

GUIDELINES

ENROLMENT IN DISTANCE EDUCATION SCHOOLS

Responsibility of:	School Support Services/ Distance Education	FILE2016/515
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Target Audience:	Corporate and school staff, parents and students	

This document should be read in conjunction with [Enrolment policy and associated guidelines](#).

1. INTRODUCTION

The department provides distance education services from Preschool to Year 12 through three distance education schools:

- Alice Springs School of the Air (Preschool to Year 9)
- Katherine School of the Air (Preschool to Year 9)
- Northern Territory School of Distance Education (Year 10 to Year 12).

Distance education schools develop, deliver and evaluate student learning programs for students who are geographically isolated, or who have special circumstances affecting their ability to regularly attend an education facility. Additionally, distance education schools are able to dually enrol students for the purpose of meeting a student's individual course requirements where the main school is unable to do so.

Distance education is distinctly different to home education. Home education is where parents accept responsibility for developing, implementing and evaluating a teaching and learning program for each child receiving home education. Before providing home education, parents must seek approval from the department as outlined in the [Home Education policy](#).

A student's enrolment in distance education schools is to be processed in accordance with the department's Enrolment procedures and Enrolment Eligibility guidelines. Prospective students must also meet the enrolment criteria for one of the distance education school enrolment categories as outlined within these guidelines.

Unlike other Northern Territory (NT) government schools, distance education schools are permitted, under the [Education Act](#) (the Act) to enrol students who are not residents of the NT (sections 5.2 and 5.3 refer).

Principals and designated staff of distance education schools can provide support and advice about distance education enrolment and services to parents, students and schools. Contact details are provided in section 7.

2. DEFINITIONS

Approved education and training (for compulsory participation phase students) is prescribed under the Act as:

- a) Year 11 or 12 of secondary education in the Territory or the equivalent in a State or another Territory
- b) an education program or course of study or instruction provided by Charles Darwin University or the Batchelor Institute of Indigenous Tertiary Education
- c) a higher education course accredited under the *Higher Education Act*
- d) an accredited course or approved apprenticeship under the *Northern Territory Employment and Training Act*
- e) other education or training approved by the Chief Executive
- f) other education or training at an institution in a State or another Territory that, if provided in the Territory, would comply with the NT requirements.

Child of compulsory school age is a child who turns six years of age on or before 30 June of the school year until the child completes Year 10 or turns 17 years of age, whichever comes first.

Child of pre-compulsory school age is a child who turns four years of age on or before 30 June of the school year (Preschool) or a child who turns five years of age (Transition) on or before 30 June of the school year.

Compulsory participation phase applies to students who have completed Year 10, but have not turned 17, where the student must participate in an eligible option on a full time basis until they turn 17.

Daily care and control of a child refers to a person who is entitled to exercise all the powers and rights, and has all the responsibilities, in relation to the day-to-day care and control of the child.

Distance education school refers to a NT government school that provides education services to students who cannot access traditional forms of schooling due to geographical or social isolation, or for the purpose of meeting a student's individual course requirements where the main school is unable to do so.

Dual enrolment is where a student is enrolled in two or more schools to accommodate the student's specific circumstances such as:

- students with established and significant mobility patterns¹
- students with needs that cannot be met by their main school alone².

Eligible option is participation on a full time basis in one of the following:

- approved education or training
- if 15 years or over, paid employment (minimum average of 25 hours per week) or
- a combination of approved education/training and paid employment.

¹ e.g., students and families with strong cultural connections to other communities requiring frequent temporary relocations or students regularly living in two different locations due to shared custody arrangements (both formal and informal).

² e.g., students attending an additional school or distance education school in order to access a particular service or curriculum area which is unavailable in their main school.

Geographical isolation for the purpose of these guidelines is as defined in the Australian Government [Assistance for Isolated Children Scheme Guidelines Manual](#) Geographic Isolation Rules.

Home education is usually delivered in a child's home by a parent. Home education requires that parents accept responsibility for developing, implementing and evaluating a teaching and learning program for each child receiving home education.

Home tutor is a term applied to either an employed person or a parent who works with the distance education teacher to ensure that the student is suitably supervised and supported each school day to complete their learning.

Mature age student refers to a person of 18 years of age or older who has not been enrolled in a school for the preceding 12 months.

Parent signifies a child's father, mother or any other person who has parental responsibility for the child, including a person who is regarded as a parent of the child under Aboriginal customary law or Aboriginal tradition.

Parental responsibility refers to a person who has:

- a) daily care and control of the child, or
- b) is entitled to exercise all the powers and rights, and has all the responsibilities, in relation to the long-term care and development of the child, or
- c) has daily care and control of the child and the entitlement and responsibilities at (b) and includes a person who has been given the above responsibilities under another State or Territory law.

Physical Area for Alice Springs School of the Air is the Central Australia and Barkly regions of the NT, the northern end of South Australia, the mid-south-west of Queensland and the mid-south-east of Western Australia.

Physical Area for Katherine School of the Air is the northern half of the NT, from north of Elliott including islands off the coast of the NT.

Physical Area for the Northern Territory School of Distance Education (NTSDE) is the whole of the NT. NTSDE is the only senior secondary provider of distance education in the NT.

