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Information contained in this handbook is correct at time of publishing.
Any updates to this information will be available on the Brisbane School of Distance Education website.
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Welcome

from the Executive Principal

Our Vision
is to be The School of The Future.

Our Mission
is to provide highly engaging learning opportunities for each student with a focus on Innovation, Inspiration and Inclusion.

We Value
working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student’s learning and wellbeing.

Dear Home-based Supervisors and Students,

I would like to warmly welcome you to Brisbane School of Distance Education (BrisbaneSDE).

Our school has a long proud history of providing a unique learning environment for students and their families who are located in a variety of settings across Queensland, Australia and the world. We are a leader in on-line delivery of learning for students. We are dedicated to excellence in teaching and learning through thoughtful innovation, inspiration and inclusion for each student who attends our school.

The school has a well-earned and impressive reputation amongst our school community and the wider educational community for the ability to cater for individual student needs. This approach to student learning is provided through flexible, individualised and quality curriculum programs, combined with a focus on the very important teacher-student relationship and Home-based Supervisor involvement.

Our school is well served by dedicated, enthusiastic, caring and committed staff who willingly and ably share their talents and abilities with students, families and other professionals. Teachers provide daily online lessons using leading edge ICT technologies and pedagogies. They follow up the teaching program by contacting students and families regularly to ensure engagement with the learning program.

A good school is not just built — it is created through the combined dedicated commitment of parents, students and staff all working together to achieve the very best for students. At BrisbaneSDE our staff, our families and our school community, work together to shape the future direction of our school.

We hope that you find this handbook useful as a general introduction to the school and that you gain some appreciation of the pride we take in our school; our passion for excellence and the performance that we achieve. I encourage you to visit our school website to better understand how BrisbaneSDE can cater for your child’s learning needs.

I look forward to your family being part of our great school.

Judy Menary
Executive Principal
How to contact us

Brisbane School of Distance Education

Address: Corner Cavendish Road and Stanley Street East
         Coorparoo Qld 4151
Postal Address: GPO Box 1308
               Brisbane Qld 4001
Telephone: (07) 3727 2444
Facsimile: (07) 3324 0671
Email: enquiries@brisbanesde.eq.edu.au
Website: brisbanesde.eq.edu.au
School office hours: 8.00 am — 4.00 pm, every school day
Facebook: www.facebook.com/BrisbaneSchoolofDistanceEducation/?ref=bookmarks
Twitter: twitter.com/brisbanesde

Services

Community engagement: Email: communityengagement@brisbanesde.eq.edu.au
                      Phone: (07) 3727 2803
                      Fax: (07) 3324 0671
Enrolments: Email: enrolments@brisbanesde.eq.edu.au
             Phone: (07) 3727 2444
             Fax: (07) 3324 0618
Finance email: accounts@brisbanesde.eq.edu.au
               Phone: (07) 3727 2408
               Fax: (07) 3324 0618
Reporting absences: Email: absences@brisbanesde.eq.edu.au
                    Phone: (07) 3727 2666
Guidance Officers: Prep – Year 7: (07) 3727 2784
                  Years 8-10: (07) 3727 2425
                  Years 11-12: (07) 3727 2689
Discovery centre: Email: library@brisbanesde.eq.edu.au
                  Phone: (07) 3727 2720
Executive Principal
Judy Menary  Email: the.principal@brisbanesde.eq.edu.au
Phone: (07) 3727 2434

Heads of School
Prep–Year 6: Melinda Johnson
Email: mijoh2@eq.edu.au
Phone: (07) 3727 2809

Years 7 and 9: Cheryl Wilson
Email: cwils9@eq.edu.au
Phone: (07) 3727 2401

Years 8 and 10: Simon Wingate
Email: swing2@eq.edu.au
Phone: (07) 3727 2435

Year 11: Amy Wood
Email: awood253@eq.edu.au
Phone: (07) 3727 2435

Year 12: Janelle Ambrose
Email: jyamb0@eq.edu.au
Phone: (07) 3727 2435

Business Manager: Stephen Warwick
Email: swarw1@eq.edu.au
Phone: (07) 3727 2405

eKindy: Cath O’Connor
Email: cocon11@eq.edu.au
Phone: (07) 3727 2856

Staff
The names and contact details of all staff members, including current Heads of Department and Administration Managers, are located on the school’s staff contact list: https://brisbanesde.eq.edu.au/Ourschool/Pages/Staff-Contacts.aspx
What do we deliver?

Our curriculum offerings

BrisbaneSDE offers an innovative, online Prep to Year 12 curriculum catering for diversity and inclusivity. Our program is provided through 70 minute lessons, delivered through web conferencing, from 8:00 am to 2:00 pm and a variety of digital platforms.

BrisbaneSDE delivers the Australian Curriculum across Prep to Year 10. The Australian Curriculum is composed of eight learning areas that provide the focus for teaching and learning — Mathematics, Science, English, Humanities and Social Sciences, Technologies, The Arts, Health and Physical Education and Languages.

Detailed information regarding BrisbaneSDE curriculum offerings are published annually on our school website for new and continuing parents and students to access. This information includes:

- **Subject guides**: Outlining time allocations, requirements and topics studied.
- **Work rate calendars**: Outlining unit plans, topics to be studied and a schedule of due dates for the submission of both formative and summative work.

In addition, the Australian Curriculum provides opportunities for the contribution and development of the seven general capabilities and three cross-curriculum priorities in each learning area.

The seven general capabilities are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social capability
- Intercultural understanding.

The three cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

The implementation of the Australian Curriculum is supported by:

- BrisbaneSDE Pedagogical Framework, IMPACT, and faculty coaches
- BrisbaneSDE belief that our teaching and learning is focused on improving individual student outcomes
- the integration of ICTs offering new ways of working for young adolescents
- assessment that promotes complex thinking and problem solving.

The underpinning philosophies of our programs are to provide a supportive environment which will encourage students to realise their full potential.

The Years 7 and 8 curriculum is designed to build the foundations for future pathways where students are introduced to each learning area. In Years 9 and 10, there is more focus on developing the future pathways that are then studied in the senior phase of schooling.

The required core subjects and elective subjects, which students study whilst in Year 9 and 10, offer students an opportunity to develop a wide variety of skills. Students are encouraged to select the subjects that suit their needs and potential post-schooling pathway. The elective options allow students to specialise in subjects or experience a wide range of subjects throughout Year 9 and 10. When students are in Year 10, they will be required to complete their Senior Education and Training (SET) Plan. This is preparation for the Senior Phase of Learning when students make decisions about their educational pathway while in Year 11 and Year 12.
Therefore, please read the Subject Guides before completing your student’s subject selections for Years 9 and 10. Please consider the following:

- subjects that students find interesting are the best place to start
- students generally like subjects in which they do well. Year 8 results can be a good guide to assist with decision making about electives.
- it is important to take into account the career opportunities and pathways open to students and consider the school subjects that each path requires. The Guidance Officers at BrisbaneSDE are a valuable source of information about career planning and subject choices — please do not hesitate to contact them.

Being aware of the required elective subjects in future careers is extremely important, particularly when choosing subjects for Years 11 and 12.

Note: BrisbaneSDE will endeavour to meet these selections, however, if subject numbers are not large enough to form a class, students will be contacted to choose an alternative subject. Confirmation of subject selection will occur once enrolment forms with corresponding documentation have been submitted.

Curriculum overviews

Prep to Year 6

Prep is the first compulsory year of school. Years 1 to 3 continues the curriculum and teaching practices of the Early Phase of Learning and acknowledges the unique philosophy of pedagogical approaches that define Early Childhood Education. Years 4 to 6 programs place students at the focal point of the educational process, with curriculum offerings and teaching practices that acknowledge student interests, skills and learning styles. The curriculum for students in Prep to Year 6 meets the requirements of the Australian Curriculum in the Learning Areas of English, Mathematics, Science, Humanities and Social Science (HASS), Technologies (Digital and Design), The Arts and Health and Physical Education. Japanese is also studied in Years 5 and 6.

<table>
<thead>
<tr>
<th>Prep</th>
<th>Years 1 and 2</th>
<th>Years 3 and 4</th>
<th>Years 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete 20 units over the course of the year incorporating the following subjects:</td>
<td>Students study the following Australian Curriculum subjects:</td>
<td>Students study the following Australian Curriculum subjects:</td>
<td>Students study the following Australian Curriculum subjects:</td>
</tr>
<tr>
<td>4. History</td>
<td>4. Humanities and Social Science (HASS)</td>
<td>4. Humanities and Social Science (HASS)</td>
<td>4. Humanities and Social Science (HASS)</td>
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<tr>
<td>5. HPE</td>
<td>5. HPE</td>
<td>5. HPE</td>
<td>5. HPE</td>
</tr>
<tr>
<td>These subjects are delivered utilising purposeful links across curriculum areas.</td>
<td>7. Technologies</td>
<td>7. Technologies</td>
<td>8. Languages</td>
</tr>
<tr>
<td>Scheduled lessons focus on core concepts particularly literacy and numeracy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduled lessons increase in frequency as the year progresses and cover pre-reading, reading, phonics, numeracy and wellbeing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Years 7 to 9

Embedding foundations for the future

In Years 7 to 9, BrisbaneSDE delivers the Australian Curriculum in full. Students are expected to undertake the full complement of subject offerings as a student of our school.

At the Years 7 and 8 level, the subjects English, Mathematics and Science are required to be undertaken by all students as year-long subjects. History, Geography, HPE, The Arts, Technologies and a foreign language are to be undertaken as semester subjects.

At the Year 9 level, the subjects English, Mathematics and Science are required to be undertaken by all students as year-long subjects. History and HPE are undertaken as semester subjects. Students choose elective subjects from Geography, The Arts, Technologies or Languages.

All Years 7, 8 and 9 students are required to undertake study in six subjects in each semester, unless a modified subject load has been approved by the Head of School or Guidance Officer.

Students study the following Australian Curriculum subjects:

1. English
2. Maths
3. Science
4. Humanities and Social Science (HASS)
5. HPE
6. The Arts
7. Languages
8. Technologies.

Note: For detailed information about the delivery of subjects across the year, please see the Unit Sequence Plan for each year level on the BrisbaneSDE website.

Guidelines to selecting Years 10, 11 and 12 subjects

Please refer to the Subject Guide for Home-based Students — Years 10–12 on the BrisbaneSDE website.

Language Studies

BrisbaneSDE views language learning as vital to the academic, vocational, personal and social development of our students and to their ability to participate in today’s increasingly multicultural Australia and the wider world — one that is interconnected by technology as never before.

Mandatory Language studies in Years 5, 6, 7 and 8

It is mandatory for all state school students in Years 5, 6, 7 and 8 to study a Language. At BrisbaneSDE Japanese is provided for Years 5 and 6. Students in Years 7 and 8 are to select one language from the range of languages offered in the BrisbaneSDE Subject Guides.

For more information regarding each language offered in Years 5-6, please refer to https://brisbanesde.eq.edu.au/Curriculum/Prep-year-6/Pages/Course-outlines.aspx.

For more information regarding each language offered in Years 7-9, please refer to 2020 Subject Guides: https://brisbanesde.eq.edu.au/Curriculum/Years-7-9/Pages/Year%207%20-%209%20%20subject-guides-by-year-level.aspx.

For other enquiries regarding language studies, please contact the Languages Head of Department. Please refer to the Staff contact list: https://brisbanesde.eq.edu.au/Ourschool/Pages/Staff-Contacts.aspx.
Vocational Education and Training Years 10 to 12

It is a **mandatory requirement** that students undertaking Vocational Education and Training (VET) qualifications attend ALL scheduled lessons in order to demonstrate the development of their skills and knowledge. This enables BrisbaneSDE trainers and assessors to undertake observation of each student for the purpose of assessing competence for individual units of competency.

BrisbaneSDE as a Registered Training Organisation (RTO)

**RTO delivering Vocational Education and Training qualifications**

BrisbaneSDE is recognised as a Registered Training Organisation (RTO # 1585) that operates within the principles and standards of the National VET Regulator (NVR). As an RTO, BrisbaneSDE is registered to deliver, assess and issue qualifications that fall within its scope of registration. The scope of registration indicates the vocational area, level of qualification and period of registration. BrisbaneSDE’s registration is through the Queensland Curriculum and Assessment Authority (QCAA), as Delegate for the Australian Skills Quality Authority (ASQA).

BrisbaneSDE is committed to ensuring students are offered a range of learning experiences in order to attain the highest qualification possible. BrisbaneSDE aims to provide students with employment related skills and an understanding of the work environment, career options and pathways for further education, employment and lifelong learning.

