Students enrolled in 2012 wanting to continue with the DECV in 2013 will need to re-enrol for the 2013 school year by completing a new application form and supplying updated supporting documentation or Regional Manager’s approval.

When enrolling be mindful that the actual course for Years 7-9 starts on Monday 11\textsuperscript{th} of February 2013 for Semester 1 and Monday 15\textsuperscript{th} of July 2013 for Semester 2.
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Introduction

It is an expectation that students enrolling at the Distance Education Centre Victoria will have access to the internet. Most subjects require students to access the school online environment to satisfy the subject requirements. Additionally, email is frequently used by students, teachers and parents to communicate about the student’s progress.

Some subjects are exclusively online and if students don’t have access to the internet they should not enrol in those subjects.

Please read the “Course Outlines” in this booklet to identify those subjects.

The Distance Education Centre is Victoria’s major provider of distance education courses from Foundation to Level 12. It delivers programs to more than 3000 students each year.

The programs are designed to meet the educational needs of students whose circumstances prevent them from accessing courses at regular schools. Distance education was traditionally established for people from isolated areas. It now caters for a much broader group of people who find it difficult to attend the typical school classes. Below are examples of possible circumstances in which students may be entitled to enrol at the DECV. Students may:

- be in hospital for a long period
- have a medical condition or disability that makes attending classes difficult
- wish to study a subject not available in their school
- find regular classroom situations difficult
- be travelling within Victoria, in another state or overseas
- work irregular hours
- live in a remote area
- have carer responsibilities at home.

It is possible for students to study either totally through the DECV or in conjunction with another educational provider such as a regular school or TAFE.

Enrolment is subject to Department of Education and Early Childhood Development (DEECD) guidelines and is only available to Victorian residents. If you are a Victorian resident and fit within the enrolment guidelines, you may be eligible to study with the DECV.

If you are an International Student residing in Victoria you will have to pay a tuition fee in addition to the normal Materials charge. Please contact the DECV directly to determine the exact costs.

As well as providing courses, enrolled students at the DECV are able to access the following:

- Resource Centre
- Pastoral Care Program
- Teacher Support
- Seminar facilities
- Science laboratories
- IT laboratory

About this booklet

The information in this booklet refers to studies at Years 7-9 only. There are other booklets specific to, Primary F-6, Years 10-12, Adults and School based enrolments.

You will find in this booklet:

- Background information for those undertaking distance education
- Information on charges
- Eligibility Criteria and Enrolment Guidelines
- Course Outlines
- Enrolment Forms

Please read this information carefully before completing your enrolment form.

What is it like learning by distance education?

Distance education is very different from classroom learning. For example, when you study with the DECV:

- You can choose your time and place to study. However, you may be required to attend some seminars or practical sessions depending on your choice of subjects.
- To get the most out of your learning program you will be required to use the online environment as there are online classes for most subjects.
- There is an expectation that you will collaborate through the online environment with other students in your classes.
- You will have access to a range of online material, DVDs, Twitter, Skype, emails as well as other specially designed learning materials.
Text and reference books are required for most subjects. You will need to buy these but may be able to borrow them from your local library (pay particular attention to the edition of texts). You will receive a complete list of requisites when you enrol.

Subjects are divided into manageable modules. Each term's work consists of approximately nine weeks. The subject notes provide guidance and assignments for you to complete and send to your teacher for comments.

Launch Pad

All students enrolled in Levels 7-9 will participate in a new introductory program called 'Launch Pad'. All students will be engaged in this Module prior to starting their program.

The Launch Pad module will be completed in the first two weeks of the student's enrolment.

Launch Pad provides students with a sense of place at the DECV and within the online classroom. The tasks which students complete in the Launch Pad module provide DECV teachers with information about the student's interests and abilities so that they can customise a learning program which is at the correct level for the student. At the completion of the Launch Pad module, students will have a firm understanding of their place at DECV and our expectations of them, students will also be able to easily identify their teachers and important support mechanisms at DECV. Students will be introduced to all facets of the online environment and be provided with the skills they require to effectively navigate online courses. Students will work with their Support Teacher to complete the Launch Pad module and prepare themselves for the academic year ahead. Topics covered via Launch Pad include; study habits, research techniques, cyber safety, problem solving, ICT skills, community awareness and personal and social competence.

Following completion of the Launch Pad Module students will begin working on their subjects and Discovery Learning.

Discovery Learning

Discovery Learning is based on each individual student's interests and educational needs and is completed alongside the student's regular subjects. Discovery Learning develops the student's research and problem solving skills with a focus on building independent learning. It also fosters a sense of connectedness to DECV and sense of ownership over the online environment. It is facilitated by the student's Support teacher.

How long will my course take?

DECV courses are designed to match courses in regular school settings. It is possible for students to work at their own pace and study over a longer period than is usual for regular school students. However, if you work too slowly:
- you may not gain educationally from your study
- you may lose interest in your work
- your goals may change before you finish.

Is this the right course for me?

Before you enrol in a course, make sure you have the necessary skills and experience. Some courses demand a high level of literacy or numeracy skills.

It is important that you seek advice at the earliest stage so that you:
- choose the best course for your needs
- choose the right subjects
- choose the right number of subjects.

If you are unsure about your suitability for a course, or want some advice on which course to choose, contact the Student Coordinator.

How long will I need to spend each week?

When you study with the DECV you don't have to attend classes. However, you will need to commit time each week to your study. It is a good idea to set up a regular study timetable.

The time you will need depends on how many subjects you are studying. The suggested hours of study are indicated for each subject. If you are doing a full course of study you will probably be devoting the same amount of time to your study
as students in regular schools, but you will be studying fewer subjects! It is difficult to study the same number of subjects as you would in a typical school because we have greater emphasis on reading and writing.

**Can I receive a Government Allowance while studying at the DECV?**

Students and/or their parents may be eligible for one or more of the following allowances if they are enrolled as a FULL-TIME student at the DECV.

**EDUCATION MAINTENANCE ALLOWANCE**

The EMA provides financial assistance to families on a low income to help with the cost of essential educational items such as textbooks, stationery, uniforms and excursions. This is available for a parent of eligible students up to the age of sixteen. EMA is a means-tested payment; parents must hold a Centrelink/Veterans Affairs concession card to be eligible.

Parents who hold a Commonwealth Pensioner Health Benefits Card, a Commonwealth Health Care Card or a Commonwealth Health Benefits Card on the first day of Term I will be entitled to the allowance. This allowance is also payable to legal guardians, foster parents and TPI pensioners.

EMA forms must be submitted during the first month of Term I to be eligible for the allowance in Semester 1, and by the first month of Term III for Semester 2. Upon enrolment applicants must present a photocopy of their appropriate card with their enrolment form to receive any allowances.

Fill in the EMA application form included in this booklet and send it in with your completed enrolment form (remember to attach a photocopy of your Health Care Card). If you believe that you are entitled to any Commonwealth Government payments, contact your Centrelink office:

- **Family and Parents Line** 136 150
- **Youth and Student Line** 132 490
- **Abstudy Line** 132 317
- **Assistance for Isolated Children** 132 318 (Youth and Students Line)

Families of secondary students under 16 years of age who do not have reasonable daily access to an appropriate government school, primarily because of geographic isolation can receive assistance…

“For students who are enrolled in full-time studies in an approved distance education course”. Or students who “have a health related condition (Including a disability) who need special education because of the condition…”

**Victorian Student Number**

The VSN is a student identification number that is being assigned to all students in government and non-government schools, and students in Vocational Education and Training Institutions.

The number, which is unique to each student, will be used as a key identifier on a student’s school records, and will remain with the student throughout his or her education, until reaching the age of 26.

The VSN is nine digits long, randomly assigned, and tied to stable information about the student (name, gender, date of birth), so a copy of the students Birth Certificate/other documents e.g. Passport is now required to verify this information at enrolment time.

NOTE: The Student will be enrolled by the name shown on the Birth Certificate ONLY.


Students receiving Centrelink payments must be aware that if you fail to submit your weekly work, Centrelink may reclassify you as part time which may affect your entitlements.

Visit the Centrelink website for more information [www.humanservices.gov.au](http://www.humanservices.gov.au)
What is the cost to study at the DECV?

The Materials & Services charge for 2013 is:

$160 per year or $80 for one semester.

Students need to pay a Materials & Services charge to cover the cost of course material, DVDs, online curriculum access and other consumables.

Current Commonwealth Card holders receiving a government benefit will be entitled to a $30 discount on the full $160 Materials and Services charge. There will be no discount if enrolling for one semester.

A photocopy of your current Centrelink Card must be attached to your application.

Payment must be attached to the enrolment application form. Cheques should be made out to the “Distance Education Centre Victoria”. Credit card provision is available on the application form. No cash should be sent through the mail. Installments may be considered in certain circumstances.

All payments are GST free except for the postage charge for direct postage to an overseas address which attracts an additional $300 postage charge which is GST inclusive.

DECV Booklists and Textbooks

Students are advised that the DECV does not provide textbooks to students nor does it process booklist orders.

All Booklist orders and queries must be directed to the recommended text book provider:

Landmark School Supplies
94 McEwan Road, Heidelberg West VIC 3081
Phone: 1300 658 641
Website: http://www.elandmark.com.au

Please refer to the Instructions page, provided with each Booklist, as it contains important information on placing and receiving booklist orders. Please note also that Landmark do deliver throughout Victoria; and have provision for interstate and overseas delivery.

