

# **Memorandum**

**of Agreement Handbook**

## **Special Education Services and**

**Dual Enrolment**

1 January 2023 – 31 December 2025

(Updated January 2024)

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# Background

On 8 October 2022, the Department of Education (the department) entered into a new *Memorandum of Agreement – Special Education Services and Dual Enrolment 2023-2025* (the Agreement) with Independent Schools Queensland (ISQ) and the Queensland Catholic Education Commission (QCEC). The Agreement is effective from 1 January 2023 to 31 December 2025.

The purpose of the Agreement is to enable the department, ISQ and QCEC to establish a voluntary cooperative and collaborative effort concerning the Activities related to students with disability for the mutual benefit of all sectors, in accordance with the provisions of the Agreement.

Part 1 of this Handbook outlines the purpose of the Agreement, including definitions and interpretation, nature and scope, roles and other considerations as part of the Agreement.

Part 2 outlines the processes and actions associated with implementing the Activities and reporting requirements outlined in the Agreement for each of the following schedules:

* [Schedule 1](#Schedule1) – Dual enrolment
* [Schedule 2](#Schedule2) – Advisory Visiting Teacher (AVT) services
* [Schedule](#Schedule5) 4 – Students with disability equipment loan and trial service
* Schedule 5 – Alternative format library service
* [Schedule 6](#Schedule6) – Education Low Vision Assessment Centre
* [Schedule 7](#Schedule7) – Hospital education service
* [Schedule 8](#Schedule8) – Nationally Consistent Collection of Data on School Students with Disability (NCCD) Cross-sector Moderation

It is designed to support both state and non-state staff to facilitate the processes involved in the above schedules.

The Department of Education is referred to in this handbook as “the department” or “DoE”.

As Education Adjustment Program verification has ceased for non-state schools in 2024, this service is no longer provided by the department and Schedule 3 - Education Adjustment Program (EAP) has been removed from the Agreement.

# Part One: Memorandum of Agreement purpose

Key elements of the Agreement have been included in this section to provide an overview of the purpose, definitions, roles and other considerations relating to the overall processes associated with the Agreement.

## Definitions and Interpretation

In this Agreement, unless the contrary intention appears, the following terms will have the meanings respectively assigned to them:

**“Agreement”** means this document and all Schedules and attachments to this document.

**“Activities”** means the Dual Enrolment, Special Education Services and Nationally Consistent Collection of Data on School Students with Disability (NCCD) Cross-sector Moderation sessions as specified in Schedules 1-8.

**“AVT”** means Advisory Visiting Teacher in the disability areas of blindness and vision impairment, deafness and hearing loss, or physical impairment.

**“Business Day”** means any day other than a Saturday, Sunday or public holiday in Brisbane, Queensland.

**“Commencement Date”** means the date so specified in clause 3.

**“Cross Sector Group”** means the Queensland Executive Director Cross Sector Group established by DoE, QCEC, and ISQ to promote cross-sector information sharing and collaboration on strategic issues impacting on students with disability across Queensland.

**“DCSWG”** means the Disability Cross Sector Working Group established by DoE, QCEC, and ISQ to facilitate and maintain collaborative, cooperative and proactive approaches to the education of students with disability across the state, independent and Catholic education sectors in Queensland.

**“DoE Region”** means a geographic division of DoE, determined from time to time, at DoE’s absolute discretion (see: <https://education.qld.gov.au/contact-us/region-maps>).

**“Dual Enrolment”** means an arrangement described in Schedule 1 of this Agreement enabling a student with disability to be enrolled in both a Non-State School and a State School.

**“EGPA”** means the *Education (General Provisions) Act 2006* (Qld).

**“FTE”** means full-time equivalent.

**“NCCD”** means the Nationally Consistent Collection of Data on School Students with Disability.

**“NCCD Cross-Sector Moderation”** means the NCCD cross-sector moderation as described in Schedule 8 of this Agreement.

**“Non-State School”** has the meaning given to it in the EGPA, and for the purpose of this Agreement, only refers to a Queensland Catholic and/or Queensland independent non-state school.