BrisbaneSDE offers a range of VET courses which:
- respond to industry, community and employment opportunities
- ensure equity in access
- provide opportunities to work towards a nationally recognised qualification and articulation to further education
- provide students with the opportunity to participate in programs and activities which foster and develop enterprise skills.

**Competency-based assessment**

Assessment in VET is competency based. In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skills to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

Students are provided with numerous opportunities to demonstrate competency throughout the duration of the course. This could be through face-to-face observations, observations during the mandatory scheduled lessons, web conferencing sessions, competency conversations, folio submissions, response to questions, group work etc. Feedback is provided verbally, on assessment cover sheets, during online lessons and in the Blackboard Grade Centre. The terms Satisfactory or Unsatisfactory are used in relation to training activities. There are three possible results given in competency based assessment — competent, working towards competency or not yet competent. A result of ‘competent’ is only given when a full Unit of competency has been attained.

In order to gather further evidence of the student’s abilities, the student may be required to complete structured work experience/placement. (Note: the amount of work placement to be undertaken depends on the requirements of the certificate course — some courses require a specified minimum amount of work placement, for example, 120 hours.) Work placement enables the student to demonstrate competency at tasks that require specific equipment which he/she may not have at home, or complete tasks which involve activities that can only be experienced in a workplace, such as banking, mailing, dealing with customers, working with children.

Students are required to complete ALL units of competencies in a qualification to be awarded the full Certificate. If the full qualification is not achieved, a Statement of Attainment is issued listing the units of competency attained.
RTO Code of Practice

As a registered training organisation (RTO), BrisbaneSDE has agreed to operate within the ‘Standards for RTOs 2015’. These standards include a commitment to recognise the training qualifications issued by other RTOs.

Our school:

- recognises the importance of students receiving a broad-based education, comprising of both general and vocational education
- is registered with the QCAA to provide the relevant units of competency
- has in place an assessment policy that applies to all subjects offered at this school
- has a process for addressing any concerns, and offers access to a range of people who can provide advice and guidance about the vocational elements in the subjects offered (for example, teachers, Heads of Department, Special Education Program (SEP) staff, guidance officers and administrators).

Legislative requirements

BrisbaneSDE strives to meet all legislative requirements of the national regulator — The Australian Skills Quality Authority (ASQA). In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Unique Student Identifier (USI)

A Unique Student Identifier, or USI, is an identifying code (letters and numbers) that provides access to an account into which records of vocational education and training are banked. This account follows an individual for life and allows easy retrieval of evidence. All students studying a certificate course, either with BrisbaneSDE, an External RTO or as part of an Apprenticeship/Traineeship, must apply for a USI.

To create a USI or obtain further information, refer to Unique Student Identifier website (www.usi.gov.au) and the USI page on the school website. Students are required to self-register to create their USI on enrolment or prior to commencing training.

Note: Certificates or Statements of Attainment cannot be issued to a student who does not have a USI.

Access and equity

All students will be enrolled in an ethical and responsible manner and consistent with the requirements of the curriculum, National Training Package and essential standards.

Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

The BrisbaneSDE Language, Literacy and Numeracy (LLN) indicative assessment tool is used to conduct testing for students enrolling in Certificate courses. The LLN Indicative Test is used to ensure the student has the required LLN levels for the qualification and to determine what LLN support the student may need.

Quality management focus

BrisbaneSDE has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.

Client service

The BrisbaneSDE RTO has sound management practices to ensure effective client service. In particular, we have client service standards to ensure timely issue of student assessment results and qualifications. These will be appropriate to competency achieved and issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaints and Appeals Policy, and student welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by personnel and clients.

Our student information will ensure that all fees and charges are known to students before enrolment, that course content and assessment procedures are explained and that vocational outcomes are outlined.
External audit
BrisbaneSDE has agreed to participate in monitoring and audit processes required by the Queensland Curriculum and Assessment Authority.

Management and administration
BrisbaneSDE has policies and management strategies, which ensure sound financial and administrative practices. School Management practices guarantee the organisation’s sound financial position. Students’ records are managed securely and confidentially and are available for student perusal on request. BrisbaneSDE, under the Queensland Department of Education, has adequate insurance policies.

The ultimate responsibility for the delivery of VET and compliance with the Standards for RTOs 2015 at BrisbaneSDE rests with the Executive Principal as Chief Executive Officer of the BrisbaneSDE RTO. Responsibility for day-to-day management of the RTO is delegated to the RTO Manager (Head of Department, Vocational Education and Training, Years 10-12).

Marketing and advertising
BrisbaneSDE markets vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product. This is in accordance with the ‘Standards for RTO 2015’.

Training and assessment standards
BrisbaneSDE has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions
BrisbaneSDE will honour all guarantees outlined in our Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as an RTO withdrawn.

Complaints/appeals
Any person wishing to make a complaint against BrisbaneSDE concerning its conduct as an RTO/School, an appeal or other matter, shall have access to a complaints and appeals process that ensures the principles of natural justice and procedural fairness, as documented on the BrisbaneSDE website, VET page https://brisbanesde.eq.edu.au/Curriculum/Pages/Complaints-and-Appeals-.aspx.

The RTO Manager will maintain a ‘Register of Complaints’ which documents all formal complaints and their resolution.

All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals can be made to any member of staff, either verbally or in writing.

Recognition of Prior Learning (RPL)
Recognition of Prior Learning (RPL) allows students to gain exemption from part or all of a course of study due to having previously learned skills and knowledge. The objective of the RPL process is to ensure that an individual’s prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised. RPL is granted if the student is able to verify that they have achieved the elements of competency standards being assessed.
RPL is a formal process available to all students. BrisbaneSDE informs students of their ability to apply for RPL during induction and via the Student VET Handbook, and has an application form that students can complete if they wish to apply for recognition (available from the BrisbaneSDE website, VET forms page).

If a student decides to apply, he/she will have to provide evidence to support the application. Evidence may include examples of work, referees’ reports and certificates. The initial application for RPL may be successful or the student may be asked to provide more information, attend an interview, talk with teachers by telephone or complete a practical assessment.

Credit Transfer

When the student enrols at BrisbaneSDE, they will receive Credit Transfer for any vocational competencies previously completed as part of a VET course or an Apprenticeship/Traineeship.

Credit transfer can occur when students transfer from another provider/RTO to BrisbaneSDE part-way through their VET course or if they have achieved unit/s of competency in another qualification that are the same as/equivalent to the unit/s of competency undertaken.

To obtain credit transfer for Units of Competency, students will need:
• to complete a Credit Transfer Application Form
• provide copies (which can be authenticated) of the qualification with transcript or a statement of attainment;
• to submit the above to their teacher or directly to the RTO Manager for processing.

Work experience / placement

Full-time school-age students over 14 years of age are offered the opportunity to participate in work experience. In addition, some VET courses require students to complete structured work placement. Check the subject guides to see which certificates require mandatory work placement.

Work experience provides students with opportunities:
• to understand the world of work
• to sample a variety of employment possibilities
• to prepare for the demands and expectations of the working world
• to support assessment and/or learning in a VET course.

Conditions

Students:
• must reside in Queensland
• must be 14 years of age
• may work a maximum of 30 days a year in one or more types of work
• must not receive payment from the employer
• must have written consent from their parent/guardian before placement if they are under 18 years of age
• must have the placement negotiated/facilitated by BrisbaneSDE and must not commence placement until all documents are signed by the student, parent, employer and the Principal
• must fill in the ‘Application for Work Experience Program’ and return it to the BrisbaneSDE to trigger the placement process
• must obtain their SmartMove Certificate (http://smartmove.safetyline.wa.gov.au) to fulfil the Workplace Health and Safety requirements prior to commencing their placement
• who wish to undertake work experience with children and young people, will need to apply for a Blue Card. Refer to www.bluecard.qld.gov.au.
Students who wish to undertake work experience in the construction industry must have obtained a General Construction Induction Card. Refer to https://www.worksafe.qld.gov.au/construction/workplace-hazards/general-construction-induction.

During work experience, an indemnity policy is taken out by Department of Education, covering public liability for the employer, in case of accidental damage to property, goods or members of the public.

Contact the BrisbaneSDE VET Department for further information.

eKindy Queensland

The eKindy program operates under a different section of legislation to that which applies to distance education programs for students in Prep to Year 12. Eligibility requirements for registering for eKindy are different to those for enrolling in Prep to Year 12 programs delivered by the BrisbaneSDE.

eKindy is a comprehensive ‘at home’ kindergarten program for children in the year before Prep. The program is supported by a qualified early childhood teacher and covers 15 hours of Kindergarten per week for 40 weeks a year (school terms only). The program aligns with the national Early Years Learning Framework and the Queensland Kindergarten Learning Guideline.

The BrisbaneSDE provides eKindy across the State. Each year, the eKindy program may be delivered from a number of schools of distance education (including Cairns, Mt Isa, Longreach, Charleville, Capricornia, Charters Towers and Brisbane).

Eligibility for registration

A child is eligible for eKindy if they turn 4 by 30 June in their kindy year and they or their parent/s are Australian citizens or permanent residents of Australia and they fit into one of the following categories:

- **Distance**: Their residence is at least 16 km by the most direct route by road from the nearest centre-based service catering to kindergarten-aged children.
- **Medical**: They have a medical certificate stating they are unable to attend a centre-based service for more than 10 consecutive weeks due to their health.
- **Travelling/Itinerant lifestyle due to the parent’s work**: The child’s principal place of residence is likely to change at least twice during the registration year, or the child will have to spend a period of at least 10 weeks, or a number of periods of at least two weeks that total at least 10 weeks, away from the child’s principal place of residence during the registration year.

eKindy fees and financial assistance

eKindy is provided to eligible families at no cost. Overseas families are responsible for all costs associated with mailing of materials, telephone calls/conferencing and web conferencing.

eKindy families are also eligible for an ICT subsidy of $750 after they have been registered continuously for six calendar months in the eKindy program. The child and family must also maintain active engagement in the program. If they attend a Pod, some of the program must be completed at home to be eligible to receive the subsidy. BrisbaneSDE will provide information to families about claiming this subsidy in Term 3 as families become eligible.

A non-refundable fee of $50.00 is charged for additional ‘on loan’ items — four boxes of materials per year (one box each term). Families are not required to have these materials as part of their eKindy program.

When to register

A waiting list is opened at the beginning of May for the following year. Parents will then be sent the registration form when it becomes available in October. Registrations may be submitted at any time during the child’s kindy year. The minimum registration period is 10 weeks (one term). Children are allocated to a kindy group when a teacher is able to be appointed to support a group of children. The eKindy teacher supporting a child/family may be located at any school of distance education in the state.
How to register

It is helpful if registrations are submitted for:

- Semester 1 — By mid-January in the year the child is eligible to attend.
- Semester 2 — By mid-June in the year the child is eligible to attend.

Note: Registrations in Term 4 are not generally accepted, but will be assessed on a case-by-case basis. The registration form is available on https://brisbanesde.eq.edu.au/curriculum/ekindy/Pages/ekindy.aspx.

Parents will need to provide proof of the child’s date of birth when submitting a registration form. Parents are also required to provide information to explain why they are eligible for eKindy (for example, the distance to the nearest early childhood service, medical certificate and/or details of travelling plans).

Other requirements

Families are required to have access to a personal computer, internet access, webcam, a telephone with a speaker/hands-free function and a headset with microphone.

We recommend a 512k broadband connection. If this is not possible, a minimum of a 256k broadband connection is required.

Time commitment and attendance

The program involves families supporting their kindy-aged child to engage in a learning program for 15 hours each week. Parents are required to provide weekly feedback to their child’s teacher.

Parents also need to ensure their child attends scheduled web sessions (up to three x 20 minutes) each week.

Note: To maintain registration status:

- children must actively engage in eKindy experiences regularly, as negotiated with the child’s teacher
- parents must contact their child’s teacher weekly, where possible, but can negotiate fortnightly contact to share information about their child’s learning experiences and progress.

As places in the program are fully funded, registrations may be cancelled if families/children are not actively engaging as required. If families are not contactable by phone or email, an email and letter will be sent to the last known addresses and registration will be cancelled if no response is received from the family within two weeks of the date the email/letter is sent.

For more specific information about the eKindy program and materials, please visit the eKindy page on the BrisbaneSDE website https://brisbanesde.eq.edu.au/curriculum/ekindy/Pages/ekindy.aspx, or use your QR reader on your phone. See below:
How do we deliver?