Booklists will be available online at http://www.elandmark.com.au

Parents and Students – The DECV school code is x9dx

Online access

Once students have been enrolled they will be emailed with a student ID and password to gain entry and access to their online DECV account where they will be able to access:

- their subject material
- Update their student profile
- Careers information
- Other student information

Students can go to our website at www.distance.vic.edu.au to access the log in.

Parent Portal

Parents/Guardians will be able to login and monitor their children’s progress. Parents will be supplied with an ID and password once their child has enrolled.

LOTE

All Languages other than English) subjects are studied through the Victorian School of Languages (VSL).

Phone: (03) 9474 0500
Email: info@vsl.vic.edu.au
Web Site: www.vsl.vic.edu.au

See the VSL enrolment form in the back of this booklet if you wish to study a language other than English.
Enrolment Guidelines
Eligibility Criteria and Enrolment Guidelines

Please read the appropriate parts carefully. They contain the necessary information for you to fill in your Enrolment Form.

One of the key changes to the admission requirements under the Family Law Act 1975, as amended, is that a child must now be enrolled in the name that appears on their birth certificate. The only exception is if there are other legal documents to the contrary, such as court orders or adoption papers.

Support Material Required:

All enrollees must now have a copy of their birth certificate attached to the application to verify the student is enrolling under the name that appears on the birth certificate or copies of any other documents to substantiate an enrolment under a different last name.

Step by Step enrolment instructions:

There are two stages to enrolling at the DECV.

Firstly, Step 1, The Regional Approval Process, identify your category, in some cases namely the “Medical” and “School Referral” categories the family of the student will need to obtain approval from the local regional office of DEECD.

• See STAGE 1 THE REGIONAL APPROVAL PROCESS for the appropriate forms that need to be filled out and supplied.

Secondly, Step 2, The Enrolment Process, once the approval has been given usually in the form of an “approval number” the family can then proceed to fill out the enrolment application forms available from the DECV web site or by contacting the DECV on 8400-0000.

STAGE 1 THE REGIONAL APPROVAL PROCESS

1. Have a look at the DECV website at www.distance.edu.vic.au in order to gain a full understanding of what distance education involves.

Determine which category you are enrolling under, for example, “Medical” and tick this box on the front of the Enrolment Application form. If you are not sure of this contact the DECV enrolment unit.

2. Obtain the necessary Regional Approval Forms for approval from the Enrolments section on the DECV website.

If you are enrolling under the School Referral category you will need to complete FORM 1 – SCHOOL REFERRAL FORM. If you are enrolling under either of the Medical categories you will need FORM 2 – PRACTITIONER FORM. Depending on the student’s circumstances it may be more appropriate to use FORM 3 – AGENCY FORM.

Also include FORM 4 - PARENT/GUARDIAN INDEPENDANT STUDENT FORM if applying to the regional office for approval.

3. Gather the supporting documentation required including the FORM 4 - PARENT/GUARDIAN INDEPENDANT STUDENT FORM to be submitted for the category under which you are applying.

4. Send copies of the documentation to the DEECD Regional Approval Officer via mail to the P.O. Box or Fax Number of the Region where you live. Please ensure all documentation is included as applications that are missing any supporting documents e.g. up to date Medical Certificate, cannot be processed.

5. The Regional Approval Officer will review the application and a decision will be made whether to approve or not approve the application.

6. You will be notified by the Regional Director of the outcome of your application by telephone or by mail. You will be given a Regional Approval Number which will look like this example: WMR-2012- 123456. Either write your Approval Number on your Enrolment Form and/or attach a copy of the Approval letter.

STEP 2 THE ENROLMENT PROCESS

1. Once you have been notified of your Approval Number there are two ways to enrol in Distance Education. You can go to the website and download an enrolment application, or phone the DECV on 8480 0000 and request an enrolment pack to be sent to you.
2. Include with your Enrolment Form
   • The Materials and Services charge of $160
     (or the reduced amount)
   • A copy of your Health Care Card
   • A copy of the student’s Birth Certificate.

3. Send your Enrolment Form to the Distance Education Centre, Victoria 315 Clarendon Street, Thornbury 3071.

If you have concerns, please contact the Enrolment Unit or the Student Coordinator for counselling and guidance. They are available between 9.00 a.m. and 4.00 p.m. (or by arrangement) Monday to Friday. This is a free and confidential service.

Phone Numbers: (03) 8480 0000
Toll free: (1800) 133 511 (Within Victoria)
Fax Number: (03) 9416 8487
Email: enrol@distance.vic.edu.au

It is preferable that enrolments be made as early as possible so that students don’t fall behind in work submissions.

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**Eligibility**

**Are you a resident of Victoria?**

A resident is a person with a permanent, residential address in Victoria.

The onus is on the enrolling student’s family to satisfy and prove this requirement if requested.

Secondary tuition is available to eligible Victorian residents who are unable to access regular schooling for a minimum of two consecutive school terms or a minimum of six consecutive months or more. If you are a resident temporarily travelling overseas, interstate or within Victoria you are eligible to apply.

**CATEGORY: DISTANCE**

Eligible students in this category include:

Secondary students who live more than 8 kms from a government secondary school and who live more than 5 kms from a school bus route to a government secondary school.

**Support Material Required:**

A letter from the closes Government school principal verifying distances from the school and bus route must be included with the application.

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**Materials Charge: $160 per year** or $80 for one semester.

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**CATEGORY: MEDICAL**

Two sub-categories are covered under the medical category. They are:

1. Physical/Chronic health.
2. Social/Emotional issues.

The Physical/Chronic health sub-category refers to a severe disability that prevents a student from attending school on a full-time basis.

A Social/Emotional condition must be of such severity that the student is unable to participate in regular schooling on a full-time basis.

Distance education programs are provided as:

- an essential intervention strategy to make it possible for students to access or continue their education
- a support to the reintegration of the student into specialist settings or a regular school when and if this is at all possible.

**Support Material Required:**

Documentation to support either medical sub-categories includes information from:

1. the relevant practitioner (Doctor or Psychologist) who will complete Form 2 – Practitioner Form.
2. the parents/guardians of the student and the completed Form 4 - Parent /Guardian Independent Student Form
3. the student’s base school (if applicable).

These forms can be downloaded from the Enrolment section on the DECV website at www.distance.vic.edu.au. Or can be provided by the DEECD Regional Officer.

The following information is included in Form 2 – Practitioner Form:

a) the nature of the condition
b) reasons why the student is unable to attend school on a full-time or part-time basis
c) strategies used to keep the student at school and why these are not working (if applicable)
d) the physical conditions that need to be met in order for the student to succeed in learning
e) a brief outline of the planned therapy or counselling the student is undergoing
f) an indication of the support the student will receive at home the technology available in the home

g) the workload the student should be able to undertake

h) when/whether it is likely that the student can commence/resume studying in a school situation

i) where appropriate, the strategies developed to assist the student to commence/resume studying in a specialist setting or a regular school situation.

Students in either medical sub-categories must re-enrol with the distance education centre, Victoria each year and provide updated documentation as described above. **The documentation should be sent to the appropriate Regional Director for approval.**

A copy of this report and the letter of approval from the Regional General Manager must be attached to the enrolment form and sent to the DECV.

See the list of phone numbers for your local Regional Office of the Department of Education and Early Childhood Development in this booklet or phone the enrolment unit for help.

**Materials Charge: $160 per year or $80 for one semester.**

**CATEGORY: SCHOOL REFERRAL**

Eligible students are those who are recommended by the appropriate Regional Director as the result of the student’s application being supported by their school that must download and complete Form 1 – School Referral Form and the parents/guardians of the student and the completed Form 4 - Parent / Guardian Independent Student Form from the DECV website at www.distance.vic.edu.au. Students in this category are initially enrolled for a trial period of two consecutive terms. The student’s progress will be reviewed during this time before a student is recommended to continue their study with the distance education provider. Where possible, the student should be reintegrated into a regular school at the conclusion of the two-term trial. If it is not deemed in the best interests of the student to be reintegrated into a regular school, the two-term trial period may be extended upon the approval of the appropriate Regional Director.

**Materials Charge: $160 per year or $80 for one semester.**

**CATEGORY: TRAVEL**

Eligible students are those Victorian students who are unable to attend or access regular schools because they are travelling for Pleasure, Work, Sporting, Acting, Ballet or other commitments within Victoria, Australia or overseas for a **minimum period of 6 consecutive months or two consecutive school terms or more.**

This category includes the children of itinerant workers whose work involves moving a number of times each year.

**The following documents are required:**

**Travel within Australia**

1. A letter from the student’s current school Principal is required detailing the **exit date** and **the period the student will be travelling.**

2. Students who are currently enrolled under the “Travel” category for travel within Australia and have already “travelled” for more than 2 years will need to seek approval from the DECV to continue by supplying current supporting documentation.

3. As well as the above requirements, a detailed travel itinerary showing the extent of the travel, dates and movement, will need to be included with the student’s application usually in the form of, a Statutory declaration, or a letter from an employer or a Sporting body.

4. **Proof of your Victorian residency if you have already left Victoria or Australia prior to enrolment, e.g. a copy of your current Victorian Drivers Licence.**

5. Other documents may be requested by the DECV to establish your eligibility and residency.

**Travelling Overseas**

1. The same supporting documentation is required as for a Student travelling within Australia however; **travellers overseas who nominate a postal address outside Australia will be charged an additional postal charge of $300 per year on top of the Materials charge.**

2. **Proof of your Victorian residency if you have already left Australia prior to enrolment, a copy of your current Victorian Drivers Licence or any other documents required by the DECV.**
3. Other documents may be requested by the DECV to establish your eligibility and residency.