Standard curriculum program is the provision of teaching and learning activities, instructional support and instructional materials for delivery of the following:

- the Early Years Learning Framework
- the Australian Curriculum
- the senior secondary NT Certificate of Education and Training
- Vocational Education and Training.

It also includes any materials, administration, services or facilities provided as part of the standard curriculum program.

[Student Administration and Management System \(staff access only\)](#) (SAMS G2 and SAMS Classic, hereafter referred to as SAMS) is the standard student administration system used in all NT government schools to manage student enrolment and attendance.

Student living independently is a child who is of or above the age of 14 years and not living with a parent. A child is also considered independent, although living with the parent, if the parent is **unable to control** the child's behaviour in relation to enrolment, attendance and participation.

Suitable supervision and support will be dependent on the age and grade level of the student and the student's independent learning needs.

3. ROLES AND RESPONSIBILITIES

Regional Directors will:

- approve or decline applications for enrolment in distance education schools where the authority has been delegated to their position (delegations outlined within Appendix A).

Distance education school principal will:

- approve or decline applications for enrolment in accordance with the Enrolment Eligibility guidelines and the relevant enrolment criteria outlined in Appendix A
- maintain communication with the mainstream school in relation to students who are dually enrolled or enrolled due to special circumstances
- work with students and families to facilitate smooth student transitions into distance education and back into mainstream schooling contexts where required
- ensure international residents seeking enrolments in courses where residential blocks are compulsory have a relevant visa prior to approving the enrolment.

Main school principal will:

- where a distance education school enrolment is being sought for a student currently enrolled in a mainstream school based on significant support needs criteria (Appendix A refers), facilitate the collation of relevant documentation and arrangements to support the application for enrolment where the student meets the required criteria
- maintain communication with the distance education school in relation to students who are dually enrolled or enrolled due to special circumstances
- work with students and families to facilitate smooth student transitions into distance education and back into mainstream schooling contexts where required

Parents will:

- provide documentation to support an application for enrolment as required
- provide an appropriate learning space and environment with suitable supervision and support in accordance with these guidelines (section 4 refers)
- provide telephone, computer and internet access to facilitate required communication between the school, student and home tutor.

4. REQUIREMENTS FOR ENROLMENT

4.1 Duration of enrolment

Enrolment in a distance education school must be for a minimum duration of 1 semester / 20 weeks for students in Preschool to Year 9; however, shorter terms may be negotiated for Years 10 to 12.

Parents seeking shorter term arrangements for their child to receive education without regularly attending school, for reasons such as travel, should liaise directly with their school. In special circumstances, such as a long-term student illness or medical condition that inhibits a student's ability to engage with a curriculum program, parents may wish to seek an exemption from attendance at school (refer to the Exemption from Attendance and Participation guidelines).

4.2 Communication

Telephone, computer and internet access are essential to enable the student (and home tutor) to access learning materials, participate in lessons and return work and assessments. Individual student requirements may be facilitated by the department. Home tutors are also required to communicate with the teacher to ensure a consistent and quality approach to the planning and delivery of the student's learning program.

4.3 Learning environment

The student must be provided with an appropriate learning space and environment. This encompasses both a well-lit, ventilated space to work in, and the absence of unwanted distractions to the student's learning. Ideally the student should have a dedicated learning area that contains books and resources, desk space, an area to store and display work and an area for reading.

4.4 Suitable supervision and support

In most circumstances a student must have a home tutor, who may be an employee or a parent, whose role is to work with the distance education school teacher to ensure the student is both suitably supervised and supported to complete their learning. The level of supervision and support that a student requires will be dependent on the age and year level of the student and their individual learning needs as outlined below.

a) Primary school students

Primary school students (students in compulsory and pre-compulsory years) must be supported by a home tutor **throughout each school day**. The home tutor must work closely with the distance education teacher to plan, deliver and assess the student's learning and to apply feedback given by the teacher to the students learning.

b) Middle years students

Middle years students should be supported by a home tutor, as required, **throughout each school day**. Although middle years students may be able to work more independently, it is important that the home tutor works with the distance education school teacher to guide and support the student's learning.

c) Senior secondary students

Senior secondary students may be supported by a home tutor; however, depending on the ability of the student to work independently, this may not be required throughout each school day, but guided by the student's individual needs.

d) Students living independently and mature age students

Students living independently and mature age students are not required to have a home tutor to be enrolled with a distance education school; however, it may be beneficial to their learning to make such arrangements.

4.5 Working with Children Clearance

Residents of the Northern Territory who employ a home tutor must observe the requirements of the [Northern Territory Care and Protection of Children Act](#) by ensuring that the home tutor holds a current [Working with Children Clearance](#).

Interstate and international residents employing a home tutor should refer to the legislative requirements of their relevant jurisdiction to ensure that the home tutor holds the relevant clearance to work with children.

4.6 Attendance requirements and home/town visits

The Act requires that a parent who has daily care and control of a student must ensure that the student reasonably carries out all course requirements of the educational instruction provided by the distance education school, including any requirement to attend the school or another place.

In accordance with the Act, the student must participate in scheduled telephone, email and online lessons and complete all of course requirements. Residential blocks may also form part of the student's enrolment (section 4.7 refers).

