LACHLAN ACCESS PROGRAM
Operating Manual

February 2014

Head Teacher Access – Miss Melissa Rees
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Chapter 1:

Overview of LAP
Lachlan Access Program - History

In 1992 the National Country Area Program (NATCAP) announced funding for a LOTE (Indonesian Year 7) program via telematics to be delivered to several schools (both State and Catholic) including Ungarie Central and Quandialla Central. This program was administered by the Catholic Education Office (CEO) in Canberra and began as a trail in Term 4 1992.

In the last week of Term 4 1992 approval was given for Ungarie and Quandialla to utilise the telematics equipment to introduce Year 11 at both schools in 1993. A core curriculum of six subjects was offered to students with two subjects each being coordinated from Ungarie, Quandialla and the Canberra CEO.

In 1993 Ungarie and Quandialla began Year 11 for the first time.

Additional funding from NATCAP 2 allowed Lake Cargelligo to join in the LOTE Program in 1994. Lake Cargelligo and Condobolin High Schools also participated in some Year 11 subjects’ telematically. First group of students at Ungarie and Quandialla sat for HSC exams. Announcement of Rural Education Program.

In 1995 the program was formalised by the State Government in the Rural Education Plan. This gave the program equal status with existing Access Programs. This also ensured ongoing funding from the Department rather than NATCAP. The Rural Education Plan also allowed the Program to appoint a Head Teacher-Administration to co-ordinate the Program officially.

At the time of formalization of an access program there were four core schools: Ungarie Central School (Hub School), Condobolin High School, Lake Cargelligo Central School and Quandialla Central School.

The year 2000 saw the successful implementation of the new HSC across the four program schools, encompassing 35 subjects delivered to 106 students.

2008 saw the move from “Teamwave” into a comprehensive Video Conferencing classroom, supported through the use of Web 2 technologies such as the LAP Moodle.

LAP continues to support students across the Lachlan Area, and the implementation of a Stage 5 Mathematics Course in 2012, has seen our numbers grow across the program.

2013 was a time of change for the Lachlan Access Program, with Tullibigeal Central School, moving from the Western Access Program, to come on board as a Core School of LAP. Condobolin High School was also named as the Hub School of the program, during the appointment of a new Head Teacher Access.

As technologies change, the Lachlan Access program continues to embrace these changes and is providing quality curriculum choices and educational outcomes for our students.
Chapter 2:

School Information and Contact List
# Lachlan Access Program – Profile of Core Schools

The Lachlan Access Program is made up of five core schools.

**Hub School - Condobolin High School**

**Program Schools** – Quandialla Central School, Lake Cargelligo Central School, Ungarie Central School, Tullibigeal Central School

<table>
<thead>
<tr>
<th>School</th>
<th>Population</th>
<th>Notes</th>
<th>Distance from Hub School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ungarie Central School</strong></td>
<td>390</td>
<td>Pre – 1993, a K-10 school, Currently K-12</td>
<td>75 km</td>
</tr>
<tr>
<td>Class P4 Central School</td>
<td>Ph (02) 6975 9030 Fax (02) 6975 9157</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Principal:</strong> Brett Davies (rel.)</td>
<td>HTSS: Adam Currey</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numbers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary: 64</td>
<td>Secondary: 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers: 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Quandialla Central School** | 100        | Pre – 1993, a K-10 school, Currently K-12 | 175km                    |
| Class P4 Central School   | Ph (02) 6347 1207 Fax (02) 6347 1248 |                                             |                          |
| **Principal:** Phillip Foster | HTSS: Lisa Varjivandi |                                           |                          |
| **Numbers**               |            |                                            |                          |
| Primary: 16              | Secondary: 5 |                                   |                          |
| Teachers: 7              |            |                                            |                          |

| **Lake Cargelligo Central School** | 1250       | Involvement in LAP has allowed an extension of the curriculum | 100km                    |
| Class P2 Central School    | Ph (02) 6898 1008 Fax (02) 6898 1323 | Involvement in LAP has allowed centrals access to experienced teachers in specialist subjects |                          |
| **Principal:** Margaret Chamen | Deputy Principal: Michael Brigden Head Teacher: Marcus Geale Head Teacher: Wesley Kendall Head Teacher: Taryn Kendall |                         |                          |
| **Numbers**                |            |                                            |                          |
| Primary: 127              | Secondary: 123 |                             |                          |
| Teachers: 25              |            |                                            |                          |

<p>| <strong>Condobolin High School</strong> | 3,500      | Hub School                               |                          |
| Class 2 High School       | Ph (02) 6895 2333 Fax (02) 6895 3501 |                                             |                          |
| <strong>Principal:</strong> Grahame Steigler - Peters | Deputy Principal: Clinton Mewburn HT Access: Melissa Rees HT Secondary Studies: Matthew Heffernan HT English/History: Ken Riach HT Maths / Science: Judith Davis HT CAPA / Welfare: Christina Coleman |                          |                          |
| <strong>Numbers</strong>               |            |                                            |                          |
| Secondary: 270            | Teachers: 30 |                                           |                          |</p>
<table>
<thead>
<tr>
<th><strong>TULLIBIGEAL CENTRAL SCHOOL</strong></th>
<th>Population: 350</th>
<th>65km from Hub School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class C4 Central School</td>
<td>Ph (02) 69729105</td>
<td>Fax (02) 69729267</td>
</tr>
<tr>
<td><strong>Principal (rel):</strong> Jacqui Dillon</td>
<td><strong>HTSS (rel):</strong> Timothy Small</td>
<td></td>
</tr>
<tr>
<td><strong>Numbers:</strong></td>
<td></td>
<td>K – 12 School</td>
</tr>
<tr>
<td>Secondary: 18</td>
<td>Primary: 15</td>
<td></td>
</tr>
<tr>
<td>Teachers: 10</td>
<td></td>
<td></td>
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</table>
## Important Contacts