**Materials Charge:** $160 per year or $80 for one semester. (Plus any postage for overseas travellers)

**CATEGORY: STUDENTS IN REGULAR SCHOOLS**

Students already enrolled in a regular school wanting to enrol in a subject with the DECV will need to apply using the “Students in Schools” application form provided by your school Principal or downloaded from our web site at [www.distance.vic.edu.au](http://www.distance.vic.edu.au)

*Do not* use the enrolment form in this booklet.

The enrolment criteria for school based enrolments are different to the above categories.

**CATEGORY: ENROLMENTS OUTSIDE THE GUIDELINES**

In some exceptional circumstances, enrolments outside the guidelines, as detailed in categories above may be considered by the relevant Regional Director. Documentation must be provided to support the request for Distance Education tuition demonstrating that this option is in the best interests of the student.

**This only applies to school aged students under the age of 17 only.**

Such documentation should indicate:

- a) Why the distance education mode is in the best interests of the student.
- b) How the student will be supported in their learning by a supervisor.

**Materials Charge:** $160 per year or $80 for one semester.

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**Home Schooling**

This is where the family takes the responsibility to teach their children at home. This is different to distance education provided by the Distance Education Centre Victoria.

Parents wanting to home school a child are required to register the child with the Victorian Registration and Qualifications Authority.

The *Education and Training Reform Act 2006* came into effect on Sunday, 1 July 2007. The Act provides for the registration, by the Victorian Registration and Qualifications Authority (VRQA), of students of compulsory school age undertaking home schooling.

In accordance with this commitment, core subject material from Foundation to Year 10 is now available for purchase from the DECV. This is in print form only and on a cost recovery basis, to registered home schoolers of compulsory school age. Note, there is no teacher support or educational feedback on purchased material and in many cases there will be references to online material which can't be accessed.

Access to these materials is subject to compliance with copyright requirements and verification of the child's registration with the VRQA.

Information regarding the home schooling registration process for compulsory school age students can be found on the VRQA website at: [http://www.vrqa.vic.gov.au/default.htm](http://www.vrqa.vic.gov.au/default.htm)

**Cost of purchasing the Material only:** $160 per whole Grade/Year level course or **$80 for one semester.**

Contact the DECV Enrolment Office for a “Purchase of Materials” application form.
Students seeking approval in categories requiring DEECD Regional approval need to contact their respective Regional Office.

Refer to the list opposite of 2012 postal address and phone numbers of the regional offices of the Department of Education and Early Childhood Development in Victoria.

There will be some reorganisation of the DEECD regional offices during 2013. If you are unable to contact your local regional office, call the DECV or go to our web site for the updated information.

The proposed restructure will combine the following offices:

- **Northern Victoria** – combining Northern Metropolitan and Loddon Mallee
- **Eastern Victoria** – combining Eastern Metropolitan and Hume
- **Southern Victoria** – combining Southern Metropolitan and Gippsland
- **Western Victoria** – combining Western Metropolitan, Grampians and Barwon South Western

<table>
<thead>
<tr>
<th>Region</th>
<th>Postal Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Metropolitan Region</td>
<td>Level 3, Whitten Oval 417 Barkly Street, West Footscray VIC 3012</td>
<td>(03) 9291 6500</td>
<td>(03) 9291 6565</td>
</tr>
<tr>
<td>Barwon South Western Region</td>
<td>PO Box 2086, Geelong, Victoria 3220</td>
<td>(03) 5225 1000</td>
<td>(03) 5225 1099</td>
</tr>
<tr>
<td>Grampians Region</td>
<td>109 Armstrong Street North, Ballarat, 3350 Victoria</td>
<td>(03) 5337 8444</td>
<td>(03) 5333 2135</td>
</tr>
<tr>
<td>Eastern Metropolitan Region</td>
<td>Level 3, 295 Springvale Road, Glen Waverley, Victoria 3150</td>
<td>(03) 9265 2400</td>
<td>(03) 9265 2444</td>
</tr>
<tr>
<td>Hume Region</td>
<td>PO Box 403, Benalla, Victoria 3672</td>
<td>(03) 5761 2100</td>
<td>(03) 5762 5039</td>
</tr>
<tr>
<td>Southern Metropolitan Region</td>
<td>P.O. Box 5, Dandenong, 3175 Victoria</td>
<td>(03) 8765 5600</td>
<td>8765 5666</td>
</tr>
<tr>
<td>Gippsland Region</td>
<td>PO Box 381, Moe, Victoria 3825</td>
<td>(03) 5127 0400</td>
<td>(03) 5126 1933</td>
</tr>
<tr>
<td>Northern Metropolitan Region</td>
<td>Locked Bag 2001, Coburg, 3058 Victoria</td>
<td>(03) 9488 9488</td>
<td>(03) 9488 9440</td>
</tr>
<tr>
<td>Loddon Mallee Region</td>
<td>PO Box 442, Bendigo, Victoria 3552</td>
<td>(03) 5440 3111</td>
<td>(03) 5442 5321</td>
</tr>
</tbody>
</table>
Parental Occupation
Group Codes

Please select the appropriate letter from the following list of groups.

- If you are not currently in paid work but have had a job in the last 12 months, or have retired in the last 12 months, please enter the occupation group letter of your last occupation
- If you have not been in paid work for the last 12 months, enter ‘N’ into the ‘occupation code’ field on the enrolment form.

List of Parental Occupations:

**Group A**

Senior management in large business organisation, government administration and defence, and qualified professionals

- **Senior Executive / Manager / Department Head** in industry, commerce, media or other large organisation
- **Public Service Manager** (Section head or above), regional director, health / education / police / fire services administrator
- **Other administrator** (school principal, faculty head / dean, library / museum / gallery director, research facility director)
- **Defence Forces** Commissioned Officer
- **Professionals** - generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others: *Health, Education, Law, Social Welfare, Engineering, Science, Computing* professional
  - **Business / administration** (recruitment / employment / industrial relations / training officer, marketing / advertising specialist, market research analyst, technical sales representative, retail buyer, office / project manager)
- **Defence Forces** senior Non-Commissioned Officer

**Group B**

Other business managers, arts/media/sportspersons and associate professionals

- **Owner / Manager** of farm, construction, import/export, wholesale, manufacturing, transport, real estate business
  - **Specialist Manager** (finance / engineering / production / personnel / industrial relations / sales / marketing)
  - **Financial Services Manager** (bank branch manager, finance / investment / insurance broker, credit / loans officer)
  - **Retail sales / Services manager** (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)
  - **Arts / Media / Sports** (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)
  - **Associate Professionals** - generally have diploma / technical qualifications and support managers and professionals: *Health, Education, Law, Social Welfare, Engineering, Science, Computing* technician / associate professional
  - **Business / administration** (recruitment / employment / industrial relations / training officer, marketing / advertising specialist, market research analyst, technical sales representative, retail buyer, office / project manager)

**Group C**

Tradesmen/women, clerks and skilled office, sales and service staff

- **Tradesmen/women** generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group
- **Clerks** (bookkeeper, bank / PO clerk, statistical / actuarial clerk, accounting / claims / audit clerk, payroll clerk, recording / registry / filing clerk, betting clerk, stores / inventory clerk, purchasing / order clerk, freight / transport / shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)
- **Skilled office, sales and service staff:**
  - **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
  - **Sales** (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
  - **Service** (aged / disabled / refuge / child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/Supervisor)
Group D

Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production / processing machinery and other machinery operators
- Hospitality staff (hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper)
- Office assistants, sales assistants and other assistants:
  - Office (typist, word processing / data entry / business machine operator, receptionist, office assistant)
  - Sales (sales assistant, motor vehicle / caravan / parts salesperson, checkout operator, cashier, bus / train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)
  - Assistant / aide (trades’ assistant, school / teacher’s aide, dental assistant, veterinary nurse, nursing assistant, museum / gallery attendant, usher, home helper, salon assistant, animal attendant)

Labourers and related workers
- Defence Forces - ranks below senior NCO not included above
- Agriculture, horticulture, forestry, fishing, mining worker (farm overseer, shearer, wool / hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/ logging worker, miner, seafarer / fishing hand)
- Other worker (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

Department of Human Services and live in one of the following alternative care arrangements away from their parents.
- These DHS facilitated care arrangements include living with relatives or friends (kith and kin), living with non-relative families (foster families or adolescent community placements) and living in residential care units with rostered care staff. In Victoria, approximately 4000 children and young people live in out of home care. Students entered in this category are those that the Partnering Agreement: School Attendance and Engagement of Children and Young People in Out of Home Care has been developed to support.

In order to monitor the educational outcomes for this cohort, it is necessary to accurately record and maintain the attendance and achievement records of these students.

(H) HOMELESS Youth:
Have parents who cannot exercise their parental responsibilities, or
Finds it unreasonable to live at home because there is:
- extreme family breakdown;
- serious risk if they continue to live in the parental home;
- consistent deprivation of basic necessities such as food, water, clothing, shelter, sleep etc.;
- threat to health and wellbeing through drug or alcohol abuse, criminal or illegal activity or violence in the home; or
- Are a refugee or orphan not living with parents / guardians

(I) INDEPENDENT students (with extended family or arranged private board):
Have to live away from home to study
Are or has been married or has been living in a marriage-like relationship for at least 12 months, or
Have a dependent child, or
Have worked at least 30 hours per week for at least 18 months during the past 2 years

Living Arrangements

(B) At home with TWO parents / guardians
Where student has regular access to two adults to support them with their education

(O) At home with ONE parent / guardian
Where student has regular access to one adult to support them with their education

(A) Arranged by State-Out of Home Care
Students to be entered in this category are those who have been subject to protective intervention by the
This confidential enrolment form and any other forms such as excursions/seminars/open days or any other DECV events, will ask for personal information about the student, family members and others that provide care for them. The main purpose for collecting this information is so that the Distance Education Centre, Victoria can register the student and allocate staff and resources and to provide for their educational and support needs.