Each student succeeding

We have a deep belief that each student can succeed. We give a high priority to building and maintaining positive and caring relationships between students, parents and staff members. We work hard to maintain a learning environment that is safe, respectful and tolerant. We promote educational rigour through innovation, inspiration and inclusion.

Scheduled Lessons (SLs)

At BrisbaneSDE, learning is delivered through scheduled on-line lessons. These lessons occur as part of a normal timetabled school day. Students are expected to attend all scheduled lessons. Scheduled lessons are delivered via a web conferencing platform and require internet access.

It is the policy of BrisbaneSDE to make recordings of scheduled lessons across all year levels and subject areas. These recordings remain available for a limited period after the completion of the lesson so that they can be accessed by students who are unable to participate in the scheduled lesson or for students who wish to review the lesson for revision purposes. Access to the recorded lesson is available to students via Blackboard Collaborate. This access is restricted to BrisbaneSDE students and is password protected. All recordings are made in accordance with the Department of Education (DoE) regulations.

When do students attend their Scheduled Lessons?

Prep to Year 6

Students are expected to attend school each day and will be timetabled into scheduled lessons for each learning area on a daily basis. These lessons will vary between 30 – 60 minutes depending upon the curriculum area and age of the students.

Lesson delivery times may be varied to suit timetabling requirements. All students will be advised of their scheduled lesson timetable by their class teacher(s).

Years 7 to 12

Students are expected to be available to participate in ALL lessons. Students will receive the timetables at the commencement of their enrolment outlining the time allocations to subjects. Further information regarding the time allocation and other essential information can be found in the Subject Guides on the BrisbaneSDE website.

Where does a student do these Scheduled Lessons?

Students attend their Scheduled Lessons from their own location.

Web-based courses / e-learning

Usernames and passwords

On enrolment, all students are issued with a username and password for all Department of Education platforms (MIS email, The Learning Place). This enables them to access online courses, the school Discovery Centre and other learning and support materials.
Online learning

All courses are delivered online. Students have access to instructional materials, learning resources, chat groups, email connections and discussion boards. Teachers and students make use of these online communications and resources as an integral part of the schooling experience. It is important that students have reliable and regular access to the internet as all courses require students to download materials and submit work electronically.

Curriculum materials

Depending on the subjects and courses students select, a range of different curriculum materials and learning resources may be provided to students. All courses are delivered online and all curriculum materials can be accessed online. Some courses contain supplementary printed material which will be provided. Online learning materials may be supplemented with a range of other materials including (but not limited to) CDs, DVDs, text books, magazines, novels, plays and newspapers.

Using the internet

The use of the internet as a learning tool underpins the learning programs used in this school. Like any community based resource, there are responsibilities parents and students must be aware of when using the internet. Parents and home-based supervisors are encouraged to:

- ensure students are aware of the risks and benefits associated with the use of internet services and the measures within the home to minimise these risks
- develop intranet, internet and email usage guidelines
- prepare students to cope with unanticipated access to materials or people that may pose a risk.

As part of the school’s enrolment agreement, parents/carers also acknowledge the following:

- the internet can provide students with valuable learning experiences
- the internet gives access to information on computers around the world
- the school cannot control what is on those computers
- a very small part of that information can be illegal, dangerous or offensive.

Teachers will always exercise their duty of care. Protection against exposure to harmful information should depend finally upon responsible use by students. Students using the internet irresponsibly will be subject to appropriate action by the school. Please refer to the BrisbaneSDE Responsible Behaviour Management Plan.

Consequences for breach of rules relating to internet and email usage may include loss of internet access on the school’s computers when onsite at BrisbaneSDE and suspension from attending scheduled lessons or exclusion from the school.

Electronic submission of school work

There is the facility for the electronic return of work using email, OneDrive, OneNote or the Learning Place, (for example, digital drop-box facility in Blackboard). However, before electronically submitting work, it is recommended that students check with their teacher(s) to determine the suitability of electronic work return for that particular subject. Some subjects and/or tasks within subjects are better suited to electronic work return than others.

Electronic submission of work is through the relevant Blackboard subject course (for example, Digital Dropbox, Wiki upload, assignment upload), teacher OneDrive, teacher email or class OneNote by the date as stated on the work rate calendar.
When returning work electronically, students need to ensure a copy of the work is saved on their computer and USB storage device at least until after a result for the work has been received. **It is the responsibility of the student to ensure they have preserved copies of all work transmitted in the event of a transmission error occurring and take a screen shot of any error to prove that submission was actually attempted.**

Please refer to the assessment policy on the [website](https://login.microsoftonline.com/).

Digital documents

Recommended formats for digital documents may include one of the following formats. Students are to check with their teacher for appropriate format prior to due date of submission of school work.

- .doc or .docx — Word document
- .html — web page
- .xls or .xlsx — Excel Spreadsheet
- .pdf — Adobe Acrobat format
- .ppt or .pptx — PowerPoint

Download your free Microsoft Office 365: [https://login.microsoftonline.com/](https://login.microsoftonline.com/).

Note: Enrolled students will need to log in using their EQ email and password.

Audio files

Audio work will be accepted in the following formats:

- MP3 digital format;
- WAV; or
- in a format that can be opened in Windows Media Player.

Visual files or scanned images

Images are to be in one of the following formats:

- .jpg — jpeg (preferably)
- .gif (are also accepted but sometimes can be large)
- .bmp (are also accepted but can be too large)
- .AVI — video
- .Mpeg — video
- .WMV — video
- .MP4 - video

Video files must be in MP4 format with the following minimum settings:

- 150 kbps or greater; or
- Display size 320 x 240.

Video files may be sent to the school in CD-ROM, DVD or on a flash drive/USB drive if they are too large to upload. Please label these with the student's name.

If a submission is made but the attachment is blank or unable to be opened, it will not be accepted as being submitted by the due date. It is the student's responsibility to ensure the document is attached and is in a readable format.
Student email addresses for communication

All enrolled students will use an official Department of Education (DoE) webmail address for communication with the school (for example, jsmit1@eq.edu.au). This address will be provided following enrolment. BrisbaneSDE staff will only communicate to the student’s DoE email address. Students must conform to the acceptable use of email. DoE email addresses can be monitored and retrieved if required. Using the DoE email address also allows the school to provide password resets as required.

IMPACT

Inspire, Model, Practise, Apply, Connect, Transform is our school-wide common language for quality learning and teaching.

The model enables teachers to use a repertoire of effective pedagogical practices that promote deep understanding, a sense of connectedness to the world, and promote the wellbeing of students while acknowledging, supporting and celebrating student difference. The model provides teachers with the flexibility to be creative and responsive with their practice. The BrisbaneSDE Pedagogical Framework is continually improved, and is updated annually.
Whole-school Pedagogical Framework

BrisbaneSDE’s pedagogical framework is supported by a synthesis of research that informs practices that result in improved student learning. Informing research has been drawn from:

- *Embedded Formative Assessment* Wiliam, 2011;

The Pedagogical Framework also encapsulates BrisbaneSDE’s vision of each student succeeding through Inspiration, Innovation and Inclusion. It highlights the school’s commitment to a futures-driven curriculum, focussing on embedding 21st century skills across unit planning and lesson delivery from Prep to Year 12.

The Framework also reflects the six core systemic principles in the Department of Education State School Strategy and the curriculum cycle that interrelates roles, responsibilities and support for teachers. Supporting the BrisbaneSDE Pedagogical Framework is the IMPACT instructional model. This model focuses on maximising student success by delivering high quality learning and teaching episodes that balance independent and collaborative learning, both online and offline. The pedagogical framework informs professional learning and instructional leadership at all levels.
Assessment and reporting

Each BrisbaneSDE student, including school-based enrolments, receives a formal report at the completion of Semesters 1 and 2.

The schools Assessment Policy is included at the back of this handbook.

Prep to Year 6

A student folio is used to monitor and assess each student as part of the learning and teaching process. Information is gathered from scheduled assessment tasks, interaction during Scheduled Lessons (SLs) and other opportunities for interaction to make valid and informed decisions relating to student’s progress, achievements, efforts and behaviour. Student work is moderated by teachers across the year levels to achieve consistency of achievement levels issued.

Years 7 to 12

Assessment in Years 7–12 is focused on providing parent/caregivers with meaningful information relating to the achievement of their child in each of the subject areas being undertaken. An assessment of effort and behaviour is also provided.

The A–E five point scale is used (except for VET subjects). Moderation of student work occurs at all year levels to ensure comparability of assessments.

A: Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

B: Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

C: Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.

D: Evidence in a student’s work typically demonstrates a limited knowledge and understanding of concepts, facts and procedures, and application of processes.

E: Evidence in a student’s work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes.

N: If a student receives an N, it means that insufficient evidence has been obtained to be able to make a valid assessment of their achievement.

VET subjects are reported as Working Towards Competency (WTC) until the student achieves the final qualification.

NAPLAN testing

Students in Years 3, 5, 7 and 9 are required to participate in the National Assessment Program Literacy and Numeracy (NAPLAN). Arrangements are made to have students participate in this test either at BrisbaneSDE, a local school or some other negotiated location. Parents are required to seek official exemption through the Executive Principal if they do not wish their child to participate in NAPLAN testing.

Parent Teacher interviews

Each semester, parents are offered the opportunity to formally speak with teachers about the progress of individual students. This is separate to the informal conversations that parents and teachers will often have.

All bookings are made through an online system. Parents are advised of the dates and bookings process well prior to the interviews.
Our services

Discovery Centre

The BrisbaneSDE Discovery Centre team consists of Teacher Librarians and Teacher Aides whose main aim is to help students, their parents/carers/home-based supervisors and school staff. The Discovery Centre team assists students, families and teachers to:

- gather and use information effectively
- select useful and interesting material
- provide opportunities for students to gain the skills necessary to become successful and independent lifelong learners, such as providing lessons on digital literacy and citizenship.

The Discovery Centre supports the school by providing:

- access to an extensive collection of resources that are current and relevant
- an extensive range of resources geared towards increasing student experiences in STEM subjects
- encouragement and development of reading through leisure and extension reading programs, book clubs, the provision of information about authors, literature and literature based activities
- support for readers with resources for the Premier’s Reading Challenge
- an online catalogue
- access to online newspaper, magazine and subject specific databases, resources, online sessions and personal assistance for students with research-based assignment tasks
- optional access to eBooks from the Qld State Schools eBooks Digital Library.

The Discovery Centre team may be contacted by email, telephone or letter. Refer to contact details below. Students are encouraged to visit the Discovery Centre when visiting the school.

General library resource information

General information on ‘How to Borrow’, ‘Using the Online Catalogue’, ‘Reserving resources online’, ‘Making requests’, ‘Length of loan’, ‘Returning resources’, ‘Referencing assignments’ and ‘Copyright’ can be found on the Discovery Centre online catalogue, which can be accessed via the BrisbaneSDE website.

Literacy Initiatives — leisure and extension reading selections

The Discovery Centre staff select resources to help support learning programs and literacy initiatives as well as for recreational reading. Students who wish to receive personalised reading resources from the Discovery Centre must complete a Leisure and Extension Reading Form at the beginning of each year. These forms are available from your teacher, the Orientation material on the BrisbaneSDE website and from the Discovery Centre.

The Centre’s online catalogue advertises lists of new books and subscriptions to monthly literature magazines.

Contact information

Postal address: Discovery Centre
Brisbane School of Distance Education
GPO Box 1308
Brisbane Qld 4001

Email: library@brisbanesde.eq.edu.au
General: (07) 3727 2720
Fax: (07) 3727 2726
Hours: 7.45 am – 3.00 pm during school terms (closed school holidays and student free days)
Student Support Services

BrisbaneSDE provides Special Education Programs (SEP) that are operational across P–12. The programs develop and deliver opportunities focused on the individual success of each student.

Prep to Year 10

At BrisbaneSDE, our teachers deliver programs to students with diverse learning needs, including students with verified disabilities (Autism Spectrum Disorder, Intellectual Disability, Speech and Language Impairment, Vision Impairment, Physical Impairment, Hearing Impairment). Student learning is differentiated and, in some situations, further individualised to provide a quality curriculum that removes multiple barriers to student learning.

In P-10, differentiated learning occurs to enable students to access the Australian Curriculum alongside their same age peers. For a small number of students, individualised programs are delivered by our special education teachers where one or more of the following adjustments may be made: an alternative curriculum at a different year level; differentiated assessment and a reduced paced learning schedule.

Years 11 and 12

By the end of Year 10 all students will have a Senior Education and Training Plan (SET Plan), which is a plan that helps students structure their learning around their abilities, interests and ambitions. A number of pathways are presented during the process and students can either study towards the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA).