**“OneSchool”** is a comprehensive software program that enables Queensland state schools to efficiently and effectively manage key teaching and school administrative activities, as well as the ongoing support of students.

**“Party”** means either party to this Agreement and **“Parties”** means DoE, ISQ and QCEC.

**“Personal Information”** means information or an opinion, including information or an opinion forming part of a database, whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion. This includes, for the avoidance of doubt, information about students.

**“Service”** means a service described in Schedule 2, Schedule 3, Schedule 4, Schedule 5, Schedule 6 or Schedule 7 of this Agreement.

**“State Special School”** has the meaning given to it in the EGPA.

**“State School”** has the meaning given to it in the EGPA.

**“Term”** means the period of this Agreement calculated in accordance with clause 3.

## Nature and Scope of the Agreement

This Agreement is to be binding on the Parties.

This Agreement is principally motivated by the need to deliver quality education services to students with disability in Queensland. The Parties also acknowledge that effective co-ordination of their resources and efforts offers potential benefits for service users of each sector and the broader community.

The Parties acknowledge their legislative obligations to make reasonable adjustments to enable students with disability to access and participate in education in schools in all education sectors. This includes, without limitation, the *Disability Discrimination Act 1992* (Cwth), the *Anti-Discrimination Act 1991* (Qld), the *Disability Standards for Education 2005* (Cwth) and the *Human Rights Act 2019* (Qld).

The Services under this Agreement are only available to Non-State Schools whilst the Services are provided to State Schools, unless otherwise agreed, and ISQ and QCEC acknowledge this limitation and agree to take this into account in their business and planning decisions.

## Term

The Agreement commences on 1 January 2023 and expires on 31 December 2025 unless earlier terminated under its provisions.

## Review and Reports

The Parties will review the operation and outcomes of this Agreement at each DCSWG meeting.

Where a student has a Dual Enrolment under the Agreement, all Parties in their best endeavours ensure that, at all times when the Dual Enrolment is in place, the relevant student’s enrolment is correctly noted, recorded and reported at each school as a fractional enrolment.

Activities provided under the Agreement will be reported annually by DoE and provided to ISQ and QCEC in February the following year, unless otherwise specified in the Schedules.

Annexure A outlines the data to be reported and timeline for all Activities.

## Role of DoE, QCEC and ISQ

DoE, QCEC and ISQ will use reasonable efforts to fulfil the roles described in Schedules 1-2 and Schedules 4-8, having regard to the objectives of the Activities and the purpose of the Agreement.

## Confidentiality

In all circumstances, the Parties will comply with the appropriate laws of, and any undertakings entered into, with respect confidentiality and information management.

## Privacy and Disclosure of Personal Information

The Parties acknowledge that:

* liaison and consultation between the Parties, with relevant staff and parents, will be essential in delivering the Activities which are subject of the Agreement;
* liaison and consultation must occur with respect for the students’ and parents’ Personal Information; and
* DoE and its staff are subject to laws which govern DoE’s recording, use and disclosure of Personal Information and therefore all information sharing between the Parties for the purposes of the Agreement should only occur with the informed consent of parents of students (and, if they have capacity, consent of the students) unless otherwise authorised or required by law.

ISQ and QCEC must:

* comply with all applicable privacy laws; and
* ensure that the necessary parent/carer (and student, if they have the capacity to do so) consent is obtained before sharing personal information to the DoE for the purposes of this Agreement.

## Resolution of Disputes

Where a dispute arises under the Agreement the Parties agree to the following:

* the Party disputing an issue must provide the other Parties with written notice of the nature and details of the dispute;
* if the issue is at a local level, the Parties will attempt to solve the particular dispute by participating in an initial negotiation on the matter in dispute at the local level (i.e. school, region, diocese);
* if the matter is not resolved at the local level, the matter will be referred to DCSWG;
* if the matter remains unresolved at DCSWG level, the matter will be referred for discussion by the Cross-Sector Group;
* if the matter remains unresolved by the Cross-Sector Group, the matter will be referred for discussion between the Deputy Director-General, Schools & Student Support (DoE), Chief Executive Officer (ISQ), and Executive Director (QCEC); and
* if the matter continues unresolved for 10 Business Days from the discussion under clause 12.1(e), the matter will be referred to the Director-General (DoE), whose decision will be final.