Health information is asked for so that staff at the Distance Education Centre, Victoria can properly care for the student. This includes information about any medical condition or disability the student may have medication they may rely on while at school, any known allergies and contact details of the student’s doctor. The Distance Education Centre, Victoria depends on all relevant health information being provided because withholding some health information may put the student’s health at risk. The Distance Education Centre, Victoria - requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to The Distance Education Centre, Victoria. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

Emergency Contacts
These are people that The Distance Education Centre, Victoria may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to The Distance Education Centre, Victoria.

Student Background Information
This includes information about a person’s country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that The Distance Education Centre, Victoria receives appropriate resource allocations for their students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, reporting, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

Public Identity of Students
For photographs of students to be published or displayed beyond the DECV environment, the school requires that we have current signed release forms on file. These settings may include presentation on the DECV web site at www.distance.vic.edu.au, in newsletters, at exhibitions, or other publicly available forums. Permission forms for this purpose will be issued at the time of the event/s, such as seminars, the school camp, open days and public exhibitions.

Visa status
This information is required to enable The Distance Education Centre, Victoria to process the student's enrolment.

UPDATING YOUR SCHOOL RECORDS
Please let The Distance Education Centre, Victoria know if any information needs to be changed by sending updated information to the school office. During the student’s time with The Distance Education Centre, Victoria we will also send home copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

ACCESS TO THE STUDENT RECORD HELD BY SCHOOL
In most circumstances the student can access records about them that are held by The Distance Education Centre, Victoria. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. If you have any concerns about the confidentiality of this information please contact the Principal. The Distance Education Centre, Victoria can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form. This form is available on request.
Online Acceptable Use Policy

When using the Online environment for school purposes, I agree to:

- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use the Internet in line with my school's student engagement policy (particularly its code of conduct) and use appropriate language when talking to and working with others online and never participate in hate mail
- use the Internet, as directed by my school, for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by the school
- not deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think about how I use content posted on the Internet and not simply copy and paste information from websites
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal my password to anyone except the system administrator or subject teachers
- not download unauthorised programs, including games, or run them on school computers
- talk to my teacher or another adult if:
  - I need help online
  - I feel that the welfare of other students at the school is being threatened by online activities
  - I come across sites which are not suitable for our school
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private

These points are explained in detail in the school’s Online Acceptable Use Policy. You will find it by visiting www.distance.vic.edu.au
Year 7
English

This is a course brimming with a mixture of activities, to stimulate every English student. The focus is on developing skills such as reading, writing, listening and speaking, by utilising an engaging approach. Each term is based on a different theme and there is a considerable amount of choice in the novel selection for Terms 2, 3 and 4. Students will also participate in activities such as film analysis, research work, imaginative work, creative responses as well as novel analysis. They will also complete a journal, which may be in a reading, writing or film format.

We also offer an alternative program, which provides additional literacy support. The English teacher will advise the students for whom this program is suitable.

*Text is required – Check DECV Booklist.*

Humanities Inquiry

In History we are studying the pre historical and ancient period (from 60,000BCE to the end of the ancient period.) We will be looking broadly at the question of why and how things change and the way in which historians work to explain these changes. The Ancient civilizations of Egypt and China will be studied in depth and comparisons will be made with aspects of civilization and change in indigenous Australia. Wherever applicable, we will be also looking at geographical knowledge and understanding relating to this period. Part of this course will be delivered online. Students will be encouraged to conduct their own historical enquiries based on an examination and analysis of sources relating to this period.

A range of activities, such as research, oral and visual presentations are covered in the course so that students can experiment with different ways of learning.

Health & Physical Education

Year 7 Health & Physical Education is an interesting and informative learning program that incorporates a peer education model. This learning program aims to develop students’ knowledge, skills and behaviours to enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity to ensure good health
- engage in physical activity.

Students are encouraged to build positive social relationships with others by working and learning together on an online small group project related to a chosen health topic/issue. Participation in regular physical activity and access to the DECV online learning environment is expected.

Arts Inquiry

Throughout this course we will:
- Explore and respond to a range of artworks.
- Visit local and online art gallery spaces.
- Create and make artworks using a range of media.
- Review and reflect on the artwork we create.
- Keep a visual diary.

These activities are designed to develop skills in drawing, designing, creating and an appreciation of the visual arts.

Mathematics

From Roman numbers to making models. Students will develop skills in using mathematics in a wide range of situations. Topics include fractions and decimals, measurement, graphs, shapes and models, formulae and number paths, mass, volume and capacity. The course also incorporates games, interactives and projects.

Science and Design

Have you ever wondered why some places receive flooding rains and others suffer from drought? Have you ever wondered what is in the air you breathe? Why the moon changes its appearance in the sky? Have you ever visited the beach and wondered why some beaches are surrounded by cliffs? Thinking about these questions is scientific inquiry. We will try to answer these questions and more.

We will also investigate how science informs us about our health, community and our environment. Through the design process you will also gain some skills to assist you in everyday life.
Philosophy (Elective)

Year 7 Philosophy at the DECV provides students with an opportunity to be part of a community of inquirers, separated by distance, but not by purpose. Students explore age-old philosophic questions. How do we know what is true, real, fair, good? What does it mean to be human? Why are we here? What is a good life? Along with any other philosophically rich questions that occur to the class.

While the great Philosophers may, for inspiration, be referred to from time to time, the emphasis is on the students, who are the ‘great Philosophers’ in this course.

Class activities will necessitate students having a minimum of two hours’ access to the internet per week.

Please note:

- This subject is not part of the compulsory Core subject selection - it is offered as an extension subject for those students who require an extra challenge.

- Students must contact the Student Co-ordinator before choosing this subject.
Year 8
YEAR 8 COURSE OUTLINES

English
This course develops the students' skills in reading, writing, listening, speaking and interpretation. Students explore short stories, poems, newspaper and magazine articles, film, television, radio scripts; read newspapers, novels, short stories and poetry and present some responses orally. Students are invited to participate in online lessons in this subject. We also offer an alternative program, which provides additional literacy support. The English teacher will allocate the students for whom this program is suitable.

Text is required – Check DECV Booklist.

Humanities Inquiry
Students investigate human interaction in contemporary and historical societies with special emphasis on the economic, social, political, geographical and environmental aspects.

Students also investigate how societies changed from the end of the ancient period to the beginning of the modern age with special emphasis on the economic, social, political, geographical and environmental aspects.

In order to satisfactorily complete the course students are expected to respond to text-based questions, analyse data, prepare maps, write short essays and conduct their own enquiry-based research.

Students are also invited to participate in online lessons in this subject.

Arts Inquiry
This course will develop student's skills in designing and creating art works. They will use a range of art techniques and media in their practical work. An important part of the course is a visual diary which will be used to record ideas, sketches and techniques and record processes as art works develop.

Students will look at design and art principles and art elements such as line, colour, tone, texture, shape and size, in their practical work. They will also use these design and art elements and principles to analyse, compare and contrast particular art works by international and Australian artists.

Please Note:
Students must have access to the internet as a major component of the Year 8 art course uses an online interactive resource. A printer is also essential.

Mathematics
This course covers the main topics of fractions, decimals and percentages, algebra, measurement, ratio and rate, followed by other topics such linear graphs, linear equations, geometry, statistics & probability. Understanding of terms and concepts is consolidated through revision and application to a variety of tasks.

Skills such as rounding decimals, mixed operations (the BODMAS rule), simplifying fractions and graphing are revised in the topics where they are applied.

Students will need a scientific calculator, protractor, compass and a ruler. Access to a computer is necessary periodically.

Students who start with Distance Education in Semester 2 should enrol in Mathematics 1 unless they have been studying Mathematics at their previous setting.

Science and Design
This subject integrates aspects of science and design technology. It provides students with opportunities to build on their skills in the areas of investigation, inquiry and hands on creativity as they research biological, chemical, earth and space and well as physical sciences.

In addition students will also explore the nature and development of science as well as its influence and uses, particularly in the development of man-made and natural components.

Student explorations and evaluations will include the development of a series of products as part of their investigation. Students can look forward to getting their hands dirty with this subject.
Health & Physical Education

Year 8 Health & Physical Education is an interesting and informative learning program that incorporates a peer education model. This learning program aims to develop students’ knowledge, skills and behaviours to enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity to ensure good health
- engage in physical activity.

Students are encouraged to build positive social relationships with others by working and learning together online in small groups. Participation in regular physical activity and access to the DECV online learning environment is expected.

Philosophy (Elective Only)

Year 8 Philosophy at the DECV provides students with an opportunity to be part of a community of inquirers, separated by distance, but not by purpose. Students explore age-old philosophic questions. How do we know what is true, real, fair, good? What does it mean to be human? Why are we here? What is a good life? Along with any other philosophically rich questions that occur to the class.

While the great Philosophers may, for inspiration, be referred to from time to time, the emphasis is on the students, who are the ‘great Philosophers’ in this course.

Class activities will necessitate students having a minimum of two hours access to the internet per week.

Please note:

- This subject is not part of the compulsory Core subject selection - it is offered as an extension subject for those students who require an extra challenge.
- Students must contact the Student Co-ordinator before choosing this subject.
Year 9
**YEAR 9 COURSE OUTLINE**

**Arts Inquiry (Core) 323**

This course is divided into four modules with four weeks per topic. Students will learn a variety of techniques to help them build on and develop their art skills. They will study the work of a range of traditional and contemporary artists and they will learn to analyse and write about their own art and the art of others. Assessment will be based on completed weekly tasks.