At BrisbaneSDE, we have a dedicated team of QCIA teachers who deliver a full time individualised learning program to students. The QCIA adds to the suite of certificates that the Queensland Curriculum and Assessment Authority (QCAA) issue. This ensures that the educational achievement of all students can be reviewed and recognised in transition to post-school. BrisbaneSDE staff work with government and non-government organisations, industry, employers, tertiary providers and advocacy groups to support stronger partnerships between school and parents of students with a disability. To be eligible for a QCIA pathway, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. Please note: a QCE pathway is always explored first to ensure the right decisions are made before entering a QCIA pathway.

Dean of Students

Dean of Students (DoSs) will:
• provide an extra point of contact for parents/carers and students for non-curriculum issues
• facilitate a non-curriculum program to support the Health and Wellbeing of students
• liaise with teachers, HODs and parents/carers/home-based supervisors regarding welfare issues.

Guidance Officers

There are three Guidance Officers at BrisbaneSDE who provide guidance and counselling services to students and their families (P–12). They include Guidance Officers for the following years:
• Prep – Year 7
• Years 8–10
• Years 11–12.

Guidance services include, but are not limited to:
• contributing to the BrisbaneSDE whole-school approach to well-being and good mental health
• providing guidance to families and career counselling for students in senior schooling in:
  ◦ Year 12 post-secondary preparations and Queensland Tertiary Admission Centre (QTAC) applications;
  ◦ Year 10 Senior Education and Training Plans (SETP), in partnership with parents and
  ◦ developing and monitoring special provisions with students, parents and BrisbaneSDE staff
• complex case management of students and referral to outside agencies, as required
• psychometric assessment and evaluations to student learning and barriers to learning
• optimising access to curriculum and engagement in learning for all students
• supporting students with specialised health needs (for example, mental health and disability)
• liaising with staff state-wide to determine the most appropriate educational options for students
• planning support programs assisting students to achieve positive outcomes.

Appointments to see a Guidance Officer can be made by direct contact with the relevant Guidance Officer.

Indigenous student support services
Teacher aide support is offered to students who identify as Aboriginal and/or Torres Strait Islander. The role of the teacher aide is to support the student once per week in their learning and engagement.

Enrichment activities
A range of additional services are provided within sub-schools to enhance learning. These include activities such as camps, enrichment days, excursions, sports days, swim schools, home visits and home-based supervisors training. Details are available on our Events Calendar.

It is important to register for events by following links for registering on the BrisbaneSDE website.

School sport
BrisbaneSDE is affiliated with Education Queensland’s Primary and Secondary School Sport. Therefore, students who are enrolled at BrisbaneSDE are eligible to enter school competitions and school trials in their home district organised by the Department of Education Schools and Regional Sports Officers. A list of available sports can be found on the Queensland School Sports website (https://queenslandschoolsport.eq.edu.au). Eligible students must be at least ten years old to enter Primary School trials.

Interested students or parents must, in the first instance, contact one of the Health and Physical Education teachers at BrisbaneSDE. They will provide information on the nomination process. Parents should not attempt to nominate students for events through local schools unless the student is enrolled with that school.

Newsletters
The school produces an informative newsletter each term, with two being published in Term 1 each year.

Student Representative Council
The school has an established Student Representative Council that is the voice of the student body. It provides a formal mechanism for students to communicate with the school’s decision makers.
What will I need?

What equipment is required to participate in Scheduled Lessons?

For students participating in web-conferencing, a computer, internet connection and computer headset with microphone are required.

How is the audio (voice) component of these lessons delivered?

A student must have a headset with both audio and microphone. A headset without a microphone is not acceptable.

Technical Specifications

Essential

- Access to the internet
- A Desktop Computer or Laptop

Computer specification requirements (Windows) — any brand

- Intel Core i5 Quad Core processor or AMD equivalent (minimum requirement)
- GeForce GTX 1030 4GB (or later) (or other brand equivalent) Graphics Card (Optional) (Needed for Year 10, 11 and 12 Graphic Design, Art, etc.)
- A 500GB HDD or 250GB SSD (additional external HDD for backup is recommended)
- CD/DVD Optical drive or USB connected external CD drive
- Windows 10 Home or Pro (Windows 10 Education is not supported)

Mac compatibility list

- OSX Sierra (OSX 10.12) or up
- iMac — 2016 or later
- MacBook Air — 2016 or later
- MacBook Pro — 2016 or later

Essential requirements (Windows/Mac)

- An internet connection with at least 3 or 4 Megabytes per second download speed (Broadband/Cable/DSL preferred)
- Printer (any model/brand)
- USB Flash Drive (Any brand, model and storage space)
- Minimum 30GB USB/Flash drive or external HDD for backups
- Microsoft Office (A free copy of Office 365 is offered to all students enrolled with BrisbaneSDE)
- Adobe Reader (to read .pdf files) (Free)
- Adobe Flash Player + Flash Plugin (Free)
- Java 8 Update 131 or later (Windows only)
- Mozilla Firefox and/or Google Chrome (to be used as the default browser) (Internet Explorer is not supported)
- Subscription to any Virus Protector (Norton’s, McAfee and Avast are most commonly used)
- Stereo or Mono capable headset (5.1 or 7.1 surround sound not supported)
Optional accessories (Windows/Mac)

- External USB Mouse (Recommended for all laptops)
- External additional monitor (Recommended for all small laptops)
- External USB drawing pad (discuss with your teacher before purchasing)

Please note: Vision-impaired students may be required to access additional software. This is up to the user’s discretion.

Parental Controls: If you intend to use Parental Controls on the computer, it is recommended you use the default Windows Parental Control system or Mac equivalent. Third-party programs have been known to cause issues (example: Qustodio Parental Control)

Tablets: It is possible to do school work on most tablets (excluding Amazon Kindle or Kindle Fire) but you will be unable to attend class as BrisbaneSDE does not currently have an Android or IOS app

Note: Tablets or 2-in-1 laptops that use a Windows operating system will be able to access classes.

Home-based supervisor’s role

Prep to Year 6

It is an expectation that every student enrolled in Primary School is supervised and supported. The home-based supervisor is required to be of adult age (18 years and over). The success of a student in distance education relies heavily on the crucial role that the home-based supervisor plays in supporting the supervision and implementation of the program. A student is not able to be their own teacher and needs the ongoing support of the home-based supervisor. Before a decision is made to engage in the online learning provided by BrisbaneSDE, a prospective home-based supervisor needs to be aware they:

- must be present with the student during the day. (There are legal repercussions for supervisors who leave students unattended for extended periods of time — particularly students of a certain age group)
- are responsible for support of curriculum delivery in partnership with the teacher
- adhere to the expectation that students attend lessons comparable to a full school day
- are responsible for provision and maintenance of all hardware and software equipment required to engage with BrisbaneSDE
- are responsible for ensuring students meet the assessment requirements and deadlines
- are required to provide explanation for absence from scheduled lessons

Students will be required to participate in a variety of activities, including sports and learning experiences that will require active supervision of students by the home-based supervisor. The home-based supervisor accepts responsibility for the safety of the student during these activities.

If students have been exempted from scheduled lessons, then it is the home-based supervisor’s responsibility to ensure weekly contact is made with class teacher.

Years 7 to 12

It is generally assumed that a student in Years 7 to 12 has developed skills to begin to operate as an independent learner. The main interactions guiding the learning process occur at the teacher-student level. (The role of the home-based supervisor becomes more of a supervisory and support role for the student.)

The home-based supervisor oversees student participation in the program, attendance at scheduled lessons and compliance with the Work Rate Calendar/Learning Guide requirements for each subject. If a deadline cannot be met, the home-based supervisor needs to discuss this with the relevant class teacher.

Home-based supervisors are encouraged to contact the relevant Head of Department to discuss any issues relating to the program delivery.
**Student photos for ID**

Students are required to supply a digital photograph (head and shoulders) of themselves upon enrolment and each following year of enrolment. The photographs will be used as a way to identify students at activity days, sports days and exams to ensure the safety of all students on the school campus.

Students who are unable to forward a digital photograph should include a colour passport size photograph with the enrolment application or continuing enrolment documentation.

In all cases, the student's face must be clear. Please do not forward photographs where the student is wearing a hat or cap.

This photo will also be used for those students wishing to obtain a student ID card. If emailing the photograph separately to the enrolment documents, details of the student’s full name and date of birth must accompany the photograph.

The ID card will be issued when the enrolment has been approved. The cost of a Student ID card is $10.00 (including GST). Please refer to the Payment Forms on the BrisbaneSDE website. The student ID is valid for the school year only.

**Queensland Rail / Brisbane transport**

On presentation of your Student ID card, a student concession can be obtained on Queensland Rail. Concessions are only available to full time students.

On presentation of your Student ID card, a student concession can also be obtained on Brisbane City Council buses and ferries. Concessions are only available to full time students living in the Brisbane metropolitan area.

**Textbook supplies and equipment**

In 2020, BrisbaneSDE is using Jacaranda LearnON Digital Bundle for all students in Years 7 to 10.

Jacaranda LearnON Digital Bundle is a high quality digital learning package of 16 engaging resources that comes with dedicated training and support, making it easy to start or progress the digital teaching and learning journey. The Jacaranda LearnON digital bundle is available to use on any device, anytime, anywhere, allowing students 24/7 access to their educational content. The digital bundle provides parents with affordable digital educational content. The digital bundle includes nine Australian Curriculum titles across core subjects and six supplementary digital products.


Some year levels require the use of support materials and textbooks in addition to the learning materials supplied by BrisbaneSDE. The obligation is on students to purchase their textbooks and other materials, as the school does not sell them.

A [Book list](#) explaining other requirements for each year level can be found on the school website.

In 2020, BrisbaneSDE is using Cambridge University Press online platform for Years 11 and 12 Essential Mathematics, Year 11 General Mathematics and Year 12 General Mathematics (NEW students only). Access to this platform is compulsory via payment of subject fees as outlined on the Years 11 and 12 Payment Forms.
What do I need to know to enrol?

Prep to Year 12

Eligibility for enrolment

The general requirement for enrolment in the BrisbaneSDE in 2020 is that the student seeking enrolment is:

• an Australian citizen or permanent resident
• a child of an Australian citizen or permanent resident.

Proof of residency may be requested to support enrolment under some categories. This may take the form of a copy of electoral roll registration, current rates notice or equivalent documentation.

Please note: Under section 117 of the Australian Constitution, the school can only accept enrolments from Australian citizens located in other states of Australia. This does not cover residents of the ACT or the Northern Territory.

Students are required to have access to a personal computer and internet access in order to receive all available services from the school. Refer to What equipment is required to participate in Scheduled Lessons? section in this handbook.

Age requirements

Prep year

Prep year is the first year of schooling and provides the foundation of a child’s education. Prep year is a compulsory year of schooling for Queensland children. To be eligible for enrolment in the Prep program in 2020, the child must have been born between 1 July 2014 and 30 June 2015. Before enrolment can be accepted, proof of date of birth must be submitted, for example, a photocopy of birth certificate or baptismal certificate, clinic card or passport. Parents may apply for early entry to Prep through the following application process or may make the decision to delay entry to Prep.

Early entry into Prep

Parents and carers of children may seek early entry to Prep for their child. The Education (General Provisions) Regulation 2006 states that the Principal may enrol a child in the preparatory year at the school, regardless of the child’s age, if the Principal is satisfied the child:

• had started education in another State or country that is equivalent to the preparatory year; and
• is ready for education in the preparatory year, having regard to the child’s attributes.

As part of an application for early entry, parents will need to provide evidence of the child’s aptitude and ability, social and emotional competence, physical development and level of knowledge and understanding that suggest Prep is an appropriate placement. Early entry to Prep will require an interview process and advice will be sought from early childhood providers who may have had contact with the child.

Parents should first discuss their intention to make an application with the Head of School Prep–Year 6. The Head of School will be able to provide information about the application process and possible sources of evidence.

Other year levels

A child will be enrolled into their age appropriate year level. Programming may be adjusted to accommodate a child’s individual learning needs.
Categories of enrolment — Prep to Year 12

Schools of distance education are considered schools of choice and are available to any student who believes that the services offered meet their educational needs. A high degree of family support for the student is essential for the success of a home-based learner.

Distance education enrolment fees for the provision of distance education apply for home-based students. Students may be exempt from paying the enrolment fee for a distance education program on the following grounds:

- living in a remote area
- health/medical condition
- itinerant lifestyle — within Australia and overseas
- exclusion
- suspension because of charge-related grounds
- parental or carer responsibilities.

