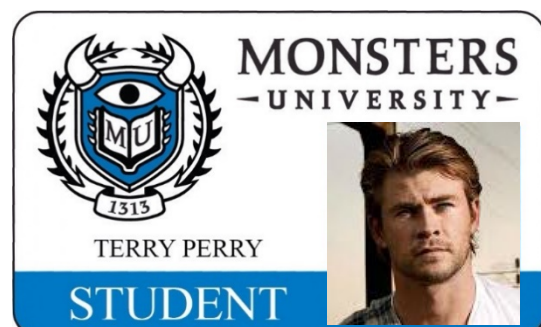
The DEMS parent portal allows supervisor/parent/carers to view the same information as what you can view.

If your supervisor/parent/carer has multiple students enrolled at SCSODE, they will be able to toggle between each student to monitor their progress in each of their courses as well as view their upcoming assessment tasks, issued notification letters, reports and view the contact information for each teacher that each student has for the subjects studied.

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 2024

(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:

Tiffeny Cox, Head Teacher Curriculum

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 learning activity (LA) 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:

LA 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 learning activity 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 learning activity is attached before signing each learning activity 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									
	Returned									
	Received									
	Returned									
	Received									
	Returned									



Forms

Application for extension of time for an assessment task

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

I, _____ formally request an extension of time for:

Task No: _____ Subject: _____

Nature of task:

Which is due on: _____ (day, date and time)

Reason:

Student's Signature _____ Date: _____

Supervisor's Signature: _____ Date: _____

OR

Request received via phone call and form completed by _____
(teacher/student adviser) on behalf of student.

Signature: _____ Date: _____

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.

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

Supervisor name: _____

Position: _____

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Did the student report illness/misadventure prior to attempting the task? Yes or No
(please circle)

Please fully record your observations or understanding of the illness/misadventure suffered by the student.

I consider that the student's assessment task performance was affected by illness or unforeseen misadventure.

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

Supervisor's signature: _____ Date: _____



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:

Supporting documentation attached:

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

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

Student'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