**Art and Ideas:** Topics covered include art and creativity, the art of other cultures, collage, photomontage and street art.

**Art and Portraits:** Topics covered include black and white portraits, profile portraits, self-portraiture and appropriating portraits.

**Art and Observation:** Topics covered include drawing from observation, still life drawing and the study of artists who use still life in their work.

**Art and Australian Culture:** Topics covered include Australian art and identity, art from found objects and contemporary Aboriginal art.

**Art: Investigating Art 324**

In this art elective, students create art works using a range of techniques and processes. Study areas include drawing, multimedia, photography, painting and sculpture.

Topics covered include art and emotion, abstract art, space and form, appropriating art, portraits, observational drawing, self-portraits and contemporary sculpture.

Students will study traditional and contemporary artists and their art works and will learn to use appropriate art language to interpret and describe their art and the art works of others. Assessment will be based on completed weekly tasks.

**Design, Creativity & Technology Materials Strand 331**

If you enjoy designing and creating products then this is the subject for you. You will be led through the stages of the design process as you design, model and create a product from your choice of materials: cardboard, plywood or fabrics and fibres.

You will complete two design tasks.

Emphasis is on student input into design. You will research the materials you are using, their environmental impact and their characteristics and properties.

All design work, the making and the finished product is evaluated and improvements suggested.

**Note:** Students need to provide their own materials and equipment.

**Design, Creativity & Technology Food Strand 332**

If you enjoy cooking, then this subject is perfect for you. After completing a compulsory introductory project on the design process to warm up your kitchen, you will then experience a round the world journey of food, starting here, in Australia. You will be taken on a journey that includes Italy, Asia, and Mexico to name a few!!

**Note:** Students need to provide their own materials. Students who are travelling need to take into account access to ingredients and equipment. All students MUST provide photographic evidence of their work. Internet access is required.

**English Year 9 (Core) 301 & 302**

In Year 9 English students explore a wide range of texts and media in print and electronic form, including imaginative literature, popular fiction and non-fiction, film and other multimedia texts. Students will extend their skills in writing, speaking and listening and there is a particular focus on improving reading skills. This is supported by an extensive list of novels to choose from for the Wider Reading Program.

We also offer an alternative program, which provides additional literacy support. The English teacher will allocate the students for whom this program is suitable.

It is strongly recommended that students have access to recording equipment such as a computer or tape recorder with a microphone (inbuilt or external) and a DVD player.

**Text is required - Check DECV Booklist.**
Health and PE 3 415 & Health and PE 4 416
415 will be offered in Semester 1 only.
416 will be offered in Semester 2 only.

Year 9 Health and Physical Education aims to develop students' knowledge, skill and behaviours to optimise their potential for good health and wellbeing. The learning program enables students to adopt lifelong healthy, active living by:

- learning about factors that influence the health, well–being and physical activity patterns of individuals, groups and communities
- understanding the role of physical activity to ensure good health
- regularly engaging in physical activity.
- providing appropriate opportunities to practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others’ health and wellbeing

Participation in various physical activities on a regular basis is expected of all students in this study.

Humanities Inquiry

In Humanities, you will study human societies and their environments, people and their cultures in the past and the present. You will use research skills, question and analyse a range of data and sources, form conclusions supported by evidence and present your information in a variety of ways.

History: The Making of the Modern World 400 & 401
This subject will be offered all year.
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

In addition to an overview of the period, students will have the opportunity to investigate three studies in depth. We begin with the Movements of People with an emphasis on the Industrial Revolution, life for our early convicts and settlers, and the impact that such a rapid influx of people had on indigenous Australians in particular and on the development of Australia generally. In the second semester, we investigate Making a Nation and consider the type of society Australians wanted to create at federation. We will look at it from the perspective of those of European and non-European backgrounds. Finally, we will look at World War 1 and ask the question: What happens when a nation goes to war?

Geography – the water cycle 311
This subject will be offered in Semester 1 only.

Be part of an exciting foray into the world around us.

Through a study of the water cycle as a major natural system, you will encounter water wonders; monsoons in Asia, and tropical cyclones, hurricanes and typhoons in the Tropics and Central America.

Students require access to an up-to-date atlas.

Local Citizen – Can I really make a difference? 403
This subject will be offered in Semester 2 only.

Discover the mysteries of Australian political, government and legal systems.

- Learn about the major political parties.
- Propose possible actions on something about which you feel strongly and want to change.
- Study election processes and how parliament works.

At the end of this unit, you will know how you are able to influence government policy through participation in political parties, elections or membership of interest groups.

You will also cover the skills to become an independent and informed consumer who makes discerning choices. You will be able to manage your personal finances effectively and explain the role and significance of savings and investments for individuals and the economy.
Mathematics 1 343 Mathematics 2 344

Mathematics 2 will be offered in Semester 2 only.

This course covers:

- Space: includes angles, perspective drawing, parts of a circle and shapes and solids.
- Number: includes directed numbers, decimals, fractions, number patterns and relationships, ratios and rates and surds.
- Measurement, chance and data: includes Pythagoras' theorem, trigonometry, length, area and volume, probability, collecting, summarising, presenting and interpreting data.
- Structure: includes equation solving, factorization, graphing and index laws.
- Working mathematically: includes communicating mathematics, strategies for mathematical investigation, mathematical reasoning and contexts for mathematics.

At the successful completion of this course students can enrol in Year 10 Mathematics.

Students will need to purchase a scientific calculator. Access to the internet is highly recommended.

Students who start with Distance Education in Semester 2 should enrol in Mathematics 1 unless they have been studying Mathematics at their previous setting.

Maths for Living 1 347
Maths for Living 2 348
Maths for Living 2 will be offered in Semester 2 only.

The Maths for Living course is an alternative course for students who do not wish to study the more advanced level of Year 9 Mathematics. It covers the basics in Mathematics and is designed to give students a good grounding for future Maths for Living courses.

Students who start with Distance Education in Semester 2 should enrol in Maths for Living 1 unless they have been studying Mathematics at their previous setting.

Media Studies: Getting Started 327

The course aims to develop student’s awareness of the Media, their skills and knowledge of a range of Media including film, television and print. They will have the opportunity to create their own Media products and respond to a range of media issues. They will explore past, present and new Media.

Media Studies: Let’s Get Technical 328
Will be offered in Semester 2 only.

The course aims to develop students’ technical skills in Media. They will be using a range of New Media technology such as blogging, video posting, podcasting, animation, mixing sound and digital editing to develop weekly work and also create their own Media product.

It is recommended that you have completed Media Studies: ‘Let’s Get Started’ before enrolling in this subject.

Students enrolling in this subject must have a computer and internet access.

Music: Exploring Music 329

Students need access to a computer, a CD player, and a method of recording their creative work.

In this course students develop musical skills in the areas of analysing, listening, communicating, recording, editing, and creating.

Students analyse the way music is put together, including the basic music elements, such as rhythm and melody. They learn ways to communicate about music, which can be useful in practical situations such as band rehearsals, or when arranging music. They listen to a wide range of music, including dance music from around the world (such as African and Cuban), and music by Melbourne band Coco’s Lunch. While investigating ways to describe what they hear, students develop a useful musical vocabulary, and explore ideas for their own music.

For their creative work, students learn to use the popular Audacity audio recording and editing program. They record, edit and arrange music for a specific event, applying the skills learnt in other areas of the course.

Will be offered in Semester 2 only.

It is not necessary to have completed Exploring Music to undertake this course.

Students need access to a computer, a CD player, and a method of recording their creative work.

In this course students develop musical skills in the areas of analysing, listening, communicating, researching, and creating.

The work is based around the question “what's my music?” Students focus on the music around them, and the way it influences their own composing. They explore the music in their own life since birth; Australian popular music 1950 – present; and music of Australians with a different cultural heritage. Students learn skills in analysing and describing the music they hear, while investigating the importance of music in our lives.

Using AxidXpress music software program, students create their own music, following specific guidelines. Their final composition will draw upon loops and samples provided, and Australian music they have been studying.

Philosophy: Year 9/10 408 & 409

408 will be offered in Semester 1 only.
409 will be offered in Semester 2 only.

Year 9/10 Philosophy provides students with an opportunity to be part of an online community of inquirers, separated by distance, but not by purpose. Students will be introduced to key ideas from a range of great philosophers and will develop their skills of inquiry as they explore age-old philosophical ideas and apply them to their own lives.

The focus of the first semester is ‘Relationships’. Our Relationships with family, friends, loved ones, animals, authority, strangers and the environment will be investigated. The big questions, such as "What is love?", "Should we submit to social rules?", and "Do animals have intrinsic value?" will be explored and debated. You will be using knowledge, reasoning and logic to formulate your own ideas and approaches to relationships.

The second semester explores the philosophical idea of ‘Meaning’; considering the role of religion, science, art, history and popular culture. Are we free to choose how to live, or must we accept our fate? Can religion, science or reason provide us with meaning? Does contemplating the meaning of death provide a fresh perspective on life? These are some of the questions that students will consider.

Please note:

The Year 9/10 Philosophy is an online course; class activities will necessitate students having a minimum of 2 hours' access to the internet per week. It is vital that an accurate, frequently checked email address is clearly shown in the student's enrolment application.

- Students must contact the Student Co-ordinator before choosing this subject.
- Students may choose to complete both semesters of Philosophy, Semester one ‘Relationships’ or Semester two ‘Meaning’.