Students who do not meet the criteria for exemption of the distance education enrolment fee may enrol as a home-based student on the following grounds:

- home-based student by choice (distance education enrolment fee applies)
- travelling overseas (distance education enrolment fee applies)
- travelling within Australia (distance education enrolment fee applies).

Distance education enrolment fee exempt categories

Living in a remote area (geographic isolation / distance)

This category applies where the student is unable to attend a local school due to the home location being in a remote area within the meaning of Section 49 of the Education (General Provisions) Act 2006. A person is deemed to be living in a remote area:

- where the person’s principal place of residence:
  - is at least 16 km from the nearest applicable school; and
  - is at least 4.5 km from a school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable school; or
- where the person’s principal place of residence:
  - is at least 16 km from the nearest applicable school; and
  - is less than 4.5 km from a school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable school; and is:
    - at least 56 km from the nearest applicable school using the route travelled by the transport service; or
    - at least 3 hours travelling time a day from the nearest applicable school using the transport service.

The person’s family must measure the distance from their property entrance to the nearest State educational institution providing an education program appropriate for the student:

- if there is no school transport service to the institution — by the shortest practicable route; or
- if there is a school transport service to the institution — by the total of the distance from the student’s property entrance to the school transport access point and the distance travelled by the school transport service from that point to the institution.
Health/Medical condition

A student who has a physical health problem or experiences a social/emotional condition of such severity that the student is unable to attend a local school on a full time basis for more than 80 consecutive school days may be enrolled with BrisbaneSDE. A medical certificate stating this fact must be submitted. Documentation to support an application for eligibility under the medical condition category must include a medical certificate from a relevant medical practitioner or a person registered under the Health Practitioner Regulation National Law to practise in the psychology profession, other than as a student.

Your school may provide BrisbaneSDE with supporting information for fee exemption under the medical category. Supporting information from your current school may expedite enrolment with fee exemption for medical reasons. See Medical Enrolment page of the school website for further information.

Itinerant lifestyle Australia

A student has an itinerant lifestyle if the nature of the occupation in which the student or parent of the student is engaged requires a change in the student’s principal place of residence at least twice in the relevant school year. Refer to Section 53(2) of the Education (General Provisions) Act 2006 for further information.

Itinerant lifestyle overseas

(Distance Education Enrolment Fee does not apply to this category — courier fees apply)

This category of enrolment includes children of families who are travelling or temporarily residing overseas for a continuous period of 80 or more consecutive school days. Students must be children of Australian citizens who intend to return to Australia. Courier fees may apply. Please refer to our Fee policy in the following pages for further information.

Exclusion

A student who has been excluded from a State school under section 291 of the Education (General Provisions) Act 2006 or from certain State schools under Section 298 of the Act or is excluded from all State schools may be enrolled with BrisbaneSDE. Supporting documentation must be submitted.

Suspension because of charge-related grounds

A student who has been suspended from a State school under Chapter 12, part 3, division 2 of the Education (General Provision) Act 2006 on a charge-related ground may be enrolled with BrisbaneSDE. Supporting documentation must be submitted.

Parental or carer responsibilities

A student who cannot attend a State school because the person is caring for their child or a child whom the student has or exercises parental responsibility or a student who is providing care for someone, other than a child, may be enrolled with BrisbaneSDE. A medical certificate stating that fact must be provided.

Other categories of enrolment

Home-based learners

(Distance Education Enrolment Fee applies to this category)

A student may be enrolled as a home-based learner where it is determined that the student does not meet the criteria of any other category but chooses distance education as the preferred education provider. Please refer to our Fee policy for further information.
Travelling within Australia and overseas
(Distance Education Enrolment Fee applies to this category)

This category of enrolment includes children of families who are travelling within Australia or overseas for a continuous period of 80 or more consecutive school days. Children of families residing in one location within Australia for three months or more are no longer considered eligible for enrolment and are required to attend a local school.

Parents seeking to enrol their students under the ‘travelling overseas’ or ‘travelling within Australia’ categories must provide a comprehensive itinerary of their travel plans. After enrolment, the school must be informed of any changes to the itinerary so that materials can be sent to the appropriate address without delay. Incorrect addresses will cause significant delays with the return of lesson materials to students.

When to enrol

Providing the eligibility for enrolment criteria is met, a student may seek enrolment with the BrisbaneSDE at any time. However, the following points should be considered when making an application for enrolment:

• It is recommended that the enrolment process is finalised in time for the student to commence from the beginning of the school year. Completed enrolment applications and continuing enrolment documentation for 2020 is to be received by BrisbaneSDE by 15 November, 2019. This enables the student to receive the learning materials for the commencement of the school year, be allocated to the most appropriate class and timetabled for Scheduled Lessons (SLs).

• Should enrolment be sought after the commencement of the school year, it is recommended that the enrolment be commenced at the beginning of a new school term. This allows the student to make a smooth transition into the distance learning mode.

• Generally, it is not recommended that enrolment be sought for a period of less than 80 consecutive school days. Experience indicates that a student and the home-based supervisor require this period of time to make a successful transition to a distance mode of learning.

• A student may apply to enrol at any time. All enrolments must meet eligibility criteria. Refer to categories of enrolment on the previous pages.

How to enrol

An enrolment application form can be obtained from the BrisbaneSDE website on the New enrolments page or by contacting the Enrolments Section. An enrolment application must be completed for each student. Before enrolment can be accepted, proof of date of birth must be submitted, for example, photocopy of birth certificate or passport, if not previously enrolled in a Department of Education (DoE) school.

Supporting documentation to accompany the enrolment application form must also be included when returning the enrolment application form. An enrolment checklist outlining supporting documentation required for each category is supplied with the enrolment application form.

Failure to include any of the requested supporting documentation will result in delays in processing the enrolment application.

Completed enrolment application forms should be:

Emailed to: enrolments@brisbanesde.eq.edu.au or

Posted to: Enrolment Services Section
Brisbane School of Distance Education
GPO Box 1308
BRISBANE QLD 4001
What will it cost?

Fee policy

Department of Education (DoE) distance education enrolment fee

Home-based distance education students are charged an enrolment fee under Section 52 of the Education (General Provisions) Act 2006 unless they are exempt from payment or obtain a waiver of the fee. Each year, the regulatory fees for distance education are increased in line with the Consumer Price Index. The fee for 2020 is $1532.40.

Students who have a choice of studying through distance education or of attending a State school but choose distance education, pay an annual enrolment fee and are responsible for their own ongoing online costs. They are not eligible for government subsidies.

Distance education services do not commence until the deposit of the Distance Education Enrolment fee is received.

A deposit of $750 is to be included with the Payment Form along with enrolment application forms. Balance of this fee will be invoiced, however, parents may request a payment plan for the balance by contacting the Finance Team via email: accounts@brisbanesde.eq.edu.au or phone: (07) 3727 2408. The payment of this fee must be finalised by 29 May 2020.

Students who enrol after this date are required to pay the enrolment fee in full before distance education services can commence.

Exemption

Home-based students may be exempt from paying the enrolment fee for a distance education program on the following grounds:

- geographic isolation / distance
- health/medical condition
- itinerant lifestyle — Australia and overseas
- exclusion
- parental or carer responsibilities.

Please refer to previous pages on eligibility.

Waiver

Home-based students who are enrolled in a program of distance education at a State school, and are not exempt from payment, can apply for a waiver of the fee under Section 54 of the Education (General Provisions) Act 2006. The waiver applies only to the school year for which it is granted. The Executive Principal of BrisbaneSDE may waive payment of the fee if satisfied the student is:

- undertaking distance education and would suffer a significant educational disadvantage if the student were not able to continue in the program; and
- that payment of the fee would cause financial hardship to the person liable to pay it.

The Executive Principal may also waive the fee if satisfied the waiver is appropriate and reasonable because exceptional circumstances exist in relation to the student. Applications for each student will be assessed on a case-by-case basis. For the application form available from the BrisbaneSDE website.
Brisbane School of Distance Education charges

At BrisbaneSDE there are compulsory subject charges applicable to some subjects.

For students in Years 7 to 10, there is a compulsory charge for the Jacaranda e-textbook bundle (please refer to the Payment Form included in the enrolment pack).

Payment of applicable subject charges must be included with the enrolment paperwork for the resources to be despatched. Please refer to the 2020 Payment Form for the full list of subject charges.

BrisbaneSDE has recommended a voluntary contribution of $150.00 per child or $300.00 per family. The first $30.00 of each per child’s contribution and the first $60.00 from each family contribution will go directly to the school’s Discovery Centre. The remaining monies will go towards student technology support.

Courier fees (overseas enrolments only)

Overseas families can choose to use and pay for a courier service. Enrolments in Semester 1 must pay the full annual fees as listed on the ‘Overseas Delivery Information’ included in the enrolment package. Enrolments from Semester 2 onwards pay 50% of the listed fee.

Students may be entitled to a refund of unused courier fees. All refunds must be requested in writing. Parent/caregivers should contact the Finance Team via email: accounts@brisbanesde.eq.edu.au or phone: (07) 3727 2408 and request a refund for the unused portion of their courier fees.

Camps / enrichment days

Camps and enrichment days will be funded through a ‘user pays’ system. Students will be sent an invitation and payment in full will be required prior to the event. The cost of tutorials and activity days will depend on the materials purchased. School camps will be on a full cost recovery basis. Students will be notified of the cost closer to the event.

Refunds of camp / excursion payments will be assessed on an individual basis. Some costs may not be refundable (for example, non-returnable payments already paid on behalf of the student).

Any surplus funds will be returned if the amount exceeds $20.00 per student, unless specifically requested by parent/guardian/organiser.

In the event that an activity is cancelled, all payments received will automatically be applied as credit to the student account if the amount is less than $20.00. Families can elect for this amount to be credited against existing outstanding debts.

Voluntary resource contribution

The school is resourced by the State Government through grant funding to provide a core educational service to students. Voluntary financial contributions are used by the school to provide an enhanced educational service and to enhance resources available for student learning.

If you wish to make a voluntary contribution please refer to the Voluntary Financial Contribution Information Sheet contained in the enrolment package. This explains in more depth the details of this contribution. The Voluntary Resource Contribution will not be invoiced and will not be a debt at any stage. You can allocate any amount as per the schools guideline or an alternative amount you see suitable on the students Payment Form.

No refunds will apply to the voluntary resource contribution.
Refunds

It is BrisbaneSDE’s preference to make refund payments directly into a nominated bank account. If details have been provided via the Bank Details Form, it is the person’s responsibility to ensure they update their bank account details with the school as necessary. The Bank Details Form is available on the school website. In the event that bank account details have not been provided or a student has cancelled their enrolment without, or prior to, providing bank account details, a cheque will be issued.

Any refunds will be paid to the person identified on the original invoice. Should this not be the person identified on the Supplementary Enrolment Form, both parties involved need to agree to any change in the refund payment. For further information please contact the Finance Team via email: accounts@brisbanesde.eq.edu.au or phone: (07) 3727 2408

Subject fee refund

Please choose subjects carefully as there are no refunds on subject fees; partial refunds may apply to selected subjects upon return of resources/kit (please see Explanation of charges for more information).

Parents/caregivers must complete a Refund — Home-based resources form on behalf of the student/s to commence the refund process.

Applications should be submitted to the Finance Team to be considered and processed.

Pro-rata refund

A home-based distance education student can apply for a partial refund of the enrolment fee. The enrolment of the student must cease before the end of first semester. The refund must be requested before the end of the first semester by completing the Application for refund — Home-based and Non-state school students form available from the BrisbaneSDE website. Complete the form and state the reason/s for the application and the date the enrolment ceased. This form should be forwarded to the Enrolment Services section of BrisbaneSDE. The fee may be partially refunded if, due to a change in personal circumstances, the student is no longer enrolled in the program of distance education. Personal circumstances may include a change in family circumstance that necessitates a move in residence to another location.

Refund applications will not be considered after the end of Semester 1. Refunds are pro-rated from the first day of the school year and are not pro-rated from the date of enrolment. Refunds will be determined after considering a recommendation from the school’s Executive Principal.

Where an applicant is not satisfied with a refund decision, parent/caregivers have 14 days after notification, to apply for a reconsideration of the decision. This application is to be lodged with the school’s Executive Principal.

Payment options

Introduction to BPOINT

BrisbaneSDE’s preferred payment option is now BPOINT online. BrisbaneSDE staff can no longer take credit card details over the phone due to security reasons. However, we can direct your call to the secure BPOINT Payment by Phone Service.