### CORE SCHOOLS:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PRINCIPAL</th>
<th>ISAC</th>
<th>PHONE</th>
<th>FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condobolin</td>
<td>Grahame Steigler-Peters</td>
<td>Matthew Heffernan</td>
<td>6895 2333</td>
<td>68953501</td>
</tr>
<tr>
<td>Lake Cargelligo</td>
<td>Margaret Chamen</td>
<td>Michael Brigden</td>
<td>6898 1008</td>
<td>6898 1323</td>
</tr>
<tr>
<td>Quandialla</td>
<td>Phillip Foster</td>
<td>Lisa Varjavandi</td>
<td>6347 1207</td>
<td>6347 1248</td>
</tr>
<tr>
<td>Tullibigeal</td>
<td>Jacqui Dillon</td>
<td>Tim Small</td>
<td>6972 9105</td>
<td>6972 9267</td>
</tr>
<tr>
<td>Ungarie</td>
<td>Brett Davies</td>
<td>Adam Currey</td>
<td>6975 9030</td>
<td>6975 9157</td>
</tr>
</tbody>
</table>

### PARTNERSHIP SCHOOLS:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PRINCIPAL</th>
<th>ISAC</th>
<th>PHONE</th>
<th>FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gundagai</td>
<td>Jennifer Miggins</td>
<td>Alison Appleby</td>
<td>6944 1233</td>
<td>6944 2180</td>
</tr>
<tr>
<td>Young</td>
<td>Andrew Turvey</td>
<td>Tim Minehan</td>
<td>6382 1166</td>
<td>6382 1960</td>
</tr>
<tr>
<td>Tullibigeal*</td>
<td>Jacqui Dillon</td>
<td>Tim Small</td>
<td>6972 9105</td>
<td>6972 9267</td>
</tr>
<tr>
<td>NSBA</td>
<td>Shelly Riddell</td>
<td>Shelly Riddell</td>
<td>6753 2172</td>
<td>6753 2617</td>
</tr>
<tr>
<td>Lightening Ridge</td>
<td>Kerry Adamthwaite</td>
<td>Julie O'Donoghue</td>
<td>6829 0511</td>
<td>6829 0137</td>
</tr>
<tr>
<td>Hillston</td>
<td>Steve Chapman</td>
<td>Johana McCarthy</td>
<td>6967 2277</td>
<td>6967 2385</td>
</tr>
</tbody>
</table>
Chapter 3:

Roles and Responsibilities
Within the Lachlan Access Program there are several key persons whose roles are vital to the smooth operation and functioning of LAP.

The key personnel include:

- Principals
- Head Teacher Access (HTA)
- In School Access Coordinator (ISAC)
- Coordinating Teacher
- Cooperating Teacher
- In School Technology Support

The following pages outline the various roles and responsibilities of the key stakeholders in the Lachlan Access Program.

Management Committee
The effective operation of the Lachlan Access Program is reliant on the decisions made by the Management Committee. The management committee of the Lachlan Access Program consists of the following representatives:

- Head Teacher Access
- Core School Principals
- Core School ISAC’s

The management committee is responsible for the overall operation of the Lachlan Access Program by:

- making decisions regarding policy issues and resource expenditure
- approving curriculum
- approving staffing

The statements on the following pages indicate the range of responsibilities of each person within the Lachlan Access Program. These role statements serve as a guide for all staff however individual role statements should be negotiated with the Head Teacher Access in consultation with the Management group.
Principals in LAP

The principals of Access schools retain their customary responsibilities as per the Leading and Managing Schools Policy 2004 for the enrolment, welfare, discipline and progress of their senior students and the welfare and supervision of their head teachers and teachers of senior courses.

In addition, Principals

- attend LAP management meetings and/or Principals’ meetings as required
- are responsible for acting in a collegial manner within their program.
- as members of their management committees / program executives determine priorities and curriculum, set budgets, approve the management plan, select course coordinators, validate reports, annual financial statement and staffing allocations
- attend to the provision of all requirements of HSC monitoring and assessment for students.
- Access Program to be included in the School Management Plan
Head Teacher Access

The Access Program Coordinator has the responsibility of ensuring the smooth operation of the Access Program. The Head Teacher Access role attracts a 0.7 staffing entitlement from the State Access Staffing Pool and a further 0.3 is allocated to the Hub School to support a non-teaching position.

Specific responsibilities of the Access Program Coordinator may include:

**Administration**
- to keep records of student enrolments, course enrolments, and assessment gradings for all students in the Access Program
- to coordinate the formulation of the Access timetable
- to coordinate group activities such as student camps, special meeting days, excursions, study days and orientation for Year 10.
- to coordinate the purchase of resources from Access funds and the management of these resources by recording and monitoring
- to provide budget recommendations to the annual financial management committee
- to be responsible for the budgeting of the Program
- to maintain a central register of teaching and learning programs and examination papers where relevant
- to prepare an annual financial report for distribution to participating schools for publication in the ASR for the Hub School
- to recommend a staffing formula for the allocation of pool staffing to the management committee and to provide the School Staffing Unit with requested information
- to coordinate the selection of course coordinators each year
- to liaise with ISACS to ensure that technical problems are solved and that faulty equipment is repaired or reported
- to provide administrative reports as appropriate

**Communication and Collaboration**
- with head teachers, course coordinators, technology support staff and school coordinators to disseminate information regularly, referring problems as appropriate
- with Principals, School Executives and Education Directors with staff and students
- with each school by travelling as negotiated or needed within their Program
- with coordinators of other Access Programs to plan and organise statewide collaborative efforts
- to prepare agendas and minutes of management meetings and other associated management meetings actions recommended by all meetings
- to maintain a LAP calendar and distribute to key parties on a regular basis
- to manage the LAP website and associated learning platforms
- attend and report to the SAMG as per requested

**Supervision**
- of staff within the Program, in consultation with executive at local schools
- of senior teaching and learning programs in cooperation with head teachers and principals
**Research & Development**
- to conduct or coordinate research into new technologies, ideas for lesson delivery, professional development

**Assessment**
- to develop and implement the LAP Student Assessment Policy for both Preliminary and HSC courses
- to form guidelines to ensure that assessments are fair and equitable for all students across the Lachlan Access Program
- to maintain and monitor the Assessment Submission email account, and forward all assessments to the relevant teaching staff.
- to produce an examination timetable for each of the exam periods during the year to coordinate the reporting to parents process
- the management and collation of N Warning Letters
- to liaise with the Independent Examination Authority to purchase Preliminary Yearly, HSC Half Yearly and HSC Trial Exam Papers and associated stimulus materials.