Provision for home or town visits by a distance education school teacher and/or departmental officer must also be made as a condition of enrolment. Home/town visits usually occur once a year although additional visits may be arranged for students requiring additional support. Home/town visits do not usually form part of a dually enrolled student's program.

4.7 Residential blocks

Residential blocks are held throughout the year and provide students with the opportunity to work face to face with their distance education teacher/s and engage with other students in a school setting. Students are also provided with opportunities to participate in whole school programs which include sporting events, musical programs, leadership programs, awards ceremonies and camps.

a) Primary school student

Residential blocks are not compulsory for primary school students (inclusive of students in pre-compulsory years) although they are recommended to provide students with opportunities to consolidate learning, engage within a classroom environment and to socialise with peers.

b) Middle years students

Residential blocks are not compulsory for middle years students although are recommended to provide students with opportunities to consolidate learning, engage within a classroom environment and to socialise with peers.

c) Senior secondary students

Residential blocks that relate to practical requirements of a chosen subject, such as the sciences, are compulsory. This is a requirement of the South Australian Certificate of Education (SACE) Board under which the NT Certificate of Education and Training is awarded. Residential blocks related to certain subjects that and extracurricular activities are not compulsory; however, are

recommended to provide students with opportunities to consolidate learning, engage within a classroom environment and to socialise with peers.

d) International resident students

Residential blocks and activities for students in primary and middle years do not form part of international student enrolment. Senior Secondary international students are required to attend residential blocks where the chosen subject/s have compulsory practical requirements.

5. ENROLMENT CATEGORIES

5.1 Northern Territory residents

There are three distinct categories under which NT residents may seek enrolment with a distance education school (Table 1 refers). Within each category are subcategories containing specific criteria that a prospective student must meet to be eligible to enrol.

Supporting documentation may be required to demonstrate that the student meets the required criteria. Criteria and supporting documentation requirements are outlined in Appendix A.

Table 1. Enrolment categories for NT residents

Home based	Dual enrolment (School based)	Special circumstances
<ul style="list-style-type: none"> • Geographical isolation • Parent employment <ul style="list-style-type: none"> ○ Interstate NT student ○ Overseas NT student • Traveling <ul style="list-style-type: none"> ○ Interstate NT student ○ Overseas NT student • Elite performance • Home education • Mature age 	<ul style="list-style-type: none"> • Direct <ul style="list-style-type: none"> ○ NT government school ○ NT non-government school • Indirect • Flexible Learning Arrangements 	<ul style="list-style-type: none"> • Medical grounds • Significant support needs (Flexible Learning Arrangements) <ul style="list-style-type: none"> ○ Short term ○ Ongoing • Exclusion • Expulsion • Unforeseen extraordinary circumstances

5.2 Interstate residents

The Act permits NT distance education schools to enrol students who reside outside of the NT. There are three subcategories in which this may occur (Table 2 refers). To be eligible for enrolment the prospective student must meet the specific criteria of one of the subcategories and provide any required supporting documentation as outlined in Appendix A.

Table 2. Enrolment categories for interstate residents

Interstate Residents
<ul style="list-style-type: none"> • Geographical isolation • Mature age • Dual enrolment

5.3 International residents

A student who is not an Australian citizen or permanent resident and is residing overseas may be enrolled in a distance education school with the approval of the Chief Executive (or delegate). The student must be under 18 years of age at the time of enrolment and enrolled as an international fee paying student.

Where the student wishes to enrol in a course where residential blocks are compulsory, the student must ensure that relevant visa arrangements are in place to facilitate attendance.

Where the student requires documentation from the department to support their visa application to the Department of Immigration and Border Protection, they should liaise with the International Education Unit (08 8999 5895 or internationalservice@nt.gov.au) to facilitate this. It is the responsibility of both the school and the student to ensure that all arrangements are in place to facilitate successful participation and completion of the course requirements.

Where an international student is accepted for enrolment, the visa number must be recorded in SAMS.

6. FEES FOR DISTANCE EDUCATION

6.1 Government school students

Instruction that forms part of the standard curriculum program is free for government school students who are Australian citizens or permanent residents of Australia and are residents of the NT. This includes any materials, facilities or administrative services provided as part of the standard curriculum program.

6.2 Non-government school students

Where a student is dually enrolled and their main school is a non-government school, the distance education school may charge a fee to the non-government school for the provision of the standard curriculum program to that student.

6.3 Interstate and international residents

Fees may be applied to the enrolment of an interstate resident where the Chief Executive (or delegate) considers it appropriate.

International residents are to be enrolled as international fee paying students.

6.4 Costs not covered in the standard curriculum

The distance education school representative body may request voluntary contributions from parents of students enrolled in the school or charge for the provision of educational items and optional extra education services outside of the standard curriculum program. Such costs may be charged in relation to government school students, non-government school students and interstate or international students.

For further detail regarding costs not included in the standard curriculum please refer to Appendix B.