Upon successful payment, you will be issued with a receipt number. This will need to be provided to the Finance Team by completing the relevant BPOINT Receipt box on the Payment Form.

For more information please visit the school website, BPOINT or contact the Finance Team via email: accounts@brisbanesde.eq.edu.au or phone: (07) 3727 2408.
Other payment options available

BrisbaneSDE will continue to offer traditional payment options as follows:

- Cheque/Money order made payable to Brisbane School of Distance Education
- EFTPOS or Cash in person at BrisbaneSDE (Monday to Friday; 8 am to 3:30 pm).

Note: The school is no longer able to accept credit card payments over the phone.

Payment for School Fees upon enrolment

An individual Credit Reference Number (CRN) and Invoice Number will be supplied for each Payment Form and details are provided on the bottom of each page.

This is a generic BPOINT payment combination for the 2020 Enrolment, and we ask that families follow the instructions carefully to ensure payment is made and allocated correctly to the students account. This will allow our team to identify the payment easily and avoid any possible delays with processing the enrolment.

Payment Forms are generic and provided to all families and should not be treated as an invoice. You will need to select the applicable fees and make the payment accordingly. A system generated invoice will be issued once your payment has been allocated to the students financial account. Please refer to the notes on the system generated invoice for further direction or a ‘no payment required’ notation.

Each student should make a payment on an individual basis and the BPOINT receipt number should be recorded in the space provided on the Payment Form.

The completed Payment Form (with receipt number) should be returned with your enrolment paperwork.

For those who pay the deposit of the Home Schooling by Choice fee, you will be issued an invoice for the balance. You can use your unique Credit Reference Number (CRN) and Invoice Number to pay the balance.

Please note the Payment Form is not an invoice. As part of our processes an invoice will be raised when allocating your payment to the students account. Please refer to the notes on your system generated invoice for further instructions (if applicable).

Payment for excursions/activities

An individual Credit Reference Number (CRN) and Invoice Number will be supplied for each school excursion or activity where a payment is required.

You will be supplied with the generic BPOINT Payment combination according to the excursion/activity you have been invited to. Please see the Payment Option page which will be included with the excursion information. Return this page to the Finance Team to ensure payment is allocated and your space is confirmed for the event.

There may be an event where invoices are raised directly to families where a specific group has been invited to an excursion/event. Please use your unique Credit Reference Number (CRN) and Invoice number to make payment.

Financial assistance

Textbook Resource Allowance

BrisbaneSDE does not operate a textbook hire scheme therefore students in Years 7 to 12 may be eligible to receive the State Government Textbook Resource Allowance. Students must be enrolled in a minimum of five subjects to receive the full Textbook Resource Allowance. Part time students are eligible for a pro-rata Textbook Resource Allowance.
To enable the allowance to be processed, the person identified on the Supplementary Enrolment Form as having 100% financial responsibility for the student, is required to complete an Bank Details Form. Failure to provide these details will delay payment. It is the responsibility of the financially responsible person to ensure the school has the most recent banking details at the time. To update the banking details at any time, the financial person will need to complete the Bank details form and forward to the BrisbaneSDE Finance Team via email: accounts@brisbanesde.eq.edu.au.

Families may use this funding to offset any school debt including the Home Schooling Fee. You will need to provide your permission in writing to accounts@brisbanesde.eq.edu.au.

Enrolments after 28 February 2020

If you have been enrolled at another school in 2019 prior to enrolling with BrisbaneSDE, the Textbook Resource Allowance may have already been claimed by the previous school. Therefore, you will not eligible to receive an allowance through BrisbaneSDE. Contact your original school to enquire about a pro-rata refund of your Textbook Resource Allowance. The refund should be sent to you and not BrisbaneSDE.

Computer hardware subsidy

A computer hardware subsidy of $250 per student is offered to all ‘Medical’ students and students ‘Living in a Remote Area’. The subsidy may be used to:

- purchase/lease a new or refurbished computer and/or related hardware, or
- upgrade an existing computer (for example, adding memory, CDROM drive, scanner etc.), or
- replace an existing computer.

The student must be enrolled for a continuous six month period in order to be eligible for this subsidy. Students who have met the eligibility criteria will receive the payment towards the end of Semester 1.

To enable the subsidy to be processed, the person identified on the Supplementary Enrolment Form as having 100% financial responsibility for the student is required to complete an Bank Details Form and forward the completed form to the BrisbaneSDE Finance Team via email: accounts@brisbanesde.eq.edu.au.

For more information contact the Community Engagement team via email: communityengagement@brisbanesde.eq.edu.au or phone: (07) 3727 2803.

Broadband internet subsidy

A subsidy of up to $500 per student per annum is offered to assist families of students ‘Living in a Remote Area’ to contribute to the costs of broadband internet access and download charges for the home classroom.

The student must be enrolled for a continuous six month period in order to be eligible for this subsidy.

The subsidy is provided to assist payment of monthly service fees for broadband internet. It is not intended for the purchase of infrastructure, such as satellite dishes, although it is acknowledged that some broadband internet providers may combine infrastructure, access and download fees.

Failure to provide these details will delay payment. It is the responsibility of the financially responsible person to ensure the school has the most recent banking details at the time. To update the banking details at any time, the financial person will need to complete the Bank Details Form.

Completed EFT bank details, with a physical signature, should be returned to the Finance team.

For more information contact the Community Engagement team via email: communityengagement@brisbanesde.eq.edu.au or phone: (07) 3727 2803.
Assistance for isolated children

An allowance is payable for students who meet one of the following requirements:

• are geographically isolated from suitable government schooling; or
• suffer from a disability; or
• are from itinerant families.

General information and application forms are available from Centrelink offices or by calling 132 318. Further information can also be found at Assistance for Isolated Children Scheme (www.humanservices.gov.au/customer/services/centrelink/assistance-for-isolated-children).

Payment of this allowance is dependent upon the regular attendance at scheduled lessons and the regular return of work.

Abstudy (Aboriginal and Torres Strait Islander students)

Financial assistance is available through Centrelink. Students who identify as Aboriginal or Torres Strait Islander should contact the nearest Centrelink office on 132 318 for further information.

Youth allowance

Youth Allowance is available to students between 16 and 24 years of age studying on a regular, full time basis. Assistance may also be available for students over 15 years of age who are homeless, orphans or refugees, or where other special circumstances exist.

Full time students must be enrolled in a minimum of four subjects. Four subjects is considered to be 75% of a full-time student’s workload. In order to retain Youth Allowance benefits, students must be working at a rate which satisfies the school’s workload requirements for each subject. This work rate is detailed in the Work Rate Calendar for each subject or as an absolute minimum, one submission of work per month in each subject is required along with regular attendance at scheduled lessons in each subject.

Applications for Youth Allowance can be made at your nearest Centrelink office.

The work rate of students receiving benefits such as Youth Allowance, Abstudy and Assistance for Isolated Children, is regularly monitored by Centrelink. Full-time students who do not submit work or attend scheduled lessons regularly, as specified by school Work Rate Calendars (or, as an absolute minimum, one submission per month in each subject) and/or who fail to meet the workload requirements in the required number of subjects, may have their benefits cancelled. Such students may also be required to repay benefits received for the period during which their work rate has been unsatisfactory. Students who decide to apply for benefits should, therefore, be prepared to be conscientious and work consistently or face the serious financial consequences which may result.

This school has no way of knowing how much time students spend studying at home. Therefore, the only way the school can certify that students are working at a satisfactory rate is through the amount of completed work that is submitted to the school and by monitoring the attendance at scheduled lessons. Work that is substantially incomplete cannot be credited and will be returned for completion.

A Work Rate Calendar is issued for each subject. These calendars provide a work schedule which, if met, will ensure that the student is working at a satisfactory rate.

The absolute minimum amount of work that is acceptable is one submission per month in each subject (or three subjects in the case of specially approved benefits). However, at this rate, students will not be able to complete the course on schedule.

If students have problems with work submissions, the school needs to be advised in writing so that the problem can be officially recorded and addressed. Some consideration can be made for illness, but only if a medical certificate is sent to the school and the Centrelink office at the time of the illness.
What are the school’s expectations?

Student attendance

Prep to Year 6

Attendance at scheduled lessons in all subjects that are offered as online scheduled lessons is an expectation of enrolment at BrisbaneSDE. The class teacher will monitor the attendance at scheduled lessons of each student. Students should attend each scheduled lesson timetabled in the weekly schedule. If a student is unable to attend a scheduled lesson, it is the responsibility of the parent/caregiver to notify the school absence line (3727 2666) or email absences@brisbanesde.eq.edu.au.

Attendance in the distance mode of learning is also indicated by return of work as outlined in the Work Rate Calendar for each subject. Schooling is compulsory from Prep to Year 6 (Primary) and all enrolled students are expected to attend all scheduled lessons and complete all subject work, as directed by classroom teachers and scheduled in Work Rate Calendars.

The class teacher will maintain a record of work return. Concerns in relation to non-return of work and/or non-engagement with the program will be referred through the school’s Engagement Process to the Head of Department and if required to the Head of School. Parents/caregivers have a legal obligation under the Education (General Provisions) Act 2006 to ensure that their child is engaged in the educational program being provided by the school. The school will follow up reported cases of non-engagement/non-attendance.

Years 7 to 12

Attendance and engagement is monitored and followed up by teachers, Heads of Department, Deans of Students and members of the Administration. This includes scheduled lesson attendance and return of work.

In Years 7 to 9, all students are in the compulsory phase of schooling. Students must participate in all lessons and complete all course work as outlined in the work rate calendars and by due dates.

In Years 10 to 12, students must submit 100% of all assessment items to be awarded credit. If a student fails to engage appropriately, they may be asked to ‘show cause’ as to why they should be allowed to continue in the subject. Students who are post compulsory school age and who fail to adhere to the attendance and engagement processes of the school will have their enrolment reviewed.

In Years 10 to 12, all students must be on a minimum full QCE/QCIA pathway. Students not meeting this requirement, due to non-engagement, may need to ‘show cause’ in regard to their continued enrolment. Support to plan any changes to a senior program is available by contacting the Senior Pathways team.

Absences

Student attendance at scheduled lessons is one of the important ways the school gauges student attendance. All student absences must be reported as soon as possible (see Reporting a student absence on the following pages). Student absences are recorded as explained and authorised, explained but unauthorised, or unexplained; as per Department of Education policy. Only absences for school/education purposes are able to be authorised by the Executive Principal. All other absences (except for illness or bereavement) are not authorised. Students are required by the school to attend all scheduled lessons, as per their timetable and the subject work rate calendar, unless an approved exemption has been put in place.
Prep to Year 12 unexplained absences

BrisbaneSDE has a same day notification system for student absences. At the end of each school day, an email will be sent to parents (on the email address provided to the school) informing them of the absence for each student who has an unexplained absence for a lesson. For primary school students, the email will inform parents of a student’s absence in the morning and/or afternoon session. For students who are in out of home care, contact via phone call, will be made with the student’s carer immediately after an unexplained absence is recorded.

To avoid receiving these notifications, please report your student’s absence on the morning of their absence using one of the options below. This notification system is in accordance with Department of Education policy.

Reporting a student absence Prep to Years 12

Option 1: Send a text message (preferred method)
Send a text message to the school’s dedicated absence line 0427 771 204 including the student's full name, reason for absence and date of absence. If the absence is only for part of a day, please state which period(s) the student will be absent. Please note this mobile phone number can only accept text messages and not incoming calls.

Option 2: Send an email
Send an email to the school via absences@brisbanesde.eq.edu.au including the student's full name, reason for absence and date of absence. If the absence is only for part of a day, please state which period(s) the student will be absent.

Option 3: Phone the school
Phone the student absence line on 3727 2666. If you reach the message bank, please ensure you leave details including the student's full name, reason for absence and date of absence. If the absence is only for part of a day, please state which period(s) the student will be absent.

Contact with BrisbaneSDE
The school office is open between 8.00 am and 4.00 pm. During this time, teachers at this school are involved with scheduled lessons. If you need to contact your teacher, you can send an email which will be answered as soon as possible. All staff contact details are available on the BrisbaneSDE website.

Personal visits
Students and parents are always welcome to visit the school and are encouraged to do so. Before your visit to BrisbaneSDE, please make arrangements with the teacher concerned, particularly if help is needed with any subjects. It is requested that interviews with Guidance Officers also be arranged prior to visiting the school. Students and parents are encouraged to visit the Discovery Centre. Discovery Centre visits need not be pre-arranged.

Students in Year levels up to and including Year 10 are not permitted on Campus unattended and without prior appointment.
Contact with teachers

Students at BrisbaneSDE are expected to be in regular contact with their teachers. This contact could be through scheduled lesson attendance, blogs, wiki, email, telephone or another approved method.

