

Standard of Service Overview

This standard of service is designed to help students, families, teachers understand the services offered by Riverside Distance Education School. Riverside Distance Education is Queensland's longest serving independent school of distance education, which uniquely places Riverside as a premier P-12 Distance Education provider to home schooling families. The world has vastly changed since the inception of our Distance Education School in 1987 and during this time Riverside has continued to re-invent itself and to remain abreast of the significant educational changes within this ever changing world which Riverside Christian College has quickly responded to these changes, resulting in the service we offer today.

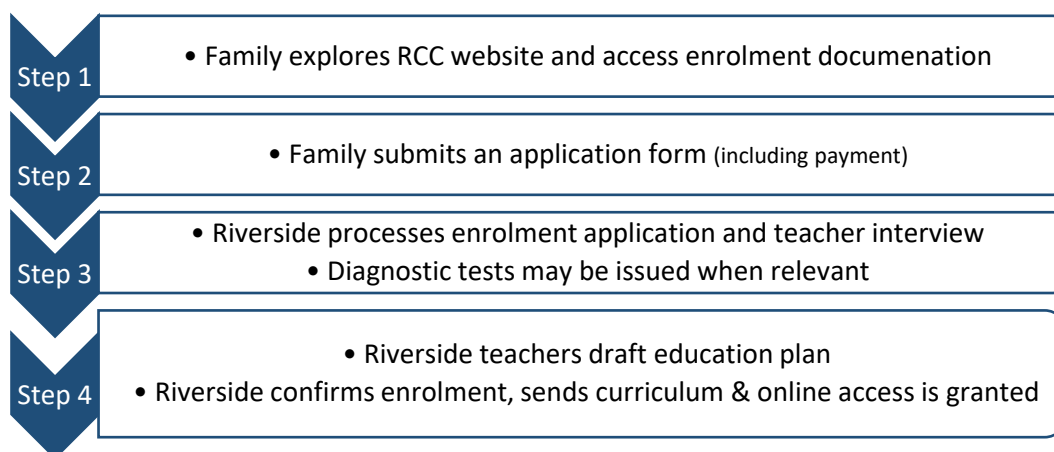
This standard of service outlines the Prep-Year 10 Standard of Service and the Senior Phase Standard of Service.

Prep – Year 10 (to Term 3)

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Enrolment Process

While each child is individual and each family has their own unique circumstances surrounding their enrolment, as a general rule the following stages are experienced during the enrolment phase.



Teaching Methods (including Interactive)

Riverside Christian College uses a range of teaching methods and vary depending on the individual enrolment context, phase of learning, access to technology, teacher, subject and year level. The teaching methods listed below are used in Prep through to Year 10 and as students' progress through the year levels, engagement in interactive modes become more critical.

A wide range of interactive teaching methods are used to establish two-way communication during the teaching and learning process:

- Instructional, resources and parent workbooks & resources
- Online course space (Learning Management System)
- Live webinars
- Pre-recorded sessions
- Discussion forums, blogs etc.
- Interactive learning objects, quizzes and other LMS functionalities
- Tutorial sessions
- Emails
- Telephone

Communication Procedures

Distance education to home-based learners requires efficient two-way communication methods between teacher/student and teacher/home tutor. It is essential that all key stakeholders maintain regular communication with each other. Below outlines the communication methods used to facilitate this important two-way communication process.

Communication procedures (Monday to Friday term time, at a minimum)	
Student role	<ul style="list-style-type: none"> Log in to the LMS Attend to daily work assignments Complete all formative assessments Actively participate in live sessions and tutorials Ask for help and additional feedback when required Collaborative with peers Complete and submit by the due date all summative assessments
Tutor role	<ul style="list-style-type: none"> Provide a suitable learning environment and educational technology resources (including data) Assist student in making daily and weekly learning goals Assist student in seeking help Contacting staff early when additional help is required Ensure students complete all formative work Ensure students submit all summative work by the due date
Teacher role	<ul style="list-style-type: none"> Provide a robust course content throughout the course Provide teacher presence by daily attending the course space Answer emails and phone calls Conduct weekly online sessions and tutorials Provide formative feedback on work samples Provide formative feedback on assignment drafts Provide feedback on summative assessments Write a formal report at the end of each semester
School leaders roles	<ul style="list-style-type: none"> Administration staff to assist with day to day operational matters Year level coordinator to provide initial support with general year level matters Deputy Head of College to assist in identifying solutions to ongoing barriers to learning Head of Department to assist in unresolved barriers to learning

Feedback, Assessing & Reporting

Feedback, assessing and reporting on student progress is a critical aspect to distance education. Below outlines the feedback, assessing & reporting processes.

Feedback, Assessing & Reporting	
Feedback	Feedback is provided to families as outlined in the communication table above.
Due Dates	Due dates are important and students should achieve these designated dates. If a student is unable to achieve a due date it is their responsibility to submit an extension to the Deputy Head Of Department.
Reports	Reports are issued twice a year at the end of each Semester and based on the evidence collected during the semester, with significant importance to the summative assessment items.
Extensions	Extensions are in negotiation with the Deputy Head of Distance Education within the guidelines established by the QCAA.
Exit	Upon successful completion of Prep- Year 10 the school will follow the QCAA requirements for reporting on a student.
Early Exit	If a student transfers to another school, Riverside will work with the new school in transitioning the student for the remainder of their learning.