7. CONTACT DETAILS

Alice Springs School of the Air

Telephone: (08) 8951 6800
Toll Free: 1800 309 412
Fax: (08) 8951 6835
Email: assoa@assoa.nt.edu.au
Website: www.assoa.nt.edu.au
Postal: PO Box 1220
Alice Springs NT 0871
Location 80 Head Street
Alice Springs NT 0870

Katherine School of the Air

Telephone: (08) 8972 1833
Toll Free: 1800 089 210 or 1800 089 220
Fax: (08) 8972 3651
Email: kath.soa@ntschoools.net
Website: www.ksa.nt.edu.au
Postal: PO Box 531
Katherine NT 0851
Location: 101 Giles Street
Katherine NT 0850

Northern Territory School of Distance Education

Telephone: (08) 8922 2222
Free call: 1800 062 235
Facsimile: (08) 8922 2258
Email: ntsde.admin@ntschoools.net
Website: <http://www.ntsde.nt.edu.au/>
Postal: PO Box 40471
Casuarina NT 0811
Location: Bullocky Point Education Precinct
Atkins Drive
The Gardens Darwin NT 0820

8. RELATED POLICY, LEGISLATION AND DOCUMENTS

Department of Education	<ul style="list-style-type: none">• Allocation of Government School Education (26 Semesters) guidelines• Students with Disabilities policy and guidelines
Northern Territory	<ul style="list-style-type: none">• Education Regulations• Care and Protection of Children (Screening) Regulations

Appendix A: Distance Education Schools Enrolment Categories and Criteria

Northern Territory residents - enrolment categorisation summary

Home based	Dual Enrolment (School based)	Special circumstances
<ul style="list-style-type: none"> • Geographical isolation • Parent employment <ul style="list-style-type: none"> ○ Interstate NT student ○ Overseas NT student • Traveling <ul style="list-style-type: none"> ○ Interstate NT student ○ Overseas NT student • Elite performance • Home education • Mature age 	<ul style="list-style-type: none"> • Direct <ul style="list-style-type: none"> ○ NT government school ○ NT non-government school • Indirect • Flexible Learning Arrangements 	<ul style="list-style-type: none"> • Medical grounds • Significant support needs <ul style="list-style-type: none"> ○ Short term ○ Ongoing • Exclusion • Expulsion • Unforeseen extraordinary circumstances

Northern Territory residents - general criteria

Enrolment criteria	<p>In addition to meeting the specific criteria for one of the above enrolment categories the prospective student's enrolment in a distance education school is subject to the following enrolment criteria.</p> <ul style="list-style-type: none"> • The prospective student must meet the requirements for enrolment in a Northern Territory government school (refer to Enrolment Eligibility guidelines); and • enrolment must be for a minimum of 1 semester / 20 weeks for Preschool to Year 9 and by negotiation for Years 10 to 12; and • the prospective student must have telephone, computer and internet access; and • the prospective student must be provided with an appropriate learning space and environment; and • the prospective student must be suitably supervised and supported by an adult each school day to complete their learning program (except in cases of students living independently and mature age students); and • provision for home or town visits by a distance education school teacher and /or departmental officer must be made.
Supporting documentation	<p>Supporting documentation and evidence requirements must be met to facilitate enrolment in a distance education school. An enrolment is to be supported by:</p> <ul style="list-style-type: none"> • proof of identity and proof of residency (refer to Enrolment Eligibility guidelines); and • the provision of the relevant evidence for the enrolment category under which enrolment is being sought.
Course requirements	<p>The <i>Education Act</i> requires that a parent who has daily care and control of the student must ensure that the student reasonably carries out all course requirements of the educational instruction provided by the distance education school, including any requirement to attend the centre or another place.</p> <p>A student must participate in scheduled telephone, email and online lessons, complete all course requirements and attend residential blocks where required.</p>
Proximity to centre	<p>The distance education school that the prospective student will be enrolled in is that which provides the required course and is closest to:</p> <ol style="list-style-type: none"> a) the primary family home; or b) the business centre that the family uses.

Note: for the purpose of this document where reference is made to a parent, this includes; guardians, students living independently and Department of Children and Families case workers.

Home based				
Criteria		Evidence requirements	Delegation	Fees
Geographical isolation	<p>A student may be enrolled on the grounds of geographical isolation where they meet one of the following criteria:</p> <p>a) The distance between the principal family home and the nearest appropriate government school is at least 56km via the shortest practicable route.</p> <p>b) The distance between the principal family home and the nearest transport to an appropriate government school is at least 4.5km <u>and</u> the distance to the school is at least 16km via the shortest practicable route.</p> <p>c) There is no reasonable access to an appropriate government school for at least 20 days of the school year because of adverse travel conditions (e.g. impassable roads) or other circumstances beyond the family's control.</p>	<p>Proof of residence as is required for all NT government school enrolments.</p> <p>Proof of adverse travel conditions or special circumstances where requested must be provided to the school if seeking enrolment on the basis of criteria (c).</p>	Principal	Exempt
Parent employment	<p>NT student temporarily interstate or overseas</p> <p>To be enrolled as an interstate or overseas NT student on the grounds that the family is temporarily residing interstate or overseas due to a parent's employment, all of the following criteria must met:</p> <p>a) usual place of residence is in the NT and the family must be returning to the NT; and</p> <p>b) enrolment is for a minimum of one semester and maximum of six semesters.</p>	<p>Proof of employment must display the parent's name, place of employment and length of employment.</p>	<p>First Year: Principal</p> <p>Additional Years: Regional Director</p>	Exempt
Traveling family	<p>NT student temporarily interstate or overseas or interstate</p> <p>To be enrolled as an interstate or overseas NT student on the grounds that the family is temporarily traveling interstate or overseas, all of the following criteria must be met:</p> <p>a) usual place of residence must be the NT and the family must be returning to the NT; and</p> <p>b) enrolment is for a minimum of one semester and maximum of two semesters.</p>	<p>A statutory declaration must be provided stating:</p> <ul style="list-style-type: none"> the family's intention to travel; the anticipated duration of the travel; and the expected home address after travel. <p>A detailed itinerary showing addresses for a minimum of six weeks in advance.</p>	Principal	Exempt