If students have an approved scheduled lesson exemption, they are required to watch lesson recordings, access Blackboard and make contact with their teacher at least once per week.

Returning work to teachers

The regular return of work, as outlined in the subject Work Rate Calendar, is a requirement of enrolment. Facilities exist for the electronic submission of work — refer to the section on Electronic Submission of Work in this Handbook. Non-compliance with regular return of work will affect academic rating and continued enrolment.

Prep to Year 6

Return of work is generally ongoing during the learning phase of a unit. There is an expectation that completed work is returned to the teacher upon completion. Generally, there is a culminating assessment task which is required to be returned at the end of each unit.

Years 7 to 12

Students must complete work regularly and submit, as required, for each subject they are studying.

All submitted work must be clearly identified. Most items to be submitted should be uploaded to Blackboard as this avoids the delay of postage and ensures a clear record of items submitted for both the student and teacher.

If submitting work electronically:
- file name should include student name and the name of the assessment task
- each item should be uploaded/sent as a single file unless indicated otherwise in task instructions.

If sending by post:
- staple all pages in the correct order (student's name at the top of each page)
- ensure that student name and address is included on the back of the envelope, as well as a list of the subjects enclosed
- return work in the ‘Reply Paid’ envelope provided. Record the date you mailed the item on your Work Rate Calendar or in your school diary
- retain a copy of the student's work before sending.

All summative assessment items will be retained by the school for monitoring purposes.

Return of resources

After students have submitted their work:
- gather up any resources (for example, CDs, DVDs, pictures, photos, books), which had been sent to students, which were to be used in conjunction with online lesson materials
- if the resources are no longer required, mail them back to BrisbaneSDE using the mail stickers or envelopes that were provided with the resources
- if the resources are still required, keep them but remember to check the Date Due, if shown on the item. If the date has expired, contact Despatch via email: despatch@brisbanesde.eq.edu.au or phone: (07) 3727 2703 and ask for an extension to save receiving overdue notices.
2020 School Holidays

Students enrolled at BrisbaneSDE have the same holidays as those in other state schools. Parents intending to take holidays outside of school holidays are asked to advise their teachers so that alternative arrangements can be made for the return of school work.

School terms for 2019

School recommences: Tuesday 28 January 2020

Term 1: 28 January – 3 April 2020
Term 2: 20 April – 26 June 2020
Term 3: 13 July – 18 September 2020
Term 4: 6 October – 11 December 2020

Years 10, 11 and 12 have different finishing dates in Term 4. Details below:
- Year 10 Term 4 finishing date: Friday 27 November 2020
- Year 11 Term 4 finishing date: Friday 27 November 2020
- Year 12 Term 4 finishing date: Friday 20 November 2020

Parents are asked to refrain from taking their students out of school for holidays during school terms. Any holiday/absence for more than 10 consecutive school days requires approval of the Executive Principal.

Responsible Behaviour Plan for students (extract)

Context

The Department of Education is committed to provisions that ensure all young Queenslanders have a right to receive a quality education. The Brisbane School of Distance Education Responsible Behaviour Plan is underpinned by the Department of Education Code of School Behaviour — Better Behaviour Better Learning.

The BrisbaneSDE Responsible Behaviour Plan is based upon a set of rights to be enjoyed by all members of the school community. These rights are associated with a set of responsibilities. School community members exercise choice in how they behave. However, with choice, there are associated consequences. These consequences are made clear in the policy.

BrisbaneSDE Code

All members of the BrisbaneSDE school community can expect to enjoy the following rights:
- work together to obtain the best outcomes (Learning Right)
- be treated with, and treat others with, courtesy, respect and fairness (Fair Treatment Right)
- take care of the safety of persons and property (Safety Right)
- ask questions, share ideas and express opinions and allow others to do so (Communication Right)
- show pride in their own achievements, the achievements of others and the achievements of our school (Positive Image Right).

Responsibilities

Student’s have the responsibility to:
- participate fully by meeting attendance requirements which are based on return of work as outlined in the subject work rate calendar, participate in scheduled lessons, engage with online course material, make regular contact with teachers and attend at face-to-face school events/activities, where possible
• become familiar with the BrisbaneSDE Assessment Policy and to comply with the requirement’s outlines
• act at all times with respect and show tolerance towards other students and staff members
• follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students, as outlined in the Information and Communications Technology User Agreement
• check Daily Notices on the BrisbaneSDE website at the start of each school day
• use their EQ assigned webmail address for all communications with the school and take efforts to maintain communication through regular clearing of emails
• work hard and comply with requests or directions from the teacher and other school staff members
• abide by school rules, as outlined in the BrisbaneSDE Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as weapons (for example, dangerous items such as knives)
• meet homework requirements, as outlined in this Handbook for Home-based Students
• respect school property, including resources that are on loan.

Parents/caregivers have the responsibility to:
• ensure your child participates fully in the educational program in which they are enrolled by meeting attendance requirements. Refer to this Handbook for Home-based Students for further information
• ensure that any request for exemption from scheduled lesson participation is made, in writing, to the relevant Head of School
• ensure that an explanation for temporary absence from scheduled lesson attendance and/or requests for extended absence from scheduled lesson attendance are communicated with the school
• ensure that you have read and understood the requirements outlined in school’s Assessment Policy
• ensure you comply with your legal obligation regarding compulsory schooling — details are contained within s.176 and s.178 of the Education (General Provisions) Act 2006 (Qld) (‘the Act’):
  ◦ section 176(1)(b) of ‘the Act’ provides that each parent of a child of compulsory school age has the obligation to ensure their child is attending school on every school day, for the educational program in which the child is enrolled
  ◦ In 2007 Prep replaced preschool as the first year of school. Children must be 5 by 30 June in the year they enrol
  ◦ failure to comply with the obligation in s.176(1)(b) ‘the Act’, without a reasonable excuse, is an offence.
    If you are prosecuted for an offence, you are liable to a fine of up to $660.00 (6 penalty units) for the first offence, and up to $1,320.00 (12 penalty units) for each further offence.
• ensure that your child has the necessary equipment (computer hardware and software, and internet connectivity) to be able to fully engage in an online, e-learning environment
• understand that the school may record online lessons
• regularly check the BrisbaneSDE website for information relevant to school activities
• attend, where possible, open meetings for parents
• ensure all assessment conditions are met, as outlined in the BrisbaneSDE Student Assessment Policy
• ensure that work submitted by students is their own
• inform the school of any problems that may affect their child’s ability to learn.

BrisbaneSDE staff members have the responsibility to:
• design and implement engaging and flexible learning experiences for individuals and groups for delivery in an e-learning environment
• inform parents/carers/home-based supervisors regularly about how their children are progressing
• design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
• create and maintain safe and supportive learning environments in an e-learning context
• store recorded lessons in a password protected environment
• support personal development and participation in society
• foster positive and productive relationships with families and the community
• inform students, parents/carers/home-based supervisors about what the teachers aim to teach the students each term
• teach effectively and to set the highest standards in work and behaviour
• clearly articulate the school’s expectations regarding the Responsible Behaviour Plan for Students
• ensure that parents/carergivers/home-based supervisors are aware that the school does not have personal accident insurance cover for students
• provide quality and timely feedback to students on submitted work
• contact parents/carers/home-based supervisors, as soon as is possible, if the school is concerned about the child’s school work, behaviour, attendance or punctuality
• deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management — State Schools
• treat students and parents with respect.

To find out more
A detailed copy is available at Responsible Behaviour Plan for Students. It is an expectation that, at the time of enrolment students and parents/carers/home-based supervisors will provide a signed Enrolment Agreement to conform to the BrisbaneSDE Responsible Behaviour Plan for the period of the enrolment.

It should be noted that any form of cyber bullying is expressly prohibited and carries consequences, as does the bringing of any weapon (for example, blade or knife) onto school property.

Homework policy
Homework in a distance program may involve:
• completion of an incomplete task or a task left over from the day’s lesson
• preparation for the next lesson — pre-lesson reading
• time for reading, for example, a novel for English
• time to develop study summaries
• time to work on larger projects or assignments
• time to revise for an upcoming test or exam
• ‘off the job’ training (VET subjects) which may require access of external resources.

The time that will need to be devoted to each of these tasks will vary from day to day and week to week. For example, closer to the end of a semester, more time may be required on revision for tests or exams.

Department of Education has established a policy in relation to the maximum hours of homework over a week.

The policy recommends the following maximum homework hours over a week:
• Prep Year: Generally students will not be set homework.
• Years 1 to 3: Could be up to, but generally not more than, 1 hour per week.
• Years 4 and 5: Could be up to, but generally not more than, 2–3 hours per week.
• Years 6 and 7: Could be up to, but generally not more than, 3–4 hours per week.
• Years 8 and 9: Could be up to, but generally not more than, 5 hours per week.
• Years 10 to 12: The amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.
BrisbaneSDE recommends that students undertake homework within the recommended times specified at the year levels at which they are enrolled. This should enable return of work in accordance with work rate calendar requirements.

Any concerns in relation to homework, in the first instance, should be directed to the class or subject teacher. Subsequent issues should be directed to the Head of Department of the relevant subject and year level.

**Assessment Policy**

This is a summarised and condensed version of the BrisbaneSDE Assessment Policy. The full policy can be found on the school website.

**Rationale/Aim of policy**

The vision of BrisbaneSDE is ‘Each student succeeding.’

This policy sets out the procedures for submission of work and completion of all assessment tasks in order to:

- Maximise the opportunity for all students to demonstrate what they know and can do
- Ensure fairness to all students
- Satisfy QCAA requirements for course completion and certification

**Related legislation / DoE / QCAA policy**

This policy is informed by the QCE and QCIA policy and procedures handbook 2019 v1.1, and the P–12 Curriculum and Reporting Framework.

**Purpose and principles of assessment**

**Purpose of assessment**

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment information has multiple uses, including:

- Feedback to teachers, such as
  - diagnostic evidence of students’ strengths, ways of learning, areas of development, depth of knowledge, and conceptual understandings, which informs the teacher about what students can do, and what subsequent teaching is required to progress student learning
  - refinement of quality teaching, by supporting teacher reflection and professional learning
  - provision of information for certification
  - measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

- Feedback to students, such as
  - clear, specific, meaningful and timely feedback about responses to particular tasks, allowing reflection on the learning process and collaboration to support future learning and development
  - enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning

- Feedback to parents/carers, such as
  - evidence of student learning underpinning the provision of reports and advice for further progress, and framing formal and informal conversations between teachers, parents/carers, and students.
Responsibilities

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for providing timely feedback on drafts (P–10) and on one draft only (Years 11 and 12), provided that it is submitted by the draft due date.
- Teachers are responsible for informing parents/carers and the Head(s) of Department when students do not submit a draft by the draft due date.
- Teachers are responsible for informing parents/carers and the Head(s) of Department when students do not provide sufficient class work during assessment preparation periods to enable the teacher to monitor their progress towards achieving the course objectives, or to authenticate their work.

Heads of Department

- Heads of Department are accountable for quality-assuring assessment items in years P–12 using the QCAA’s Principles of assessment and Attributes of quality assessment, and the Assessment and moderation guidelines P-10, as applicable.
- In Years 11 and 12, Heads of Department are responsible for ensuring that summative assessment instruments meet QCAA requirements for endorsement.
- Heads of Department are responsible for implementing processes to ensure accurate and reliable marking, and for the submission of student results to the QCAA as required.
- Heads of Department are responsible for issuing an assessment planner for each subject, indicating due dates for all assessment items. Students will be given reasonable notice (minimum two weeks) of any changes to due dates via an emailed announcement though the Blackboard course for the subject. Amendments to assessment planners will be published to the school website as necessary.

Students

- Students are responsible for completing sufficient class work during assessment preparation periods to enable their progress to be monitored and their work to be authenticated.
- Students are responsible for submitting draft and final responses to all assessment instruments on or before the relevant due dates.
- Students, along with their parents / carers, are responsible for informing the school of any difficulties relating to the completion of assessment tasks and providing documentary evidence to support an application for Access arrangements and reasonable adjustments — AARA (see AARA section in the full Assessment Policy).
- Students are responsible for arriving on time for examinations.
- Students are responsible for maintaining academic integrity.