Physical, Personal and Social (PPS) Learning 1 411

Will be offered in Semester 2 only

Me & My Community Strand

PPS Learning 1 is a non compulsory unit available to Year 9 students only. This course aims to provide students with the knowledge, skills and behaviours that enable them to achieve a degree of autonomy in developing and maintaining physical, mental, social and emotional health. In particular, PPS Learning 1 examines aspects of physical health and personal development at adolescence. It also promotes a healthy lifestyle and life-long participation in physical activity with a recreation and leisure focus. Students explore active/ passive and adventure activities, issues that affect young people and how they can get help. They visit, research and report on a local recreational facility.

Science

Science at Years 9 aims to develop student’s ability to think scientifically and to make informed decisions about their lifestyles, environment and the kind of society they wish to live in. It also encourages them to continue to develop their curiosity and a spirit of inquiry about the world around them.

Each unit includes practical activities. They require simple equipment with some materials sent out by the DECV. Students may like to purchase a textbook to use as a reference but this course does not require a set text. Science 2 is an online course and students need a computer
and regular access to the internet. The topics in Science 2 have been nominated by students.

**Science Inquiry 1 355 (Compulsory)**

**What's eating you?** – Is about how living things relate to each other in food chains, food webs and ecosystems.

**It's a matter of substance** – Is about the very building blocks of matter, atoms of elements, how they are organised into the Periodic Table, and how they combine to create the substances in our world.

**What is your ecological Footprint?** – Is about the impact that each of us have on the sustainability of our planet. Renewable and nuclear energy sources are investigated.

**On Shaky Ground** – Is about the ground we stand on. It includes investigation of geological time and how the geology of the Earth impacts on Humans.

**Science Inquiry 2 356**

*Will be offered in Semester 2 only.*

This subject is only offered online and students need regular access to a computer and the internet.

**Biodiversity** – Students will study and report on an ecosystem near them.

**Carbon Trading** – Students will follow the current environmental debates around the issue of global warming.

**Nanotechnology** – What is nanotechnology and what is the science behind the technology?

**Disco Science** – In this unit students will investigate some of the science involved in creating the disco experience.

**And either:**

**Fire** – This unit covers the science of fire, how it is an essential part of the Australian culture and the use of fire daily

Or

**Pandemics and Disease** – Students will learn all about pandemics and the prevention, treatment and nature of disease.

**Visual Communication: Logos and Advertising Practices 325**

This subject covers a wide range of visual techniques, instrument drawing, cartoons, computer graphics, advertising and animation, concentrating on introducing and developing skills in the areas of:

- solving design/client problems
- developing skills in computer graphics
- illustration/freehand drawing/instrument drawing
- two and three dimensional drawing methods
- symbols/maps/diagram production
- visual communication in society over a selected period of time

Students will need to:

- produce visual projects and apply appropriate visual skills and techniques
- research/analyse visual communication produced by Australian/overseas designers
- discuss design and production techniques using appropriate terminology
- use computer programs

**Visual Communication: Products and Promotions 326**

*Will be offered in Semester 2 only.*

In this course students will solve a range of design problems for CD and package design. Real world design briefs will be provided so that students can develop their skills in researching for ideas and information, developing design options through the creative application of the design elements and design principles, using a variety of methods, media and materials and finally solving problems through the production of a finished CD design and package design.

Students will develop skills in the areas of

- computer graphics
- illustration/freehand drawing
- two and three dimensional instrument drawing methods
- package assembly

Students will need to:

- produce visual projects and apply appropriate visual skills and techniques
- research/analyse visual communication produced by Australian/overseas designers
- discuss design and production techniques using appropriate terminology
- keep a journal/visual diary online (a blog in Janison.)
Enrolment Forms
Enrolment Application 2013
Year 7-9 Full time/Part time Student

This is an official GST free Tax invoice, no further individual invoices will be sent. ABN 48597078548

**Enrolment Information Section**

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Year Level Enrolling in the DECV in 2013: [ ]

Have you enrolled with DECV before? [ ] Yes [ ] No

In Which Year? [ ]

Previous DECV No. (If known): [ ]

Family Name: [ ]

First Name: [ ]

Second Name: [ ]

Date of Birth (dd-mm-yyyy): [ ]

Gender: [ ] Female [ ] Male

Student Contact Email: [ ]

Student Mobile Number: [ ]

Postal Address Details: * “Travellers” must supply an Australian address or a $300 postal fee will apply.*

No. & Street/Box details: [ ]

Suburb/Town: [ ]

State/Province: [ ]

Postcode: [ ]

Country: [ ]

Home Phone Number: [ ]

---

**ENROLMENT OFFICE USE ONLY**

Enrol Officer: [ ]

Enrolment Date: [ ]

Student Coordinator: [ ]

Computer Generated Student ID: [ ]

General Managers Approval [ ] Yes [ ] No

Materials Charge: [ ] Credit Card [ ] Money Order [ ] Cheque [ ] Unpaid $ [ ]

---

Page 31
### Home Address in Australia

Write "As Above" if same as Postal Address

<table>
<thead>
<tr>
<th>No. &amp; Street Address:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburb/Town:</td>
<td>State:</td>
</tr>
</tbody>
</table>

### Primary Family Information Section

Primary Family is: "the family the student lives with mostly".

Primary Carer Details: (Choose one Parent/Guardian only)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Mr</th>
<th>Mrs</th>
<th>Ms</th>
<th>Miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Carers Relationship to Student: (tick one)

- [ ] Parent
- [ ] Step-Parent
- [ ] Adoptive Parent
- [ ] Foster Parent
- [ ] Grand Parent
- [ ] Host Family
- [ ] Relative
- [ ] Friend
- [ ] Self
- [ ] Other

### Primary Carer Contact Details:

<table>
<thead>
<tr>
<th>Home Phone No.:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Phone No.:</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone No.:</td>
<td></td>
</tr>
<tr>
<td>Carer's Email:</td>
<td></td>
</tr>
</tbody>
</table>

### Student Emergency Contacts

This section should ONLY be filled out if this student has emergency contacts other than the Primary Carer Emergency Contacts. List in order of importance.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Telephone Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Access Restrictions

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student at risk or are there any access restrictions /court issues?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><em>(If ‘Yes’, a copy of the order must be supplied to verify the restriction)</em></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is there an Access Alert for the student?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><em>(If ‘Yes’, a copy of the order must be supplied to DECV then complete the following questions)</em></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Access Type:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Court Order</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Family Law Order</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Restraining Order</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Other</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Describe any Access/Custody Restrictions eg restricting student personal information:</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

* Failure to supply a copy of any said court order to this application will result in the return of this application and further delay the processing of this enrolment.

## Compulsory Details of Student

These questions are asked as a requirement of the Commonwealth Government. All schools across Australia will be required to collect the same information.

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>In which country was the student born?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Australia</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Other (please specify)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Residential status of the student:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Permanent</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Temporary</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

If the Residential status is "Temporary", please answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Visa Sub Class:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Visa Expiry Date:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(dd-mm-yyyy)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student mainly speak a language other than English at home?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- No, English only</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Yes (please specify):</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the student speak English?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Yes</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- No</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is the student of Aboriginal or Torres Strait Islander origin?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- No</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Yes, Aboriginal</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Yes, Torres Strait Islander</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Yes, Aboriginal &amp; Torres Strait Islander</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the student's living arrangements? (Tick one)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(See page 14 of the Handbook for a full explanation of the Living Arrangement codes.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- At home with TWO Parents/Guardians</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- At home with One Parent/Guardian</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Arranged by State-Out of Home Care</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Homeless Youth</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Independent</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Phone Number of a teacher at the school who best knows the student's education level.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the student's current or most recent school or Institution?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date you last attended school? (dd-mm-yyyy)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which year level or grade you were last enrolled in?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### Additional Family details

<table>
<thead>
<tr>
<th>Mother/Parent 1 / Guardian 1</th>
<th>Father/Parent 2 / Guardian 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Name:</strong></td>
<td><strong>Family Name:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Name:</strong></td>
<td><strong>First Name:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Occupation:</strong></td>
<td><strong>Occupation:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employer:</strong></td>
<td><strong>Employer:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In which country were they born?</strong></td>
<td><strong>In which country were they born?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Does the mother/guardian 1, mainly speak a language other than English at home?</strong></td>
<td><strong>Does the father/guardian 2, mainly speak a language other than English at home?</strong></td>
</tr>
<tr>
<td>No, English only</td>
<td>No, English only</td>
</tr>
<tr>
<td>Yes, Other - please specify</td>
<td>Yes, Other - please specify</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What is the highest year of primary or secondary school the parent/guardian has completed?</strong></td>
<td><strong>What is the highest year of primary or secondary school the parent/guardian has completed?</strong></td>
</tr>
<tr>
<td>Year 12 or equivalent</td>
<td>Year 12 or equivalent</td>
</tr>
<tr>
<td>Year 11 or equivalent</td>
<td>Year 11 or equivalent</td>
</tr>
<tr>
<td>Year 10 or equivalent</td>
<td>Year 10 or equivalent</td>
</tr>
<tr>
<td>Year 9 or equivalent or below</td>
<td>Year 9 or equivalent or below</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What is the level of the highest qualification the parent/guardian has completed?</strong></td>
<td><strong>What is the level of the highest qualification the parent/guardian has completed?</strong></td>
</tr>
<tr>
<td>Bachelor degree or above</td>
<td>Bachelor degree or above</td>
</tr>
<tr>
<td>Advanced diploma/Diploma</td>
<td>Advanced diploma/Diploma</td>
</tr>
<tr>
<td>Certificate I to IV (including trade certificate)</td>
<td>Certificate I to IV (including trade certificate)</td>
</tr>
<tr>
<td>No non-school qualification</td>
<td>No non-school qualification</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What is the occupation of the parent/guardian?</strong></td>
<td><strong>What is the occupation of the parent/guardian?</strong></td>
</tr>
<tr>
<td>- If person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.</td>
<td>- If person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.</td>
</tr>
<tr>
<td>- If the person has not been in paid work in the last 12 months, enter 'N'</td>
<td>- If the person has not been in paid work in the last 12 months, enter 'N'</td>
</tr>
<tr>
<td>- Please select the appropriate occupation group letter from the list on Page 14-15 of the Handbook.</td>
<td>- Please select the appropriate occupation group letter from the list on Page 14-15 of the Handbook.</td>
</tr>
</tbody>
</table>

**Group**

**Group**
Student Enrolment Information: (Every student must fill out this section)

To help teachers provide a better service to students it is important for us to be aware of any special circumstances that may affect their progress while at DECV. It is vitally important that you let us know about any issues or problems relevant to the student’s education and why the student is enrolling in the DECV, in the space provided below. Please forward copies of any relevant supporting documentation (eg. school reports, medical/psychological assessments etc.), if available.