Home based				
Elite performance	<p>To be enrolled on the grounds of elite performance, all of the following criteria must be met:</p> <ul style="list-style-type: none"> a) usual place of residence must be the NT; and b) talented in high level competition/performance (e.g. dance, theatre, music, sport) or involved with competition/performance at a State/National/International level; and c) participation in high level competition/performance does not allow for regular attendance at an education facility. 	Documentation that demonstrates that the prospective student is supported by an official organisation or state sponsored program in their particular area of talent, or where there is no official body, independent documentation attesting to their level of achievement and support needs.	Principal	Exempt
Home education	<p>Full time study load</p> <p>To be enrolled as a full time student on the grounds of home education, all of the following criteria must be met:</p> <ul style="list-style-type: none"> a) undertaking senior secondary studies (Years 10, 11 or 12); and b) Home Education Approval Notices for a minimum of two years directly preceding enrolment. 	<p>Home Education Approval Notices for a minimum of the two years directory preceding enrolment.</p> <p>Refer to the Home Education guidelines.</p>	Principal	Exempt
	<p>Part time study load</p> <p>To be enrolled as a part time student on the grounds of home education, all of the following criteria must be met:</p> <ul style="list-style-type: none"> a) undertaking senior secondary studies (Years 10, 11 or 12); and b) a minimum of 2 years of approved home education directly preceding the application to enrol; and c) a teaching and learning program plan that details the distance education school subject/s to be undertaken and a current Home Education Approval Notice. 	<p>Home Education Teaching and Learning Plan and Home Education Approval Notice.</p> <p>Refer to the Home Education guidelines.</p>		

Home based				
Mature age	<p>Mature age entry requirements are outlined in the Enrolment Eligibility guidelines and require applicants to comply with the:</p> <p>a) Allocation of Government School Education (26 semesters) guidelines; and</p> <p>b) Criminal History Check for Prospective Mature Age Students guidelines.</p> <p>Residential blocks only form part of a mature age student enrolment where the subject/s undertaken have compulsory practical requirements, for example science. If mature enrolment numbers were such that there is a demand for residential blocks for other subject areas this may be facilitated where capacity exists.</p> <p>Students currently enrolled who turn 18 years of age during their Year 12 studies are not considered mature age students.</p>	<p>As per requirements outlined in the</p> <ul style="list-style-type: none"> Allocation of Government School Education (26 semesters) guidelines; and Criminal History Check for Prospective Mature Age Students guidelines. 	Principal	Exempt

Dual enrolments (School based)

To be eligible for dual enrolment the student must be enrolled in a NT school that is not be able to meet all of the course requirement needs of the student.

Student enrolment arrangements are generally negotiated between the student's main school principal and the distance education school principal.

Criteria	Evidence requirements	Delegation	Fees	
<p>Direct</p> <p><i>Distance education school has sole responsibility for the learning and assessment planning, course materials, delivery and assessment of the course to the student.</i></p>	<p>NT government school student</p> <p>To be dually enrolled in a NT government school and distance education school one of the following criteria must be met:</p> <p>a) For middle and senior secondary students (Year 7 to Year 12), the school must not be able to provide an appropriate course on the basis of;</p> <ul style="list-style-type: none"> specialist teachers are not available, or student is transferring between schools with subject differentiation, or school timetabling constraints limit or prevent student subject choice. <p>b) For primary school students (Transition to Year 6), the school must not be able to provide an appropriate course for example:</p> <ul style="list-style-type: none"> components of the school's program are delivered in first language the school has limited capacity to deliver alternative programs or programs that meet the student needs. 	<p>Main school principal's endorsement of enrolment is based on the school not being able to provide an appropriate course for the student.</p>	Principal	Exempt