Parents / Carers

- Parents and carers are responsible for supporting and encouraging their children to complete class work, and to submit all drafts and final responses to assessment tasks by the relevant due date.
- Parents and carers, along with students, are responsible for informing the school of any difficulties relating to the completion of assessment tasks and providing documentary evidence to support an application for AARA (see AARA section in the full Assessment Policy).
• Parents and carers and home based supervisors are responsible for ensuring that students in years P-10 adhere to the conditions of supervised assessment, and that academic integrity is maintained during this assessment.

• Parents and carers are responsible for ensuring that year 11 and 12 students attend all scheduled exams or have secured the services of an official exam supervisor at an approved site.

• All exams must be completed by the required due date.

Engaging in learning and assessment

Students are expected to engage in the learning in the subject or course of study including the course objectives. Students are required to complete all course and assessment requirements. This includes completing all class work and homework activities.

Drafts

A draft is a preliminary version of a student’s response to an assessment instrument. The expectation of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher. Depending on the nature of the assessment instrument, students may be required to submit draft work in stages.

The type of draft students are required to submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires an oral or multimodal presentation as the response, a draft might be a rehearsal of this presentation.

**Teachers provide feedback on a maximum of one draft per assessment instrument.** This feedback may be given in stages, depending on the nature of the assessment instrument.

Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but will not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. For example, students may be advised to:

• consider other aspects of the text, report, performance or activity they are creating or responding to
• develop their response to show more awareness of the audience
• give priority to the most important points by rearranging the sequence and structure of ideas
• conduct further investigation to support an argument or communicate meaning
• edit their response to meet task requirements such as word length or page count
• include more accurate referencing.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

• written feedback
• verbal feedback
• feedback provided through questioning
• a summary of feedback and advice to the whole class.
Non-submission of a draft
If a draft is an element of an assessment instrument, then submission of that draft by the relevant due date is compulsory.

If no draft is submitted, the class teacher will contact the parent/carer/home based supervisor. An interview with the Head of Department may be required.

Non-submission of a final response
When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result for that assessment may only be awarded if there is sufficient evidence available on or before the due date (for example, class work, a draft, rehearsal notes, screenshots of student work, teacher observations) to support a judgement of achievement against the relevant standards.

Years P–10
Australian Curriculum
Teachers make on-balance judgments about the evidence in student work based on a collection of assessment items which together form a folio of student work that has been planned to provide sufficient evidence of achievement in relation to the curriculum content and achievement standards.

If an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will contribute towards the calculation of the student’s end of semester grade.

If there is not sufficient evidence available on or before the due date to support a judgement of achievement, the student will not receive a result for the assessment item.

Students who enrol after the beginning of a semester will be awarded an end of semester grade based on the summative assessment items they complete after their enrolment.

Years 11–12
Units 1 and 2, QCAA subjects
Schools report results for Units 1 and 2 to the QCAA as satisfactory or unsatisfactory. Teachers determine satisfactory completion of a unit when:

• a student has completed sufficient assessment for the teacher to make an on-balance decision using the reporting standards of the syllabus, and
• the evidence in the student’s responses demonstrates achievement of the unit objectives at a C standard or better.

Assessment in Units 1 and 2 has been planned to provide, across all tasks, sufficient evidence of achievement of the unit objectives.

If an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will contribute towards the determination of satisfactory completion of the unit.

If there is not sufficient evidence available on or before the due date to support a judgement of achievement, the student will not receive a result for the assessment item, and will not have completed the unit.

A student who does not satisfactorily complete Unit 1 or Unit 2 does not gain credit for that unit towards their QCE. As a consequence, their QCE eligibility may be at risk, and the school may require the student to reconsider their senior pathway to maintain eligibility.
Years 11–12
Units 3 and 4, QCAA subjects
In order to receive an overall subject result from QCAA, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment (where relevant) for the subject.

Where there is no evidence of a response to a summative assessment on or before the due date as set by the school, the student will receive a result for that assessment based on the evidence available on or before the due date. If there is not sufficient evidence available on or before the due date to support a judgement of achievement, the student will not receive a result for the assessment item, and an overall subject result cannot be allocated.

If a student does not achieve an overall subject result for a subject, they will not gain credit for Units 3 and 4 of that subject towards their QCE, and the subject will not contribute towards ATAR calculations. As a consequence, their QCE and/or ATAR eligibility may be at risk.

Years 10–12
QCAA Short Courses
When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result.

Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. A student who does not receive an exit result does not gain credit for that short course towards their QCE. As a consequence, their QCE eligibility may be at risk.

Years 10–12
VET
VET qualifications are made up of Core and Elective units of competency. In order to achieve a full VET qualification, a student must be deemed ‘competent’ in all units of competency.

Under the Standards for RTOs 2015 there is a required volume of learning that must occur for each qualification level. As VET assessment is competency-based, this must be undertaken with observation of the student’s developing skills and competencies by the trainer/assessor occurring over time.

Therefore, in addition to submitting assessment tasks according to the prescribed due dates, students are also mandatorily required to attend and actively participate in scheduled lessons for the purpose of observation. A student’s failure to regularly and actively attend lessons means that the trainer/assessor will not be able to observe their work, and that assessment requirements cannot be met. I.e. in the case of VET assessment, non-submission occurs when:

- a student has not submitted training activities and assessment tasks, and/or
- a student has not regularly attended or actively engaged in lessons.

Submission of non-supervised internal assessment (i.e. assignments)
Students must submit non-supervised internal assessment in accordance with the instructions provided on the relevant task sheet.

Students must retain a copy of all assessment, and must not edit their copy of the response after it has been submitted.

By submitting a response electronically using a unique EQ username and password, students thereby declare that the response is their own work (except where otherwise acknowledged).
Completion of supervised internal assessment (i.e. examinations)

Years P–10

Students in Years P-10 must complete supervised assessment in the presence of a responsible adult, who may be a parent or a family member. The adult is responsible for ensuring that the student adheres to the conditions of the assessment instrument, and that academic integrity is maintained.

Years 11–12

Students in Years 11 and 12 must complete supervised assessment in the presence of an official supervisor. The supervisor is responsible for ensuring that the student adheres to the conditions of the assessment instrument, and that academic integrity is maintained.

Access arrangements and reasonable adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The following principles inform decisions about AARA:

• Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA. Schools ensure they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of AARA.

• Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. Schools identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students (see DSE s. 3.4) so that students have opportunities to demonstrate the assessed knowledge and skills.

• Standards-based assessment — The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study (see DSE s. 3.4). Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.

• Effects of AARA — Schools consider the effect of AARA on the student, including the effect on the student’s ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. Schools consider the identified disability, impairment and/or medical condition and the functional impact on the student’s capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.

• Flexibility — Schools review the AARA provided and assess whether changes are needed over the duration of a student’s schooling to allow for the changing needs of the student over time.
Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

Students are NOT eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (for example, misreading an exam timetable, misreading instructions in exams)
- Matters of the student’s or parent’s own choosing (for example, family holidays)

The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified.

AARA may involve an adjustment to:

- how the instrument is presented to the student (for example, for a student with a hearing impairment verbal instructions might be provided as written instructions)
- how the student responds to the assessment (for example, a student with dyspraxia might complete the assessment using a computer with approved software)
- the time allowed (for example, a student with attention deficit hyperactivity disorder (ADHD) might have 5 minutes per half-hour extra time provided in supervised assessment)
- the scheduling (for example, a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (for example, a student might sit in a different room to the other students because they need a reader)
- the mode of the assessment (for example, a student with diagnosed anxiety might complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

**Years 7–10; Year 11 Units 1 and 2.**

The school makes decisions about AARA for Years 7-10, and Year 11 Units 1 and 2.

The school has a responsibility to ensure that the AARA implemented for an eligible student for assessment in Years 7 – 10 and Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4.

The provision of AARA for assessment in Years 7-10 or Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

**Years 11–12 Units 3 and 4**

Most decisions about AARA are made at the school level. The principal is required to report all decisions to implement AARA to the QCAA, and to submit the required supporting documentation (see below).

For certain adjustments, schools are required to apply to the QCAA for approval and submit supporting documentation before the AARA can be implemented.

**Any application for extra time or rest breaks during an examination must be approved by the QCAA.**
Supporting documentation

AARA for disability, impairment or medical condition

All applications for AARA on medical grounds require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

Medical reports for all AARA applications in Years 7–12 must be completed on the QCAA medical report template. This report is forwarded by the school to the QCAA if the application relates to Units 3 and 4 assessment.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland’s Medical Practitioners Registration Act 2001 and/or Queensland’s Psychologists Registration Act 2001), and who is not related to the student or employed by the school.

Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report.

For Years 11 and 12, this may be considered only when the notification covers the duration of the student’s enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment schedules in November, as applicable. Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

AARA for misadventure / other circumstances

Where the condition is not medical, applications must be supported by other relevant evidence, for example, police reports or other official notices.

Currency of supporting documentation (Units 3 and 4)

The required currency of supporting medical documentation depends on the nature of the diagnosed disability, impairment and/or medical condition.

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student’s Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where an application for AARA has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student’s condition.
Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

Many General subjects have summative assessment for Unit 3 during Term 4 of Year 11. Supporting documentation for short-term conditions should therefore be obtained during Term 3 of Year 11.

Inability to complete assessment

A student who is ill or otherwise unable to complete internal assessment must inform the school as soon as practical (advising student name, year level, subject and class teacher). This may be before, during or immediately after the assessment session.

AARA may be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

The school is required to meet QCAA timelines. Under no circumstances can the due date for an assessment be extended beyond the date one week prior to the QCAA upload date for the relevant assessment instrument.

Where AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student’s work. This evidence should only be used once other AARA have been exhausted.

Resolving issues of concern

The Department of Education understands the importance of communication between school and parents. Parents and community members play an important role in their student's education and a strong partnership between parents and schools enriches the learning experience.

Introduction

At BrisbaneSDE, effective partnerships between parents, students, the community and our school are important to educational success. We are committed to ensuring all parents and students have their concerns dealt with in a fair and equitable manner and there are processes and support structures in place to enable parents and students to work through any concerns they may have.

During the course of your student's school years, you may have cause to make a complaint about an issue or concern you have with their education.

To achieve an effective resolution for all parties, when making your complaint, you should ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a calm and reasoned manner.

The following procedure is in place to assist parents/carers and school staff to reach an outcome that is in the best interest of the student.

1. Write down your concerns. It is often helpful to have information to refer to when making contact.
2. Email or phone the relevant staff member to discuss your concerns with a view to a positive outcome.
3. If a positive resolution is not reached, the relevant staff member or yourself may refer the concern to the Head of Department / Manager or the appropriate officer on your behalf.

4. The Head of Department / Manager or appropriate officer will make contact with you re: the concern as soon as possible.

5. As a member of our community, you may also contact a Head of Department / Manager or appropriate officer if you feel resolution has not been reached. You are, however, strongly encouraged to contact the relevant staff member in the first instance.

You can raise your complaint via email to communityengagement@brisbanesde.eq.edu.au. Your complaint will be directed to the relevant Head of School to resolve your issue.

For comprehensive information about the Department of Education complaints policy, please refer to the following website https://www.qld.gov.au/education/schools/information/contact/complaint.

Note: Facebook or any other forms of social media are not avenues for complaints and no staff member will respond to complaints through this method of communication.

**Privacy statement**

The Department of Education (DoE) through the Brisbane School of Distance Educations (BrisbaneSDE) collects information for the purposes outlined in the Education (General Provisions) Act 2006 (EGPA 2006), and in particular for:

- assessing whether your application for enrolment should be approved
- meeting reporting obligations required by law or under Federal–State Government funding arrangements
- administering and planning for providing appropriate education, training and support services to students
- assisting departmental staff to maintain the good order and management of schools, and to fulfil their duty of care to all students and staff
- communicating with students and parents.

The collection of this information is authorised by subsections 155 and 428 of the Education (General Provisions) Act 2006 (EGPA 2006).

The Department of Education will disclose personal information from the enrolment forms to the Queensland Curriculum and Assessment Authority when opening student accounts, in compliance with Part 3 of the Education (Queensland Curriculum and Assessment Authority) Act 2014 (Qld). Personal information from these forms will also be supplied to Centrelink in compliance with ss.194 and 195 of the Social Security (Administration) Act 1999 (Cth). De-identified information concerning parents’ school and non-school education, occupation group and main language other than English and students’ country of birth, main language other than English, sex and Indigenous status, is supplied to the Australian Government Department of Education in compliance with Federal–State Government funding agreements.

Personal information collected on enrolment forms may also be disclosed to third parties where authorised or required by law. Your information will be stored securely.

If you wish to access or correct any of the personal information on the enrolment application forms or discuss how it has been dealt with, please contact BrisbaneSDE in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact BrisbaneSDE in the first instance.