**Professional Learning**
- to liaise with principals to ensure that training occurs for coordinators, co-teachers and systems administrators in Access-related areas according to the access program management plan.
- to ensure that teachers have access to appropriate support in the use of Video Conferencing Technologies.
- Communicate with all LAP staff about upcoming professional development opportunities
- Support staff in LAP schools to access Professional Learning, where at times there may be a new syllabus, change in texts etc.
- Provide support for network groups to meet on a regular basis to ensure all staff fell supported and experience collegiality

**Curriculum**
- matching the curriculum needs of students and the expertise of staff, and to meet those student needs wherever possible
- to recommend the curriculum annually to the management committee
- to determine policies concerning the program in cooperation with the management committee
- liaising with the HTA of other programs to ensure cross program enrolment can be achieved
- Developing access prospectus for potential Stage 6 Students to be distributed by all Core Schools

**Other Areas**
- to promote the Lachlan Access Program in a positive many across the greater NSW area.
- to cooperate with principals to ensure appropriate accountability procedures for the program
Local School Executive

The School Executive or as determined by the local Principal may be responsible for:

**Administration** - ensuring accurate completion of
- Board of Studies Preliminary and HSC Entry forms
- Board of Studies Preliminary and HSC Confirmation of Entry forms
- Board of Studies HSC Assessment Collection schedules
- Board of Studies Students with Disability forms for students at their own schools
- Board of Studies requests for special exam provisions
- Board of Studies “N” warnings and appeal forms
- all documentation to parents or caregivers relating to failure to complete assessment tasks, based on information provided by course coordinators
- VET and TVET management and coordination
- all documentation in connection with marking of projects or major works
- all arrangements for the conduct and accommodation of HSC examinations
- That all BOS entries are enrolled as studying out of 8346 Condobolin for all LAP subjects

**Students**
- the welfare of senior students at their own schools
- the discipline of senior students at their own schools (each school may have further internal arrangements)
- monitoring the course choices of their own senior students to ensure that all Department of Education and Training and Board of Studies requirements are met
- notifying the LAP office of student change of subjects
- issuing and coordinating at a local level the Stage 6 subject prospectus

**Teachers**
- the welfare of staff at their own schools
- in consultation with the Head Teacher Access the supervision of teachers per HSC Monitoring Requirements.
- supporting and supervising the school coordinator (ISAC) and technology administrator at their own schools
- assisting and supporting the planning of combined staff activities
- delivering sessions at combined staff professional development days

**Timetable**
- assisting in the development of the access timetable through ensuring subject selections are accurate and have been discussed with all parties
In School Access Coordinator (ISAC)

ISACS are responsible for the smooth running of the Access Program within their own schools. In some schools, the Head Teacher Secondary Studies acts as ISAC, however this is not mandatory. The ISAC role attracts a 0.1 staffing supplementation, which is allocated to schools through the access staffing pool.

The ISAC role may include:

**Administration**
- advising local school technology coordinator and Head Teacher Access (where necessary) of equipment failure and line faults
- supporting staff to log calls with the DET IT Support Desk on 188 824 737
- keeping records of bulletins, meeting minutes and role statements and ensuring that staff are aware of these
- ensuring assessment marks are recorded and sent to Head Teacher Access at the conclusion of each term
- enroll staff and students onto the LAP Moodle and provide associated in school support when needed
- assisting cooperating teachers with local arrangements for excursions organised from other sites
- ensuring correct procedures are followed for assessment tasks, including examinations within their own schools
- collating and proofing of LAP reports in home schools, and forwarding of these to the LAP office
- distributing assessment booklets to students and teachers
- ensuring that Year 10 students and their parents are informed about the Access Program

**Communication**
- liaising with other Access schools on behalf of students or teachers within their schools
- liaising with the head teachers and principal in their schools
- liaising with the Head Teacher Access
- disseminating information from other schools and from Head Teacher Access to their own students and staff
- informing Head Teacher Access of student course choices and any change to those choices
- informing Head Teacher Access of any in-school variations to routines
- ensuring effective internal communication procedures
- providing information regarding teachers’ allocations to Head Teacher Access

**Other**
- attending management meetings and other meetings as required
- monitoring student progress and welfare
- assisting with planning of combined student activities
Coordinating Teacher

Coordinating Teachers are responsible for the effective delivery of their course(s) to all students across the Lachlan Access Program. A coordinating teacher attracts a 2 period per cycle allocation to offset the addition administration time that may be required.

Their roles include:

Syllabus Requirements
- approval to teach subject area and where possible course specific codes
- apply knowledge and understanding of the relevant HSC syllabus and assessment requirements
- obtaining a copy of the current syllabus and KLA handbook pages and relevant BOSTES memoranda

Programming/Planning
- being responsible for the development and implementation of the teaching and learning program and distribution of the program to all schools involved in that course. (a copy should also be sent to the Head Teacher Access.)
- ensuring that the registration of work covered and evaluation of the program and units are recorded and forwarded to supervisor.
- ensuring that each school is supplied with a list of required resources prior to course commencement, where necessary providing each school with a list of additional resource materials that may assist students’ research and achievement in the subject
- providing a register/plan or overview, that ensures students, co-teachers, and Head Teacher Access are aware of work to be covered through videoconferencing and in-school lessons.
- monitoring student progress through the use of VC, email and frequent communication with cooperating teachers