Dual enrolments (School based)				
	<p>NT non-government school</p> <p>To be dually enrolled in a NT non-government school and distance education school the following criteria must be met:</p> <ol style="list-style-type: none"> a) the student is a middle or senior secondary student (Year 7 to Year 12); and b) the school is unable to provide an appropriate course on the basis of; <ul style="list-style-type: none"> o specialist teachers not available, or o student is transferring between schools with subject differentiation, or o school timetabling constraints limit or prevent student subject choice. 	<p>Non-government school principal's endorsement of enrolment is based on the school not being able to provide an appropriate course for the student and acknowledging that the school will be responsible for a service charge.</p>	Principal	Fees (charged to the school)
<p>Indirect</p> <p><i>Distance education school has sole responsibility for the learning and assessment planning, course materials, delivery and assessment of the course to the student.</i></p> <p><i>Distance education school teacher may deliver the course in conjunction with the main school based staff.</i></p>	<p>A student enrolled in a remote NT government school that hosts distance education school students may be dually enrolled if the student meets the following criteria:</p> <ol style="list-style-type: none"> a) the student is a middle and senior secondary student (Year 7 to Year 12); and b) the school is unable to provide an appropriate course. <p>The student may undertake a full time study load through the distance education school or the student may be dually enrolled.</p>	<p>Main school principal's endorsement of enrolment based on the school not being able to provide an appropriate course for the student.</p> <p>Main school is able to provide a school based teacher to deliver course in conjunction with the distance education school teacher.</p>	Principal	Exempt
<p>Flexible education arrangement</p>	<p>A student may be dually enrolled with a distance education school to accommodate the student's flexible education arrangement.</p> <p>Enrolments will be negotiated on a case by case basis between the distance education school and the relevant principal or program manager. This would include;</p> <ul style="list-style-type: none"> • students participating in Alice Outcomes or Malak Re-engagement Centre • school aged pregnant and parenting students requiring greater flexibility • students in a Detention Centre (e.g. Owen Springs Education Unit or Tivendale School). <p>The student may undertake a full time study load through the distance education school or the student may be dually enrolled.</p>		Principal	Exempt

Special circumstances				
Generally to be eligible for enrolment on the basis of special circumstances there must be evidence that the student is in receipt of ongoing treatment, counselling or other appropriate intervention.				
Enrolment on the basis of special circumstances is generally not considered to be a long term arrangement. In most instances, students need to be working towards re-integration into regular school attendance or a flexible education arrangement. Where considered necessary, independent advice may be sought to ensure that distance education is, and continues to be, the most appropriate provision for the student.				
The department recognises that there may be special circumstances where a long-term illness or medical condition may inhibit a student's ability to participate in the learning and engagement requirements of the curriculum. As such, parents may seek an exemption from attendance and participation in line with the Exemption from Attendance and Participation guidelines .				
Criteria		Evidence requirements	Delegation	Fees
<p>Medical grounds</p> <p><i>Where a child's illness or medical condition falls outside the criteria for enrolment with a Distance Education School, parents should make education arrangements with the child's current school.</i></p>	<p>To be enrolled on medical grounds all of the following criteria must be met:</p> <ol style="list-style-type: none"> the student has a long-term illness or medical condition preventing attendance at school; and medical certification is provided to validate that the student cannot attend mainstream school for more than 80 consecutive school days; and the principal is satisfied that there are no other appropriate local provisions available to the student; and provision of medical certification is required each year to continue enrolment on medical grounds. 	<p>Medical certification from the student's specialist outlining:</p> <ul style="list-style-type: none"> that the student has a medical condition how it impacts the student's ability to attend school the length of time that the student is expected to be unable to attend school. 	Principal	Exempt
<p>Significant support needs (Flexible Learning Arrangements)</p>	<p>Short term enrolment</p> <p>To be enrolled on the grounds of significant support needs on a short term basis the student's main school must be able to demonstrate all of the following criteria:</p> <ol style="list-style-type: none"> school and regional resources and extensive adjustments and intervention strategies have not been able to meet the additional needs of the student; and sufficient evidence demonstrates that the student cannot attend and participate in mainstream schooling on a regular basis; and effective collaboration between the student's main school and the parent regarding the student's needs has been undertaken; and parental consent has been received for the student's enrolment with a distance education school and appropriate facilities and resources as well as suitable supervision and support to complete the learning program with be provided; and 	<p>Documentation must provide detail of:</p> <ul style="list-style-type: none"> intervention strategies implemented at the school and an impact assessment of these interventions Educational Adjustment Plans, Student Support Plan or Student Needs Profile/ diagnostic assessments that detail the student's additional needs effective collaboration between school 	Regional Director	Exempt

Special circumstances				
	<p>e) a transition plan has been developed to manage the student's re-entry into mainstream schooling that outlines the roles of the student's main school and the distance education school in the transition process.</p>	<p>and the parent regarding the student's needs (e.g. meeting minutes)</p> <ul style="list-style-type: none"> • transition plan. 		
	<p>Ongoing enrolment</p> <p>To be enrolled on the grounds of significant support needs on an ongoing basis the student's main school must be able to demonstrate all of the following criteria:</p> <p>a) school and regional resources and extensive adjustments and intervention strategies have not been able to meet the additional needs of the student; and</p> <p>b) sufficient evidence demonstrates that the student cannot attend and participate in mainstream schooling on a regular basis and that distance education would improve the child's learning and engagement; and</p> <p>c) effective collaboration between the student's main school and the parent regarding the child's needs has been undertaken; and</p> <p>d) parental consent has been received for the student's enrolment with a distance education school and the provision of appropriate facilities and resources as well as suitable supervision and support to complete the learning program will be provided; and</p> <p>e) enrolment is monitored and subject to a 12 monthly review.</p>	<p>Documentation must provide details of:</p> <ul style="list-style-type: none"> • intervention strategies implemented at the school and an impact assessment of these interventions • Educational Adjustment Plans, Student Support Plan or Student Needs Profile/ diagnostic assessments that detail the student's additional needs • effective collaboration between school and the parent regarding the child's needs (e.g. meeting minutes) 	Regional Director	Exempt
Exclusion	<p>A student may be enrolled in order to meet their education needs where an exclusion prevents the student from attending school or participating in a school based program.</p> <p>Exclusions are temporary and enrolment will be limited to such time as the exclusion ceases.</p> <p>The student may undertake a full time study load through the distance education school or the student may be dually enrolled.</p>		Chief Executive	Exempt
Expulsion	<p>On the direction of the Chief Executive an expelled student may be enrolled in a distance education school without the Minister reviewing or revoking the student's expulsion. (Section 95 of the <i>Education Act</i> refers).</p>		Chief Executive	Exempt