Senior Phase (Term 4 Year 10 – Year 12)

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The Senior Phase of Learning

The senior phase of learning includes the final years of a student's formal secondary education (Year 10 [Term 4] – Year 12). Curriculum delivery changes significantly for this phase of learning as students need access to specialist teachers with speciality qualifications and the use of technology to deliver the curriculum becomes mandatory for these school years. While the role of the specialist teacher and use of technology rapidly increases at this phase, the role of home supervisor does not change and a commitment to monitor, supervise and assist the home educated students in the senior phase is crucial.

Timetabling is not relevant for home schooled students, however the school strongly recommends implementing a routine that students can engage in their studies. In some instances students are required to log in for live sessions and learning routines should be planned around these sessions.

Outcomes from this phase of learning:

Senior phase of learning outcomes	
Queensland Certificate of Education	attesting to a significant amount of learning at a set standard and meeting literacy and numeracy requirements
Senior Statement	the record of all learning achievements banked by the student completing Year 12
Tertiary Entrance Statement	showing a student's overall position (OP) and field positions (FPs) based on overall achievement in Authority subjects
QCIA	for students on an individualised learning plan
VET certificates	certifying competence in a course or qualification level

Study options for this phase of learning:

Senior phase of learning study options	
Authority subjects	<ul style="list-style-type: none"> Based on syllabuses that have been approved and issued by the QCAA Results in Authority subjects can count in the calculation of OP and FPs; these are the most common selection devices used by the tertiary sector
Authority-registered subjects	<ul style="list-style-type: none"> are developed from Subject Area Syllabuses (SAs) and generally include substantial vocational and practical components
Awards and certificates	<ul style="list-style-type: none"> qualifications from music, dance and speech and drama organisations, such as the Australian Music Examinations Board (AMEB) and Royal Academy of Dance (RAD) coaching qualifications for Rugby Union community service awards such as Duke of Edinburgh or Drive-for-Life programs The International Baccalaureate — the International Baccalaureate Diploma program is the only one recognised as contributing credit to the QCE
Tertiary studies	<ul style="list-style-type: none"> study one or two subjects at a university complete advanced diploma or diploma modules — up to eight modules can be credited to the QCE
SBT's & SBA's	<ul style="list-style-type: none"> participate in the workforce in the "on-the-job" component of their apprenticeship and start the VET certificate embedded in their apprenticeship

SETPlan

A SET Plan maps what a student will study and learn during the senior schooling years (Years 11 and 12). It is an agreement between the student, their parents/carers, and the school. The SET plan (SETP) helps young people identify and plan their own pathway through education and training in senior schooling. It also helps students make good choices about what, where and when to study. The school is responsible for guiding young people through the process of drafting their SETP, parents and students are responsible for assisting the school in this process by choosing suitable subjects for the student and submitting a subject selection form and signing the SETP. There is always the option to change the learning direction.

Interactive Teaching Methods

A wide range of interactive teaching methods is used to establish two-way communication during the senior phase of learning including:

- Online course space (Learning Management System)
- Live webinars
- Pre-recorded sessions
- Discussion forums, blogs etc.
- Interactive learning objects, quizzes and other LMS functionalities
- Tutorial sessions
- Emails
- Telephone

Communication Procedures

Communication between teacher/parent and teacher/student occurs during the teaching and learning process. Teachers use the following range of methods to track and monitor student progress with all stakeholders responsible for the following roles:

Communication procedures (Monday to Friday term time, at a minimum)	
Student role	<ul style="list-style-type: none"> • Log in to the LMS • Attend to daily work assignments • Complete all formative assessments • Actively participate in live sessions and tutorials • Ask for help and additional feedback when required • Collaborative with peers • Complete and submit by the due date all summative assessments
Tutor role	<ul style="list-style-type: none"> • Provide a suitable learning environment and educational technology resources (including data) • Assist student in making daily and weekly learning goals • Assist student in seeking help • Contacting staff early when additional help is required • Ensure students complete all formative work • Ensure students submit all summative work by the due date
Teacher role	<ul style="list-style-type: none"> • Provide a robust course content throughout the course • Provide teacher presence by daily attending the course space • Answer emails and phone calls • Conduct weekly online sessions and tutorials • Provide formative feedback on work samples • Provide formative feedback on assignment drafts • Provide feedback on summative assessments • Write a formal report at the end of each semester
School leaders roles	<ul style="list-style-type: none"> • Administration staff to assist with day to day operational matters • Year level coordinator to provide initial support with general year level matters • Deputy Head of College to assist in identifying solutions to ongoing barriers to learning • Head of Department to assist in unresolved barriers to learning

Assessing & Reporting

Assessment submissions, reporting, exiting students is achieved through the QCAA guidelines.

Assessing & Reporting	
Due Dates	Feedback is provided to families as outlined in the communication table above.
Reports	Due dates are important and students should achieve these designated dates. If a student is unable to achieve a due date it is their responsibility to submit an extension to the Deputy Head Of Department.
Extensions	Reports are issued twice a year at the end of each Semester and based on the evidence collected during the semester, with significant importance to the summative assessment items.
Exit	Extensions are in negotiation with the Deputy Head of Distance Education within the guidelines established by the QCAA.
Early Exit	Upon successful completion of Prep- Year 10 the school will follow the QCAA requirements for reporting on a student.

End of Standard of Service