Student Information:

Why are you enrolling at the DECV?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

______________________________

History of Allergies: □ No □ Yes

Is the student subject to Anaphylaxis? □ No □ Yes

Has the student been diagnosed with Aspergers? □ No □ Yes

Has the student been diagnosed with any other condition? □ No □ Yes

If Yes, what is the name of the condition? ________________________________

Are there any other issues the DECV should be aware of?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## Important Information (For Medical and Referral Categories)

Please provide details (dates/results) of any assessments undertaken by the following specialists. Provide copies or use an additional page if necessary.

<table>
<thead>
<tr>
<th>Specialist</th>
<th>Name of Specialist</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paediatrician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optometrist/Ophthalmologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychologist/Psychiatrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Has your child ever received additional educational support under any of the following programs?

- [ ] Program for Students with Disabilities (PSD)
- [ ] Home Based Education Support Program (HBESB)
- [ ] Royal Children's Hospital (RCH) Education Institute
- [ ] Visiting Teacher Service
- [ ] Integration Aide
- [ ] Out of home care
- [ ] Other (Please specify) _____________________________________________

Please list people who may be contacted to support your child's enrolment at the DECV (eg. teacher, counsellor, psychologist etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Consent to Access Student Records and Information:

The DECV aims to work together to provide the best possible help for you. When you use our service we ask for details about you. This information is collected so that we can establish what support you require and provide you with appropriate services.

I give consent for the DECV to access any existing relevant personal or health information (eg. DEECD Psychology Files) located at DEECD Regions, agencies or previous school/s.

Signed: ____________________________  Student: _______ / _______ / _______

Signed: ____________________________  Date: _______ / _______ / _______

Parent/Guardian (if student under 16)
Declarations

1. Student Work Examples:

There are occasions throughout the year when we may require examples of student work for displays at the DECV and for internal educational publications only, such as general student response sheets and the online learning environment (which requires password access).

Please tick the box if you DO NOT give permission: ☐

2. Do you have the following?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access to a computer</td>
<td>☐ No</td>
<td>☐ Yes, to my own computer</td>
</tr>
<tr>
<td>2. Access to the Internet</td>
<td>☐ No</td>
<td>☐ Yes, ADSL/Cable broadband or similar</td>
</tr>
</tbody>
</table>

Enrolment Agreement: **MUST BE SIGNED**

- The Student needs to submit work regularly, in accordance with the prescribed submission schedule for each subject, in order to get the most out of their DECV learning program.

- The DECV acknowledges that individual circumstances can change during the course of a students’ DECV learning program. It is agreed that students or their parents/guardians will contact their DECV teacher/s to negotiate suitable submission arrangements if this situation arises.

- The DECV will initiate the Student Management Action Plan (SMAP) for students who do not submit work in accordance with their submission schedule. The Student Management Action Plan may result in enrolment cancellation or referral to a DEECD Region.

- Enrolment cancellation or referral to a DEECD Region may affect your eligibility to receive any allowance payments and you may be directed by Centrelink to repay any payments already received.

I have read and understood the DECV Privacy Policy and the Online Acceptable Use Policy in this booklet.

Signed: ____________________________  Date: ____, ____, ______

Student

Signed: ____________________________  Date: ____, ____, ______

Parent/Guardian (If student under 16)

Compulsory: All Students Must Provide

To ensure the safety of students in our care, a photograph is required of all students at enrolment. A **colour** photograph must be supplied of sufficient quality, to be able to clearly identify the student. The picture should not include other family members or friends, and enable teachers and administrative staff to easily recognise the student from the image.

Attach an official **passport photograph** to this application. It must be a clear frontal head shot of the applicant. (No encumbrances, sunglasses or hats should be worn.)

The file can be emailed with the application forms through to the DECV at enrolment@distance.vic.edu.au, or sent in the post. Ideally, it should accompany enrolment forms for the student, but if sent separately, it must be clearly labelled identifying the full name and ideally, student ID if available.
Payment of the Fees

Payment for the Materials Charge and/or the direct postage charge for overseas postage may be made by attaching a Cheque or Money Order to the front of this form, or you may pay by Credit Card.

CREDIT CARD PAYMENTS
Please debit my: ☐ Visa ☐ MasterCard
Name on Card

 Credit Card Number ___________ - ___________ - ___________ - ___________

Expiry Date: ___________ / ___________
Amount: $___________

Signature: __________________________ Date: ___________ / ___________ / ___________

Concession is granted where a photocopy of the entitlement card e.g. Pension Card is produced and attached to this application. Concession is $30 off a full year's contribution only. Full year contribution is $160 or $130 with concession. One semester contribution is $80.

REFUND POLICY

Applications for refunds will be accepted if they are received in writing at least 7 days prior to the date of the course commencement. A standard handling fee of $30.00 will apply.

After materials have been received and the course has commenced, no refunds will apply. The DECV cannot accept responsibility for changes in personal circumstances after the receipt of materials and instruction has commenced.

Quick Checklist: ☑

☐ Depending on your category (See pages 8-10):
   Have you attached the compulsory forms to support your Category/application?
   1. Travellers: Travel documents (Principal Letter and Itinerary)
   2. School Referrals: Form 1 - School Referral Form plus the DEECD Approval
   3. Medical categories: Form 2 - Practitioner Form plus the DEECD Approval
   4. Distance: Letter from your local school Principal

☐ Included the payment of $160 ($130 with concession) for the year of $80 for one semester. (Copy of Pension card is required)

☐ Included the additional $300 for postage if you are travelling overseas and have nominated an overseas postal address.

☐ Completed and attached your subject selection sheet forms.

☐ Completed the Student Enrolment Information section on Page 35 of the Handbook.

☐ Attached a copy of the student's birth certificate.

☐ Attached a copy of the student's recent School Report (Student from school other than DECV).

☐ Attached student photo.

Post OR Fax your application to:
(Please do not do both)

Mail: Enrolment Office
Distance Education Centre Victoria
315 Clarendon Street
Thornbury, VIC 3071

Fax: (03)9416-8487
Students in Years 7 are expected to study six subjects during each semester.

### Year 7 Subject selection

<table>
<thead>
<tr>
<th>CORE Compulsory:</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch Pad - Introductory Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Inquiry 1 104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Inquiry 2 114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Design 1 140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Design 2 150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics 1 133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics 2 143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education 120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Inquiry 1 121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Inquiry 2 131</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of CORE subjects in each semester</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**ELECTIVES:** Before choosing an elective you must contact the Year 7 Student Co-ordinator for approval.

| Philosophy 108                                       |            |            |
| Philosophy 118                                       |            |            |

Courses are available to all students online at the DECV website at www.distance.vic.edu.au. Students will receive a user name and password once their enrolment has been confirmed.
If you are enrolling during Term 4, you must contact the Student Coordinator for subject selection counselling/information.

Students in Years 8 are expected to study all of the compulsory subjects during each semester.

### Year 8 Subject Selection

<table>
<thead>
<tr>
<th>CORE Compulsory:</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch Pad - Introductory Unit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Inquiry 1 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Inquiry 2 214</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Design 1 240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Design 2 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics 1 233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics 2 243</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education 220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Inquiry 1 221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Inquiry 2 231</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of CORE subjects in each semester</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**ELECTIVES:** Before choosing an elective you must contact the Year 8 Student Co-ordinator for approval.

- Philosophy 108
- Philosophy 118

Courses are available to all students online at the DECV website at www.distance.vic.edu.au. Students will receive a user name and password once their enrolment has been confirmed.
Course Selection instructions for Year 9

Each subject takes **one semester to complete**.

Semester 1 is from February to June.
Semester 2 is from July to December.

As a fulltime student you will be enrolled in **eight subjects in each semester.**
**SEVEN compulsory core and ONE elective in semester 1 and SIX compulsory core and TWO electives in semester 2.**
(This makes **Sixteen subjects** for the whole year made up of thirteen compulsory and three electives).

**COMPULSORY SUBJECTS IN SEMESTER 1**

- English 1
- Maths 1
- History 1
- Geography
- Science Inquiry 1
- Health & Physical Education 1
- Arts Inquiry Core#

# Arts Inquiry Core can be taken in either semester, however, if you are enrolling before March 8th, you must select this subject in Semester 1. Enrolling **after the 8th of March you must select this subject in Semester 2.** Chose your electives to ensure you have 8 subjects per semester.