Teaching
- in consultation with co-teachers, plan engaging lessons that provide opportunities for all students to participate and achieve to their potential
- teach for the entire VC lessons, students should not be given “early marks” the coordinating teacher has a Duty of Care to those students timetabled into VC lessons.
- organising or coordinating any excursions or field work relevant to the course
- liaise with co-teachers in the formation of units of work across network groups
- maintain effective communication with students
- continual evaluation of pedagogies

HSC Monitoring
- maintain an effective monitoring folder which is inclusive of all BOSTES requirements
- support cooperating teachers with copies of all documents to maintain a replica folder, to complete registrations etc. in
- make folders available for Head Teacher Access and curriculum Head Teacher to complete TARS processes
Assessment
- being responsible for the formation of the assessment schedules for their courses in consultation with network groups
- ensure a copy of the assessment schedule is forwarded to the Head Teacher Access in the required timeframe
- being responsible for the development, marking and recording of fair and equitable assessment tasks
- organising the setting of examination papers as well as their marking and recording
- ensuring that the minimum two weeks written notice is given for all assessment tasks and co-teachers are aware of requirements of the task.
- checking that the marking of major works (where a course involves external marking) has been organised by the individual schools
- forwarding assessment marks to the Head Teacher Access and co-teachers
- providing timely, effective and appropriate feedback to students and co-teachers
  Initiate the “N” warning process where necessary.

Liaison
- ensuring that the ISAC is aware of any concerns regarding students, assessment tasks, support from other schools etc.
- ensuring that the Head Teacher Access is informed of any needs, changes or problems occurring the course
- reporting any technical difficulties to the local technology coordinator or the ISAC
- maintain effective communication within networks and online learning platforms
- providing assistance to co-teachers or directing them to their head teachers or principals where appropriate
- providing an opportunity for any new co-teacher to be introduced to the rest of the staff involved in the course

Student Visits
- visiting students at remote sites at least once per term. Relief will be provide for 1 day per term
Cooperating Teacher

The role of co-teachers is vital to the success of the Lachlan Access Program. They deliver offline lessons and provide support to the course coordinator.

The level of support that they may give to the course coordinator varies according to factors such as the number of students in the course and the number of face-to-face lessons and the qualifications of the teacher.

The role of co-teachers is to:

**Teaching**
- Implement agreed teaching program to their students during face-to-face lessons as prescribed by the program
- follow up instructions from the coordinating teacher to the students
- assist the coordinating teacher where possible with programming, assessment schedules, excursions
- assist the coordinating teacher with marking of work where appropriate
- monitor progress of students and keep the course coordinator informed

**Assessment**
- conduct assessment tasks according to the agreed requirements of the program and the LAP Policies and Procedures
- ensure that security and fairness in assessment tasks is maintained by not presenting their students with any extra information concerning an assessment task other than that which has been supplied by the coordinating teacher
- complete appropriate paper work to indicate students have received a hard copy of all assessments, and maintain this information in a monitoring folder
- record when assessment tasks are submitted and assure they are returned to the Coordinating Teacher
- notify course coordinator of students who have missed a task
- initiate N warning process where required

**Administration**
- maintaining a HSC monitoring folder inclusive all teaching registration, assessments, units of work, student sign off sheets etc.
- maintaining daily class rolls and providing information to the coordinating teacher in terms of long term absences
- notify coordinating teacher of VOR of local school class members
- attend network meetings where required
- make regular contact and communicate regularly with your coordinating teacher
Technology Support Person

In some schools, a Technology Support Person or Coordinator may be identified to support staff in the use and upkeep of technology. A school may choose to provide an allocation to such a person out of the Access Staffing Budget.

The responsibilities may include:

- working in consultation with the ISAC and Head Teacher Access to ensure the care and use of all Access equipment
- assisting other staff and students in the use of the equipment
- assisting in the training of staff and students in the use of the equipment
- 'trouble shooting', identifying problems and notifying the Head Teacher Access where necessary
- attending technology in-servicing
- assisting with the research into and development of Access technologies
Chapter 4:

Curriculum & Staffing
LAP Curriculum Development

Each year the Lachlan Access Program establishes a curriculum team, who oversee the process of curriculum development, subject selection and timetable creation.

LAP office and curriculum team develop a Stage 6 prospectus and distribute to all core schools.

Core schools conduct student and parent information sessions.

Year 10 students make initial selections.

Schools provide selection information to the curriculum committee.

The curriculum committee meets to establish viable courses to be delivered across the VC network, and lines are established to support the best fit across all schools.

Curriculum committee select coordinating teachers in consultation with faculty head teachers.
Staffing Allocation

The amount of teacher time available to the Lachlan Access Program as a whole and then to each school within the Program is determined wholly by the staffing generated by the number of senior students studying through LAP and the supplements which are allocated by the Department of Education and Communities for Access Programs.

It is not possible to finalise curriculum, coordination, teacher or course allocation or even classes without knowing how much teacher time is in the pool of Access staffing for the Access Program.

Staffing terms and scales

The basic unit on which teacher staffing for senior secondary students is calculated is a full time student. A full time student is one who studies 11 or more units of Preliminary or HSC courses.

All full time students in Preliminary and HSC years in NSW schools attract a base staffing multiplier, a general scale entitlement, of 0.129 per student. This general scale entitlement (general secondary upper) does not vary for Access schools. Every full time Access Program student earns this multiplier regardless of the total number of Access students in any one school or the whole Program.