# Part Two: Implementation

# [Schedule 1](#Schedule1) - Dual enrolment program

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| **The Agreement states:**  ***General description***  Dual Enrolment is available for eligible students with disability who may enrol in both a Non-State School and either:   * a State Special School; or * State School (primary or secondary).   ***Eligibility***  The Parties acknowledge that Dual Enrolment is dependent on:   * the student meeting the eligibility criteria for enrolment into a State Special School; * the student being enrolled at the State School by the State School principal; * the student's part-time participation in the State School and Non-State School being equivalent to full-time participation in one school, unless an exception to full-time participation under the EGPA applies; and * the Dual Enrolment meeting and continuing to meet the requirements of sections 182-183 of the EGPA.   ***Dual Enrolment at a State Special School***  *Dual enrolment between a Non-State School and a State Special School*  When determining applications for the enrolment to any State School, the principals must comply with the requirements of the EGPA.  To be eligible for enrolment in a State Special School a student must meet the criteria set out in Chapter 8, Part 1, Division 3 of the EGPA and in particular section 166(1) which requires that the chief executive, or their delegate, is satisfied that:   * the prospective student is a person with a disability; and * the State Special School is able to cater for the educational needs of the prospective student.   The criteria for determining whether the prospective student has a disability is set out in the Minister’s Special school eligibility (‘person with a disability’ criteria) policy.  *Process to determine State Special School enrolment eligibility*  The process for determining the prospective student’s eligibility for enrolment in a State Special School is set out in DoE’s State special school enrolment (additional requirements) procedure.  Before an application for State Special School enrolment is made, Non-State Schools supporting students and families to access Dual Enrolment will contact the preferred State Special School or DoE’s Regional Office to discuss the prospective student’s needs and suitability for enrolment in a State Special School.  ***Dual Enrolment with a State School (primary and secondary)***  *Dual enrolment between a Non-State School and a primary or secondary State School*  If Dual Enrolment at a State Special School is not practical (e.g. there is not a State Special School close by), Dual Enrolment may be considered at a particular State School (primary or secondary) which specialises in making adjustments for the prospective student’s disability.  Enrolment in a State School (primary or secondary) must be approved in accordance with the EGPA and parents are required to make an enrolment application in accordance with DoE’s Enrolment in state primary, secondary and special school procedure.  ISQ and QCEC acknowledge that specialist education support provided at a State School (primary or secondary) is ultimately determined by the State School principal taking into consideration the educational support requirements of the particular prospective student.  **Dual Enrolment form**  The State School and Non-State School providing the educational program through Dual Enrolment must correctly complete DoE’s approved form [*Dual enrolment of students with disability in a state special school and non-state school*](https://ppr.qed.qld.gov.au/attachment/dual-enrolment-of-students-with-disability-in-state-and-non-state-schools.docx)including seeking the student’s (where appropriate) and parent/carer agreement.  **Annual reporting (clause 4.3)**  DoE will provide a report to QCEC and ISQ, in accordance with clause 4.3 of the Agreement, on the number of students accessing Dual Enrolment for each sector in its annual report to QCEC and ISQ.  Details of the students and schools attended will be provided to the relevant sector |

### Process

The steps for dual enrolment between a state special school and a non-state school are outlined below:

1. Student is enrolled in a non-state school.
2. Parent discusses with the non-state school that they are seeking a dual enrolment arrangement with a state special school for the provision of special education.
3. Non-state school staff and parent completes Part A of the[*Dual enrolment of students with disability in state and non-state schools (Dual enrolment)* form](https://ppr.qed.qld.gov.au/attachment/dual-enrolment-of-students-with-disability-in-state-and-non-state-schools.docx).
4. Non-state school staff and parent approach the identified state special school and/or regional office to discuss the dual enrolment and intended outcomes, and the suitability of each school to achieve the outcomes outlined in this arrangement. Part B of the *Dual enrolment* form is completed in consultation with the non-state school and state special school staff to reflect these discussions.
5. If the dual enrolment is considered by all parties to be in the best educational interests of the child:
6. the parent seeks enrolment in a state special school as outlined on the department’s [*Supports at school for students with intellectual disability*](https://education.qld.gov.au/students/students-with-disability/supports-for-students-with-disability/intellectual-disability/supports-at-school-for-students-with-intellectual-disability) website. To be eligible for enrolment in a state special school, all criteria outlined in the[*Special school eligibility (“person with a disability” criteria) policy*](https://education.qld.gov.au/student/Documents/special-school-eligibility-policy.docx)must be met, and the relevant special school must be able to cater for the educational needs of the prospective student.
7. On receipt of the delegated decision-maker’s decision to refer the prospective student’s application for enrolment, the parent and school commence the enrolment process.
8. Part C of the [*Dual enrolment* form](https://ppr.qed.qld.gov.au/attachment/dual-enrolment-of-students-with-disability-in-state-and-non-state-schools.docx) is completed by the non-state school staff, state special school staff and parents as indicated on the form.
9. The original *Dual enrolment* form is stored in the student file at the state special school and all signatories are provided with a copy.
10. The state special school principal forwards a copy of the *Dual enrolment* form to the relevant regional or central office as for all special school applications for noting and to be saved in Content Manager under 500/20/1736.

Where a student is currently enrolled in a Queensland state special school full-time but accessing a specific program in another school setting, and the parents are seeking access to a non-state school (e.g. for faith-based reasons), it is considered to be a flexible arrangement and follows DoE’s [*Flexible arrangements involving an alternative education provider procedure.*](https://ppr.qed.qld.gov.au/pp/flexible-arrangements-involving-an-alternative-education-provider-procedure)

### Monitoring and reporting

The department will provide information relating to dual enrolment to ISQ and QCEC. The data will be at student level but will not include student details.

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| Data to be provided | Timeframe |
| State School, FTE, Non-State School, start date, end date. | Annually – February of the following year. |

The steps involved in providing this information are outlined below:

Regional officers record the dual enrolment arrangement by saving the completed dual enrolment form in Content Manager under 500/20/1736.

Disability, Inclusion & Student Services branch collate the data relating to students who are dual enrolled from all DoE regions in December, after the school year finishes.

Regional Directors review the data provided in an Annual Report for their endorsement before forwarding to the non-state schooling sector in February the following year.

### Further information

Information regarding dual enrolment is published in the [*Enrolment in state primary, secondary and special schools* *procedure*](https://ppr.qed.qld.gov.au/pp/enrolment-in-state-primary-secondary-and-special-schools-procedure).

### Forms

* [*Dual enrolment of students with disability in state and non-state schools (Dual enrolment)* form](https://ppr.qed.qld.gov.au/attachment/dual-enrolment-of-students-with-disability-in-state-and-non-state-schools.docx)