Special circumstances				
Unforeseen extraordinary circumstances	<p>To be enrolled on the basis of unforeseen extraordinary circumstances that are not identified in any other distance education school enrolment category the student's school must be able to demonstrate all of the following criteria:</p> <p>a) departmental policies and procedures have been followed; and</p> <p>b) the student's educational needs cannot currently be met by mainstream schooling with access to school and regional resources; and</p> <p>c) effective collaboration between the student's main school and the parent regarding the child's needs has been undertaken; and</p> <p>d) parental consent has been received for the student's enrolment with a distance education school and the provision of appropriate facilities and resources as well as suitable supervision and support to complete the learning program will be provided; and</p> <p>e) a transition plan has been developed to manage the student's re-entry into mainstream schooling that outlines the roles of the student's mainstream school and the distance education school in the transition process.</p>	<p>Documentation must provide detail of:</p> <ul style="list-style-type: none"> effective collaboration between school and the parent regarding the student's needs assessment of additional need transition plan. 	Regional Director	Exempt

Interstate residents - general criteria

Enrolment criteria	<p>In addition to meeting the specific criteria for one of the interstate resident enrolment categories the prospective student's enrolment in a distance education school is subject to the following enrolment criteria.</p> <ul style="list-style-type: none"> the prospective student must be an Australian Citizen or permanent resident; and enrolment must be for a minimum of 1 semester / 20 weeks for Preschool to Year 9 and by negotiation for Years 10 to 12; and the prospective student must have access to telephone, computer and internet; and the prospective student must be provided with an appropriate learning space and environment; and the prospective student must be suitably supervised and supported by an adult each school day to complete their learning program (except in cases of students living independently and mature age students).
Supporting documentation	<p>Supporting documentation and evidence requirements must be met to facilitate enrolment. An enrolment is to be supported by proof of identity and proof of residency (refer to Enrolment Eligibility guidelines).</p>
Course requirements	<p>The <i>Education Act</i> requires that a parent who has daily care and control of the student must ensure that the student reasonably carries out all course requirements of the educational instruction provided by the distance education school, including any requirement to attend the centre or another place.</p> <p>A student must participate in scheduled telephone, email and online lessons, complete all course requirements and attend residential blocks where required.</p>
Proximity to centre	<p>The distance education school that the prospective student will be enrolled in is that which provides the required course and is closest to; the primary family home or the business centre that the family uses.</p>

Interstate residents				
<p>The <i>Education Act</i> makes provision for distance education schools to enrol persons residing interstate.</p> <p>Residential blocks and activities for students in Transition to Year 9 are not compulsory although recommended where possible. The opportunity to visit the school and use the facilities and resources is always available to students. Residential blocks and activities for some courses in Years 10 to 12 are compulsory and if enrolment numbers are such that there is a demand for residential blocks in other courses, this may be facilitated where capacity exists.</p>				
Criteria		Evidence requirements	Delegation	Fees
<p>Geographical isolation</p> <p><i>Criteria for geographic isolation aligns with the Australian Government Assistance for Isolated Children Policy and Guidelines Manual Geographic Isolation Rules.</i></p>	<p>A student residing interstate may be enrolled on the grounds of geographical isolation where the families closest business centre is Darwin, Katherine or Alice Springs and they meet one of the following criteria:</p> <ol style="list-style-type: none"> The distance between the principal family home and the nearest appropriate government school is at least 56km via the shortest practicable route. The distance between the principal family home and the nearest transport to an appropriate government school is at least 4.5km and the distance to the school is at least 16km via the shortest practicable route. There is no reasonable access to an appropriate government school for at least 20 days of the school year because of adverse travel conditions (e.g. impassable roads) or other circumstances beyond the family's control. 	<p>Interstate isolated children must provide evidence that Katherine or Alice Springs are used as the families business centre (e.g. postal address, letter from employer).</p>	Regional Director	Exempt
<p>Dual enrolment</p>	<p>To be dually enrolled in an interstate school and distance education school the following criteria must be met:</p> <ol style="list-style-type: none"> the student is a middle and senior secondary student (Year 7 to Year 12); and the school or state jurisdiction is unable to provide a chosen course. 	<p>The student's school principal's endorsement of enrolment is based on the school not being able to provide an appropriate course for the student and acknowledging that the school will be responsible for all fees.</p>	Regional Director	Fees
<p>Mature age</p>	<p>Mature age entry requirements are outlined in the Enrolment Eligibility guidelines and require applicants to comply with the:</p> <ol style="list-style-type: none"> Allocation of Government School Education (26 semesters) guidelines; and Criminal History Check for Prospective Mature Age Students guidelines. <p>Residential blocks only form part of a mature age student enrolment where the subject/s undertaken have compulsory practical requirements.</p> <p>If mature enrolment numbers were such that there is a demand for residential blocks for other subject areas this may be facilitated where capacity exists.</p>	<p>As per requirements outlined in the</p> <ul style="list-style-type: none"> Allocation of Government School Education (26 semesters) guidelines; and Criminal History Check for Prospective Mature Age 	Chief Executive (or delegate)	Fees

Interstate residents				
		Students guidelines.		