Many schools have part time senior students who do not study a full load (11 + units). The staffing entitlements of these students are fractions of a full time student’s entitlement. The number of units studied by the part time student is converted to a fraction - an equivalent of full time student enrolment. This figure is commonly referred to as the full time equivalent (FTE).
Calculation of Staffing in LAP

(A) First calculate the total staffing pool:

- 0.129 per full time equivalent (FTE) - general scale entitlement
- 0.089 per full time equivalent - distance education supplementation

(B) Calculate the Access supplementation

- 0.5 - Access Program Coordinator supplement
- 0.4 – Resource Supplement
- 0.1 per school - Access supplement

(A) + (B) = Lachlan Access Program staffing pool

Base Staffing Allocations

<table>
<thead>
<tr>
<th>To HUB School only</th>
<th>To ALL Schools</th>
<th>Coordinated Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5 Access Program Admin Head Teacher</td>
<td>0.1 Library/Resources Supplement</td>
<td>0.1 for each coordinated subject out of each school</td>
</tr>
<tr>
<td>0.2 Head Teacher Release</td>
<td>0.1 ISAC Allowance</td>
<td></td>
</tr>
</tbody>
</table>

calculate where appropriate from each column then add to get each school’s base allocation

Remaining Staffing

a) staffing pool - total of base allocations = remainder
b) the remainder ÷ the Access total FTE students = the share per student
c) share per student X each school’s FTE Access enrolment = each school’s remainder allocation

The final numbers are then allocated to core schools to support and promote the success of the Lachlan Access Program at the management committee discretion.
Chapter 5
Financial Operations
Budget Development

The Head Teacher Access is responsible for the development of a draft working budget. The Management Group will ratify the budget estimates at the first management meeting of Term 1 each year.

Budget dissections will include:

- Casual Relief
- Staff Travel
- LAP Car Expenses
- Consumables
- Excursions
- Equipment Maintenance and Replacement
- Sentral/Moodle Server
- Educational Resources
- Professional Development
- Management Meetings/Catering
- Publicity and Promotion

All finances for the Lachlan Access Program are held in trust at Condobolin High School and are managed in consultation with the School Admin Manager, Business Manager and the Head Teacher Access.

There is also an Access Trust Account being held at Peak Hill Central School, which is managed by the Rural and Distance Education Group. This is held in trust to fund major technology upgrades across NSW Access Programs.
Funding Requests

LAP in partnership with core schools supports the purchase of teaching resources, for implementation into teaching programs. Teachers are encouraged to forward plan in their network groups to ensure resources are utilized for a period of time.

LAP will purchase a text for each school, thus allowing duplication to occur onsite. Schools will need to meet the costs of class sets of texts, practical consumables etc.

The following guidelines should be followed when requesting funding:

- Requests to be made on the LAP funding request form. (Purple)
- Will be processed at the discretion of the HT Access, and all orders placed through Condobolin High School.
- Please include a printout, email, pricelist, supplier details etc. - outlining cost of the resource. If you do not have this the resource will be sourced through Condobolin High School suppliers.

The Head Teacher Access will then distribute items to core schools and maintain a register of purchased items.
Casual Relief Claims

Teacher relief will be provided to schools based on the following principles:

- 100% Casual relief will be paid for staff attending a management meeting
- 100% Casual relief will be paid once per term for coordinating teachers to visit cooperating schools or to host a study day etc.
- 50% Casual relief will be paid for a cooperating teacher once per term to attend study day, transport students etc.
- 50% casual relief will be paid for up to two staff per school to attend HSC/Prelim Planning Days.

All casual relief invoices are to be forwarded to HT Access C/- Condobolin High School. Invoices for casual relief must be accompanied by an ECPC printout, outlining the casual employed on the day.
Claims

Throughout the term, teachers may need to make a claim in order to reimburse them for cost associated with working in the Lachlan Access Program.

This may include travel claims, claims for materials etc. The following guidelines have been developed to support staff in making claims and ensuring they are processed in a timely manner:

**Request for reimbursement/payments:**

- All invoices to be made out to Lachlan Access Program c/- Condobolin High School, PO Box 237 Condobolin, NSW, 2877
- All requests to be submitted prior to the end of the term they occurred. Late invoices will not be processed. Staff and schools are encouraged to submit requests as soon as they incur a cost on the appropriate forms.
- All requests for Casual Cover Claims must be accompanied by an ECPC printout, outlining the date, name of the absent teacher, name of the casual used to cover the teacher. Casual claims will not be processed without these details.
- All travel claims to be on appropriate forms and the submission requirements are as above
Chapter 6
Online Learning
Moodle

The Lachlan Access Program has a Moodle server based at Ungarie Central School, which allows staff and students to engage in an online learning environment.

Each core school has allocated Moodle Administrators who are able to enroll new staff and students. Administrators are also able to reset passwords and logins.

A coordinating teacher should provide the Moodle administrators with students email addresses to ensure the enrolment process happens in a timely manner.

Administrators can edit the whole site including the creation and deletion of courses, allocation of roles within courses and perform individual course or whole site backups.

Once a coordinating teacher has developed a Moodle, they have full editing rights within the course.

The link to the Moodle site can be found on the www.lap.schools.nsw.edu.au website.
LAP Website

The Lachlan Access Program Website is maintained by the Head Teacher Access. The website is [www.lap.schools.nsw.edu.au](http://www.lap.schools.nsw.edu.au). This website is inclusive of all operating forms, timetables, VMR numbers and LAP news.

Staff, students and community members are invited to visit the website as a first port of call for information pertaining to the Lachlan Access Program.
Chapter 8

Assessment
Assessment in LAP

The Board of Studies recognizes LAP as a separate “school” for the purpose of Assessment and HSC examination.

A Coordinating Teacher is responsible for the overall coordination and organization of a course within the LAP Program. A co-teacher is responsible for the teaching of that course within their school.

All students, regardless of the school at which they are enrolled, are members of one LAP class. Each Assessment task is undertaken by all students within that class, marked by a single teacher, or joint marked and each student is ranked within the whole LAP class.

LAP HSC ASSESSMENT POLICIES AND PROCEDURES

The Number and types of tasks to be used:

- 2 Unit courses: Three to five tasks including the Trial HSC.
- 1 Unit courses: Two to three tasks.

Note: No task less is to be worth less than 10% or more than 40%. Examinations cannot make up more than 50% of the school based assessment mark.

(Excluding specific syllabus requirements)

The types of assessment tasks to be used:

- Each course will comply with the suggestions found in the Assessment section of each Syllabus.
- Tasks should be developed to provide evidence of achievement across a wide range of outcomes.
- Tasks should be developed to provide evidence of achievement of outcomes not able to be adequately assessed in an external examination.