**COMPULSORY SUBJECTS IN SEMESTER 2**

- English 2
- Maths 2
- History 2
- Local Citizen
- Science Inquiry 2
- Health & Physical Education 2

**ELECTIVES**

1. To select your electives, read the subject descriptions printed in this booklet.

2. For each of your electives place a tick in the Semester 1 or 2 column.

3. Subjects cannot be taken in a semester if it is coloured black.

4. Don't repeat a subject if you have already enrolled or satisfactorily completed it previously.

5. If you need to enrol across other year levels or study fewer than eight subjects each semester STOP now and contact the Year 9 Student Coordinator.

6. **Check that you have selected EIGHT subjects in each semester.**

7. If you are enrolling during Term 2 or 4, you must contact the Year 9 Student Coordinator for subject selection counselling/information.
For each of your subjects place a tick in the Semester 1 or 2 column. Check that you have ticked 8 in each semester. **Subjects cannot be taken in a semester shaded black!**

### Compulsory subjects

<table>
<thead>
<tr>
<th>Compulsory subjects</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Compulsory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2 302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Inquiry (Compulsory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 1 400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 2 401</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography 311</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Citizen 403</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education (Compulsory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE 415</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE 416</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elective subjects

Choose **ONE** elective for Semester 1 and **TWO** electives for Semester 2. Electives shaded in Black cannot be taken in that semester.

<table>
<thead>
<tr>
<th>Elective subjects</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Creativity and Technology Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, Creativity &amp; Technology 1 Materials Strand 331</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, Creativity &amp; Technology 2 Food Strand 332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy 1 408</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy 2 409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Personal &amp; Social (PPS) Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPS 1: Me &amp; My Community 411</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COUNT THE TICKS IN EACH COLUMN MAKING SURE YOU HAVE CHOSEN 8 SUBJECTS PER SEMESTER.**

Courses are available to all students online at the DECV website at [www.distance.vic.edu.au](http://www.distance.vic.edu.au). Students will receive a user name and password once their enrolment has been confirmed.
DECV Student Transfer Form

This document is to confirm the student named below is transferring to the Distance Education Centre, Victoria in 2013. This form MUST accompany any NEW enrolment at the Distance Education Centre, Victoria.

Students Name: ___________________________ Year Level: __________

Each student leaving their current school must fill out the details required in the sections below. This form must be completed and signed by their school principal and attached to the DECV Enrolment application.

CURRENT ENROLMENT DETAILS
Date of Birth: ________________ VSN: ____________________________
Address: ____________________________ Telephone: ______________

NEW ADDRESS DETAILS (If applicable)
Address: ____________________________ Telephone: ______________

DECLARATION BY PARENT/GUARDIAN

I the Parent/Guardian acknowledge that the child above has exited from their previous school and will be enrolling with the Distance Education Centre Victoria.

Parent/Guardian/Independent Name: ____________________________
Parent Signature: ____________________________ Date: ______________

DECLARATION BY STUDENT (to be completed by those students who leave before completing VCE)

Please transfer my enrolment and any VCE records to my new school.

Student Signature: ____________________________

DECLARATION BY THE PRINCIPAL

I _______________ Principal of ____________________________
confirm that _______________ has left this school on the _______________ to enrol
as a (Circle one) Full Time or Part Time student (Part-Time fraction of, 0. ___ at the DECV)

Principal Signature: ____________________________ Date: ______________
EDUCATION MAINTENANCE ALLOWANCE (EMA)
FORM 2013

For students under 16 Years of age ONLY

The following details must be completed by the applicant (the concession card holder). EMA is payable by either Electronic Funds Transfer (Direct Credit) to your nominated bank account, or by cheque.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>APPLICANT / PARENT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURNAME</td>
</tr>
<tr>
<td>FIRST NAME</td>
</tr>
<tr>
<td>ADDRESS</td>
</tr>
<tr>
<td>TOWN/SUBURB</td>
</tr>
<tr>
<td>STATE</td>
</tr>
<tr>
<td>POSTCODE</td>
</tr>
<tr>
<td>CONTACT PHONE NUMBER:</td>
</tr>
</tbody>
</table>

| CENTRELINK PENSIONER      |
| CONCESSION / HEALTH       |
| CARE CARD NUMBER (CRN)    |
| FOSTER                    |
| PARENT                    |
| VETERANS AFFAIRS          |
| PENSIONER                 |

* Foster Parents must provide copy of the temporary care order letter from the Department of Human Services (DHS) or Courts, etc.

EMA PAYMENT METHOD Please TICK the box below for your preferred payment method

- Direct Deposit to parent
  Payment will be made to your bank account by Electronic Funds Transfer (provide bank account details below)

- Direct Deposit to school
  Payment will be made to school to be held as credit which you can use towards education expenses.

- Cheque
  Payment will be made as a cheque which will be posted to the school

| ACCOUNT NAME (Eg John Smith) |
| FINANCIAL INSTITUTION NAME (Eg Westpac) |
| AND BRANCH                     |
| BSB No.                        |
| BANK ACCOUNT No.               |

*If you are unsure of the above details check your Bank Statements or enquire at your Financial Institution.

STUDENT DETAILS (ONLY for students under 16 years of age)

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>FIRST NAME</th>
<th>STUDENT ID</th>
<th>DATE OF BIRTH DD/MM/YYYY</th>
<th>YEAR LEVEL</th>
</tr>
</thead>
</table>

*The Department of Education and Early Childhood Development collects your personal information for the purpose of administering the Education Maintenance Allowance (EMA) payment. Some personal information may be disclosed to other Victorian Government departments, such as the Department of Human Services, for the purpose of evaluation and monitoring of concession card services.

*The Department of Education and Early Childhood Development may disclose some of your personal information to Centrelink to confirm that the details provided matches Centrelink’s records. This is to be used for testing eligibility for EMA applications for 2013.

*The Department of Education and Early Childhood Development will provide the above bank account details to Westpac Bank for the sole purpose of making the EMA payment into your nominated bank account. The bank account details provided will not be disclosed or used for any other purpose. You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child’s school.

SIGNATURE OF APPLICANT ___________________________ DATE _____/_____/_____

SCHOOL REF ID
ENROLMENT OF FULL TIME DECV STUDENTS IN LANGUAGES OTHER THAN ENGLISH 2013

If you wish to study a language by distance education, please read the information on the following pages about the languages which will be available this year. Then complete all sections on the form below and return it to the DECV with your other subject selections.

Cost:
Fees are as detailed in the DECV enrolment information and should be paid direct to the DECV.

Please Note:
• If you were not enrolled for the previous unit of this subject in 2012 and are unsure about which level is suitable for you, it may be necessary for you to contact the VSL Distance Education Section on 9474 0500 or 1800 675 872 for advice on enrolment levels of the language.

Student Details:
Family Name:__________________________ Given Names:__________________________
VSN:__________________________ Date of Birth:__________________________
Contact Phone:__________________________ Male / Female:__________________________
Contact Fax:__________________________ Mobile:__________________________
Enrolment category: traveller ☐ Interstate ☐ Overseas ☐ Medical ☐ Ballet
☐ Other ________________________________
Student Email:__________________________________________________________
Parents Name:______________ Parents Email________________________________________
Student Address:__________________________________________________________
Student Postal Address (if different)__________________________________________
Overseas address for travellers ____________________________________________
________________________________________________________________________

Language and Level:
Which language(s) do you wish to study in 2013?________________________________
Which year level of the language(s) do you wish to study?__________________________

Previous experience of the Language selected
I have previously studied the language: Yes ☐ No ☐
If Yes, how many years:_________Previous VSL student number_________
Name of School(s):__________________________________________________________
Other experience with the language: Yes ☐ No ☐
If Yes, provide details (e.g. you speak it at home, you lived in a country where it was spoken, etc.)
________________________________________________________________________
VSL distance education Courses Available for Students in Years 7-9

Note: Students who are unsure of the level at which they should enrol should ask for a placement test.

Chinese: Year 7

Classical Greek: Beginners (Years 7-9)

French: Year 7, Year 8, Year 9, Year 10, Accelerated French Level 1, Accelerated French Level 2

German: Year 7, Year 8, Year 9, Year 10, Accelerated German Level 1, Accelerated German Level 2

Greek: Year 7, Year 8, Year 9, Year 10

Indonesian: Year 7, Year 8, Year 9, Year 10, Accelerated Indonesian Level 1

Italian: Year 7, Year 8, Year 9, Year 10, Accelerated Italian Level 1

Japanese: Year 7, Year 8, Year 9, Year 10

Latin: Year 7, Year 8, Year 9, Year 10, Accelerated Latin Level 1, Accelerated Latin Level 2

Spanish: Accelerated Spanish Level 1, Accelerated Spanish Level 2

Comments

- Year 7 LOTE courses assume little or no previous secondary language study.
- Year 8 LOTE courses are suitable for students who have completed approximately one year of secondary language study.
- Year 9 LOTE courses are suitable for students who have completed approximately two years of secondary language study.
- Year 10 LOTE courses are suitable for students who have completed approximately three years of secondary language study.
- Accelerated LOTE courses Level 1 involve a faster moving program for older beginners with little or no previous knowledge of the language. They lead on to the Year 9 courses or to Accelerated LOTE courses Level 2 and in some languages VCE.
- Accelerated LOTE courses Level 2 follow on from Accelerated LOTE courses Level 1 to complete a two year pre-VCE program.
- Certificate in Language courses assume little or no previous language study.