International residents – general criteria

Enrolment criteria	<p>Enrolment in a distance education school is subject to the following enrolment criteria.</p> <ul style="list-style-type: none"> • The prospective student is under 18 years of age at the time of enrolment. • Enrolment must be for a minimum of 1 semester / 20 weeks for Preschool to Year 9 and by negotiation for Years 10 to 12; and • The prospective student must have access to a, telephone, computer and internet access; and • The prospective student must be provided with an appropriate learning space and environment; and • The prospective student must be suitably supervised and supported by an adult each school day to complete their learning program (except in cases of students living independently).
Supporting documentation	<p>Supporting documentation and evidence requirements requested by the Department of Education must be met to facilitate the enrolment.</p> <p>The distance education school should liaise with International Education Unit prior to enrolment to confirm whether any additional documentation is required. This is also essential to determine a student's eligibility to attend residential blocks where delivered.</p>
Course requirements	<p>The <i>Education Act</i> requires that a parent who has daily care and control of the student must ensure that the student reasonably carries out all course requirements of the educational instruction provided by the distance education school, including any requirement to attend the centre or another place.</p> <p>A student must participate in scheduled telephone, email and online lessons, complete all course requirements and attend residential blocks where required.</p>

International Residents				
<p>Residential blocks and activities for students in Transition to Year 9 do not form part of international student enrolment.</p> <p>Residential blocks and activities for some courses in Years 10 to 12 are compulsory and if enrolment numbers were such that there is a demand for residential blocks in other courses, this may be facilitated where capacity exists.</p>				
Criteria		Evidence requirements	Delegation	Fees
International students	<p>This criteria applies to international students if they meet all of the following criteria:</p> <ol style="list-style-type: none"> a) the student is not an Australian citizen or permanent resident; and b) the student is under 18 years of age at the time of enrolment; and 	As required by the Department of Education at time of enrolment.	Chief Executive (or delegate)	Fees

Costs not covered in the standard curriculum

What is the standard curriculum?	What costs are not covered in the standard curriculum?
<p>The standard curriculum is the provision of teaching and learning activities, instructional support and instructional materials for the delivery of the:</p> <ul style="list-style-type: none"> • Early Years Learning Framework • the Australian Curriculum • the senior secondary Northern Territory Certificate of Education and Training • Vocational Education and Training. <p>Instruction that forms part of the standard curriculum is free and includes:</p> <ul style="list-style-type: none"> • the provision of teaching and learning activities • instructional support • instructional materials • administration and facilities associated with the standard curriculum program • administration and coordination of the standard curriculum program. 	<p>EDUCATIONAL ITEMS</p> <p>Educational items refers to items which parents are expected to provide or reimburse the school to provide for their child:</p> <ul style="list-style-type: none"> • items which students take possession of (for example, text books and student stationery) • materials for teaching and learning where your child consumes or takes possession of the finished articles (for example, home economics, ceramics, photography, catering) • school uniform (where applicable) • travel costs incurred in order to receive instruction (for example, the cost of a student ID card if this is required to access free bus travel) • services associated with, but not considered to be part of, 'instruction' in the standard curriculum program (for example, transport and entrance costs associated with camps and excursions). <p>OPTIONAL EXTRA ITEMS</p> <p>Optional extra items are those that are provided in addition to the standard curriculum program and are offered on a user-pays basis and which parents may choose whether their child accesses or participates:</p> <ul style="list-style-type: none"> • instructional support, resources and administration beyond the provision of the standard curriculum program (for example, student computer printing for personal use, internet access for recreational or non-school use) • extra-curricular programs or activities offered in addition to the standard curriculum program (for example, instrumental music tuition) • entry costs associated with performances, productions and events (for example, attending a performance on a school excursion) • materials for subjects where the payment sought is the difference between the basic materials or services required for the standard curriculum program and higher cost alternatives which may be more desirable (for example, requesting payment for the use of mahogany in woodwork instead of the standard pine) • materials and services offered in addition to the 'standard curriculum program' (for example, school magazines or school photographs)

What is the standard curriculum?	What costs are not covered in the standard curriculum?
	<ul style="list-style-type: none">• school facilities and equipment not associated with provision of the 'standard curriculum program' (for example, hire/lease of equipment such as musical instruments or notebook computers). <p>VOLUNTARY CONTRIBUTIONS</p> <p>Voluntary financial contributions which parents may be invited to contribute to the school:</p> <ul style="list-style-type: none">• contributions to a building or a library trust fund (Australian Taxation Office approved and tax deductible)• contributions for a specific purpose identified by the school (for example, equipment, materials or services in addition to those funded through the government grants. This may include additional computers or student-related services)• general voluntary financial contributions or donations to the school.