Students will be informed in writing of their assessment schedules prior to commencing the HSC course:

- During the first week of course presentation, students will be formally introduced to that Years Assessment Handbook which will include the number and nature of tasks and the timeframe in which they are due.
- Students, Teachers and Head Teachers will be required to sign an acknowledgement of receipt and understanding of requirements.
Scheduling of tasks will occur in a coordinated way:

- The Preliminary Yearly Examination and the Trial Examination will be the Final assessment items in each course, unless there exists a Board of Studies specified task submission date that lies outside this period.

- Stage 6 Planning Meetings will occur late in Term 3 (HSC) and Term 4 (Prelim) to compose the Stage 6 Assessment Schedules, Units of Work and Scope and Sequence.

- All course coordinators will be issued with a draft assessment calendar, of which they must schedule their tasks. Tasks will be scheduled across the entire length of the assessment period, avoiding a ‘bunching effect’.

- All amendments to the time of Assessment Tasks are to be approved by the HT Access.

Adequate notice of the timing of Assessment Tasks will occur:

- Each assessment task / notification will be distributed to every student at least two weeks prior to the due date.

- A common assessment task notification proforma (see Proforma 1) is to be used by the coordinating teacher which requires the student to acknowledge receipt of the notification. The receipt of notification is to be suitably filed by the teacher at the student’s school.

The student is absent from school when the assessment information was distributed:

- Students are to be made aware that on the day they return, it is their responsibility to investigate any requirements made of them during their absence.

- The student may wish to apply for an extension or for illness/misadventure, and as such should follow the appropriate appeal procedures.

The submission of tasks:

- All tasks must be converted to PDF and emailed to westernlap@det.nsw.edu.au before 9.00am on the due date.

- Student tasks should be emailed with delivery and read receipt.

- Tasks completed during school e.g: exams, practicals, orals etc must also be accompanied by a cover sheet. Any written component must be submitted to the westernlap@det.nsw.edu.au prior to 9.00am on the due date.

- Students submitting major works, posters, process diaries, portfolios. etc. will be required to submit to the front office prior to 9.00am on the due date.
• Cover sheets will indicate submission requirements.

**Teacher absent on the day the task is due:**

• Tasks that require the teacher to be present e.g.: orals, practical etc (not exams), may be delayed for no longer than three school days for the return of the class teacher. Absences for longer than three days will require:

  1. The course coordinator or co-teacher from another school to travel and conduct assessment. One days’ notice is required by students.
  2. The task to be conducted using video-conference with a supervising teacher. One day’s notice is required for students.
  3. An alternative task conducted when class teacher or qualified replacement teacher returns. Due date of alternative task requires 2 weeks notification.

**Students who hand in work late:**

• Tasks are required to be submitted to westernlap@det.nsw.edu.au (emailed in PDF form) by 9.00am on the first day of the teaching week. The N Warning process is initiated at 9.01am.

• Tasks required to be completed during a predetermined time during school hours will equate to the time in that same day, the supervising teacher declares the lesson has completed.

• The student who submits an Assessment Task late will receive a ‘0’ as well as a Non-attempt – warning letter.

• A student who feels they have a valid reason for failing to submit a task may apply for Illness/Misadventure through the correct process.

**Student absence from tasks**

• The Board expects students to attempt all assessment tasks set.

• The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course.

• If a student is aware of being absent on the day in which a task is to be scheduled within school hours, they should approach their class teacher to discuss the possibility of attempting the task at an earlier time. If this is not possible, the student should apply for an extension. Extensions on the grounds of illness must be accompanied by a relevant Doctor’s Certificate.

• If a student is absent from an assessment task that is scheduled to occur within school hours, has not applied for an extension in a timely fashion, they will have a Non-Attempt registered for that task. An ‘N’ award letter will be posted to the
student and their carer detailing the requirements to be followed to attempt an alternative task. Submission of an alternative task will result in the registered N.A. being changed to a zero.

- If a student is absent from an assessment task that is scheduled to occur within school hours and has their application for an extension accepted the following will occur:
  - the student will attempt the original task on their return if it is deemed by the HTA and coordinating teacher that no advantage has been gained from other students

OR

- the student will attempt an alternative task following one week’s notification of the due date from the date of the student’s return

- If a student is absent from school on the day the assessment task is due the following will occur:
  - the student may submit the assessment task before the due date.
  - the student will submit the task on the day of their return and will receive a ‘0’ if an extension is not granted by the HTA in consultation with coordinating teacher.
  - the student will organise for the incomplete task to be submitted by the due date thus allowing marks to be attributed to work completed. If an extension is applied for and granted for the remaining section of the task, no marks will be penalized if this section is submitted within an agreed time span, suitably being one day.
  - A N-Warning Letter will be posted to the student and carer within a reasonable time of the due date detailing an alternative task.
  - On submission of this alternative task, a zero will replace the recorded “N.A.” on the student’s record.
A student’s prolonged absence with leave:

- The principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

- If the period of leave falls over a scheduled assessment period, the student must discuss with their class teacher the possibility of either conducting the task under alternate supervised conditions or posting the completed task with the post date clearly visible.

- If a task can be conducted under alternative supervised conditions, the course co-ordinator will discuss with the HTA the most appropriate way for this to be accomplished. The student will be notified of arrangements before the period of absence.

- If the above arrangements are not deemed suitable by the course coordinator the student may:
  - attempt an alternative task on their return
  - or, as a last resort, have the marks of the remaining tasks re-calculated to accommodate the absence of this task.

- The student may complete the assessment task before taking a period of prolonged absence

Occasions when estimates are given or substitute tasks administered:

- Substitute tasks may be administered for the following reasons:
  - A student has been granted an extension
  - The courses coordinator, in consultation with the HT Access, may decide a substitute task is required if the original task did not allow the full range of marks to be awarded or the task was ineffective in some other way.
  - In the case of malpractice, the Principal may deem that the offense was not serious enough to incur a zero and a substitute task will be administered.
  - A student has transferred into the course after the commencement of the Assessment Period.
• An estimate mark will be given as a last resort. If the estimate mark will be calculated as follows:

“The gap between the student’s accumulated marks from the preceding tasks will be the gap between the marks allocated to the absent student.”

• An estimated mark may be given following a period of prolonged leave.

*Occasions when zero marks will be awarded:*

• If the course coordinator, in consultation with the co-teacher, is of the opinion that the student did not make a genuine attempt at a task.

• If the course coordinator, in consultation with the co-teacher, is of the opinion that serious malpractice such as plagiarism and cheating at examinations has occurred.

• A student submits a task following the due date without an extension granted.

*Invalid tasks / parts of tasks or non-discriminating tasks:*

• Occasionally, assessment tasks may not function as required, do not adequately discriminate between students and incur problems with the administration. If any of these occasions present themselves in the opinion of the course co-ordinator, in consultation with the HTA, course co-ordinator and school principal, then the following is to apply in order of preference:

  - An additional task or part of a task required, giving students at least two weeks notice of the due date with an appropriate percentage weighting. Reducing the weighting of the task of concern and re-calculating the weighting of the remaining tasks.
  - The task discarded completely and the weighting of the remaining tasks re-calculated.
  - An alternative task is devised, giving students at least two weeks notice of the due date.

The HT Access, will liaise with the Principal and Coordinating teacher to determine a suitable outcome.

*Special Provisions:*

• Students studying a Life Skills course will undertake assessment activities according to their individual education program.

• Special provisions may be made by the Principal for students with identified needs. If appropriate and suitable, the provisions allowed for in-school tasks could be the same as those the student will have in the Higher School Certificate examinations. The judgment of the school counselor should be taken into account by the Principal before allowing special provisions to be made.
• The course teacher or co-ordinator will indicate in the appropriate place on the Notification of an Assessment Task proforma. The course teacher should indicate that special provisions were used in attempting the task, on the Assessment Task Cover Sheet.

• Students who have a pre-existing condition that may manifest itself during the attempt of an assessment task e.g. asthma, should complete an illness/misadventure form. Conditions such as these do not constitute an application for special provisions.

Procedures to be followed when dealing with malpractice in tasks

• Malpractice includes cheating in exams, plagiarism, submitting work composed by someone other than the student and any other activity that will result in an academic advantage of the perpetrating student over another.

• Any student proven to have acted with malpractice will incur the following:

1. A zero mark will be allocated for that task on the student’s record.
2. A warning letter will be posted to the student and their carer detailing further responsibilities required of the student.
3. The student will be subjected to the procedures of their School’s Discipline and Welfare Policy.
4. In some circumstances, the Principal may deem that the offense was either not intentional or of a less serious nature and an alternative task will be administered under strict supervision.

Procedures to ensure the security of records of all marks awarded for assessment tasks:

• The following procedures will be followed in the collection and recording of assessment marks:

1. The course coordinator, or nominated teacher, will mark all tasks and record results in an appropriate form e.g: the mark collection section of a Teacher’s Day Book.
2. The results of the assessment tasks will immediately be forwarded to the LAP Office for electronic recording.
3. A computer generated hard copy will be filed in the Assessment Recording Folder in the office of the HT Access.
4. Assessment marks will be recorded in each school according to their respective Assessment and Reporting Policies.
Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course

- For students who transfer into a school after the 30th June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

- Assessment Tasks to be completed after the 30th June within LAP will be attempted and marks posted to the previous school. Close liaison between HT Access and the student’s previous school will ensure an accurate school assessment mark is posted to the BOS.

- Units and/or Elements of Competency acquired in Frameworks courses will be directly credited to the students new assessment record providing a qualified assessor from an RTO has signed off on the aforementioned competencies.

Procedures for students who enter the HSC course after the commencement of the HSC Assessment Program:

- Students are to transfer subjects at the earliest possible date.

- An estimated mark will be allocated at the completion of the course. The estimation of a mark will follow the same procedure as is mentioned previously for any missed assessment prior to enroll.

Procedures to monitor the provisional entry of students into HSC courses:

- The Principal may allow a student who has received an ‘N’ determination in a Preliminary course, to proceed to an HSC course provisionally while concurrently satisfying outstanding Preliminary course requirements. Principals will, however, be required to confirm at the time of the HSC entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC is valid.

- The student’s school record card will indicate information pertaining to the submission of assessment tasks, the distribution of warning letters, any ‘N’ determinations and satisfactory course completion acknowledgement.

- If an 'N' determination has been awarded, the student's school record card will indicate the requirements and due dates for any outstanding work alongside the requirements of the HSC course.

- The student file will be available to Principals to confirm satisfactory completion of both the Preliminary and HSC course.
Procedures for dealing with the assessment of accelerants and accumulants:

- Students who have the approval of the Principal to undertake Preliminary and/or HSC courses (except VET Framework courses and Beginners Language courses) in advance of their usual cohort or in less than the Board’s stated indicative times will have an individualised assessment scheduled.

- Students who are deemed as accelerants will attempt assessment tasks of the same genre but with alternative requirements.

- Students who are undertaking an approved pattern of study that allows an accumulation of courses within a five year period will have information recorded on their student file to this effect.

- Students accumulating courses will receive yearly Recognition of Achievement notification from the Board following entry by the Principal from the school in which they are enrolled.

- All rights and responsibilities as outlined in the LAP assessment policy will apply to accelerant and accumulant students alike.

Marks to be awarded for an assessment task:

- On all occasions, coordinating teachers will ensure that the full range of marks will be reflected in the marking guidelines to allow acknowledgement of responses detailing more complex development and higher order achievement. The marking guidelines will also outline the low marks for a basic level of achievement.

Level of discrimination used when applying standards:

- On all occasions, coordinating teachers will develop comprehensive marking guidelines that adequately discriminate between the achievements of the students.

Feedback to be given to students in relation to the standards:

- Coordinating teachers and co teachers will be encouraged to incorporate the standards packages into their general teaching program.

Will students be given an indication of their general progress?

- Students will formally be informed of their general progress following the half-yearly and yearly examination period. The details of the information are as indicated below:
  - cumulative assessment rank
What procedures will be established for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC exams?

- Upon request to the course of the school in which the student is enrolled, the student will be issued with their Assessment Rank Order Advice which is readily obtainable from the Schools Online website.

What procedures are in place to monitor satisfactory completion of a course?

- The HT Access is responsible for the central recording of assessment marks and BOS entries for the Lachlan Access Program.
- The HT Access is responsible for the compilation of warning letters or at request of coordinating teachers for LAP subjects.
- Within three school days of a due date, The HT Access will process ‘N’ warning letters to the Principal of the school in which the student is enrolled.
- The HT Access will supply the Coordinating Teacher and Principal with a copy of the ‘N’ Warning letter.
- It is anticipated that the principal will sign and distribute the ‘N’ warning letters within two days of receipt.
- The principal will then return a copy of the signed ‘N’ warning letter to the HTA teacher, and place on the school file.
- Within a timely period of approximately five weeks, the coordinating teacher and/or the class teacher may have concerns regarding the satisfactory completion of a course by one or more of their students, for example, high rate of absenteeism, failure to complete class work etc. The coordinating teacher or the class teacher is required to request the compilation of a warning letter from the HT Access.
- HT Access to liaise with Principals at the end of each term outlining students at risk of non-completion of subjects.

What procedures are in place to inform parents when students have failed to submit or undertake assessment tasks?

- The Principal of the school in which the student is enrolled will distribute any ‘N’ warning letters to the student and their carer(s). Distribution may be either by mail, hand delivery or at a parent/principal interview.
What procedures will be used to warn students who are in danger of being given an 'N' determination?

- Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

- Any student who fails to submit and assessment task by the due date will have a warning letter posted to themselves and their carer in a timely manner.

- Following a timely period of approximately five weeks a coordinating teacher may request a warning letter to be distributed to a student who is not applying themselves with diligence and sustained effort to the requirements of the course, irrespective of their submission of formal assessment tasks. The HT Access will initiate the warning letter and distribute such as is mentioned above.

- The student will be counseled within the school in which they are enrolled as according to their school’s Welfare and Discipline Policy.

What procedures will be used when disputes arise over assessment tasks?

- Following an unresolved discussion with the class teacher, the dispute will be investigated in a consultative manner between the HTA, ISACS of the school in which the student is enrolled and the Course coordinator. In the event that the course coordinator is not the appropriate person, an executive from another school will be invited to form a team to resolve the dispute.

- All stake holders will be required to discuss their views.

What procedures will be established for conducting school reviews of assessment?

- School reviews of assessment can only occur following the final examination for the student and who has requested their Rank Order Advice.

- Following a request by the student, the Principal of the school in which the student is enrolled will form a panel consisting of an executive member, HT Access and/or the Coordinating Teacher. The procedures for review will be implemented and the student notified of the results of the review, by their principal.
What procedures will be established for handling appeals to the Board? How will the relevant documentation be processed?

• Following a successful appeal to the Board by the student, the Principal of the school in which the student is enrolled will form a further review panel consisting of an executive, HT Access and/or coordinating teacher and/or a Principal from another school.

• The responsibility of informing both the student and the Board of Studies lies with the Principal of the school in which the student is enrolled.

Where in the school can student, parents and staff go for advice?

• Students and parents will always be welcome to discuss any issues with the executive of the school in which the student is enrolled.

• Students and parents will be made aware of where the ACE manual can be accessed including the BOS web site. This information will be included in the Students Assessment Policy and Schedule.

• Staff may access advice firstly from their in-school supervisor and secondly, the HTA. Further advice may be obtained from the LAP Manual, the ARC Packages, the Board of Studies Liaison Office, and the Regional Vocational Educational Consultant.

What procedures are in place to convey to students, parents and teachers information about the Board’s Assessment moderation, judging and alignment procedures, as well as information on university scaling of marks for ATAR purposes?

• Students and Carers will be informed of the BOS assessment moderation, judgment and alignment procedures as well as information on university scaling of marks for ATAR purposes at any or all of the following occasions:
  - The Course Selection Information Session when the student is in Year 10.
  - The information session when the Student’s Assessment Policy and Schedule is distributed.
  - At individual sessions conducted by the Careers Advisor.

• Teachers of Stage 6 courses will undertake a yearly staff development session on assessment and reporting best practice procedures typically late in Term 3. At this session, teachers will be informed of the Board's Assessment moderation, judging and alignment procedures, as well as information on university scaling of marks for ATAR purposes. Typically, the Board of Studies Liaison officer will be invited to attend and present the aforementioned information and answer any questions.
What are the features of quality assessment tasks?

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

Assessment tasks should:

- focus on outcomes

- give students the opportunity to demonstrate what they know and can do and assist their learning

- be valid and reliable, measuring what the task to assess and providing accurate information on each student’s achievement

- allow for discrimination between the performances of individual students.

The effective marking of assessment tasks requires:

- marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark

- a mark range that allows for discrimination between the performances of individual students

- a shared understanding of the demands of the tasks among the teachers responsible for the marking

- consistent application of marking guidelines.

Feedback and reporting on student progress and achievement should be:

- meaningful and constructive, designed to assist students to improve their performance

- linked to the specific outcomes and marking criteria addressed by the task

- provided in a timely manner.

Marks for individual assessment tasks and records of competency should be:

- recorded by the teacher responsible for marking the task

- checked to ensure any marks for various parts of a task have been correctly totalled transferred to a file or record containing the marks awarded for all tasks for all students in the course

- maintained in a secure and safe location.
Monitoring Folders/Evidence File:

Both Coordinating and Cooperating Teachers are required to keep detailed records of student performance. These records include and are not limited to:

- Program
- Registration
- Assessment Tasks
- Ranks and Grades
- Scope & Sequence
- Assessment Schedule
- Record of Attendance
- N Warning Letters
- Reports

These records will provide supporting documentation in the case of an appeal to ensure due process has been followed.