# [Schedule 2](#Schedule1) – Advisory Visiting Teacher services

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| **The Agreement states:**  ***The support***  Advisory Visiting Teachers (AVTs) have specialist skills and knowledge of blindness and vision impairment (BVI), students who are deaf or hard of hearing (DHH) and physical impairment (PI). They support schools and classroom teachers to make reasonable adjustments to enable students with disability to access and participate in education on the same basis as their peers.  ***Students to be supported by AVT services***  AVTs are available for students enrolled in Non-State Schools:   * in the areas of BVI, DHH, or PI, where there is an appropriate medical or specialist report (as per the table below); and * whose activity limitations, participation restrictions and associated significant education adjustments require the additional support required from a specialist AVT.  |  |  | | --- | --- | | **Disability** | **Recognised specialist** | | Blindness or vision impairment | * Ophthalmologist, or in cases of cerebral vision impairment, a registered paediatrician or neurologist; and/or * Letter or report from optometrist or orthoptist and a functional vision assessment by a specialist teacher - blind/vision impairment.   (Note: A student’s need to wear glasses alone is not a vision impairment) | | Deafness or hearing loss | * Audiologist or otolaryngologist (ear, nose and throat specialist). | | Physical impairment | * General Practitioner or registered medical specialist, such as a paediatrician, neurologist, orthopaedic surgeon, geneticist or rheumatologist (including Registrar or Fellow). |   ***AVTs allocated by DoE for Non-State Schools***  DoE will allocate three full-time equivalent (FTE) AVTs per year which will be accessible to ISQ and QCEC schools respectively (6 FTE in total). One FTE is equivalent to 25 hours per week teacher time during State Schools terms.  ***Annual allocations of AVTs accessible by Non-State Schools***  In October each year, ISQ and QCEC will provide DoE with the FTE regional breakdown of allocated AVT services required for the following year.  DoE will consider requests from QCEC and ISQ to increase AVT support for up to one additional FTE per year if the initial FTE allocation has been exhausted.  DoE will consider any request to increase the AVT allocation based on the number of eligible students enrolled in Non-State Schools requiring AVT support, and availability of AVTs in the specific impairment category.  ***Process to access AVT services***  AVTs are employees of DoE. The day to day operations of AVT services, including their allocation to particular schools and hours of work, will be the responsibility of DoE.  Non-State Schools will follow DoE’s processes to access AVT services. DoE will communicate the processes for each departmental region to ISQ and QCEC in February each year through DCSWG and provide updates during the year, if there are any changes. ISQ and QCEC are responsible for communicating these processes to the relevant Non-State School officers.  ***Data sharing and reporting***  In July and January each year, DoE will provide to DCSWG’s ISQ and QCEC members a breakdown of the AVT services delivered, providing the following information: school, disability category, support type and hours.  In February each year, DoE will provide the AVT processes for each departmental region and provide updates during the year if there are any changes.  At the DCSWG quarterly meetings (February, May, August, November each year), DoE will provide the names and contact details of the Statewide Services managers who provide oversight of AVT services for BVI, DHH and PI.  ***Annual reporting (clause 4.3)***  DoE will provide QCEC and ISQ with an annual report, in accordance with clause 4.3 of the Agreement outlining by disability category:   * the AVT services delivered including by FTE; and * the number of Non-State Schools accessing the AVT support. |

### Process

The steps related to Advisory Visiting Teacher services are outlined below:

#### AVT allocation notification

1. Disability, Inclusion & Student Services forward a request to ISQ and QCEC seeking their regional breakdown of the FTE allocation of AVTs for their sector required for the following year, in October. The request will also include the current year breakdown for their reference.
2. ISQ and QCEC provide their response by the beginning of November so the FTE breakdown can be included in the department’s November indicative resourcing allocation to assist workforce planning for the upcoming year.

#### Additional AVT allocation

1. If ISQ or QCEC require an additional AVT FTE allocation, a request is forwarded with relevant details to the Assistant Director-General, Disability, Inclusion & Student Services for review and consideration.
2. The department analyses the request and informs ISQ or QCEC of the outcome.

#### AVT service delivery

1. AVT service delivery is to be on the same basis as for state schools.
2. In January each year, DoE will provide contact details for the Statewide Services managers and provide updates during the year if there are any changes.
3. At the DCSWG quarterly meetings (February, May, August, November each year), DoE will provide the names and contact details of the Statewide Services managers who provide oversight of AVT services for BVI, DHH and PI.

### Monitoring and reporting

Data will be shared between the department and ISQ and QCEC relating to AVT services. The data will be at student level but will not include student details.

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| Data to be provided | Timeframe |
| ISQ and QCEC will provide DoE with the FTE regional breakdown of allocated AVT services required for the following year. | October of the preceding year. |
| DoE will provide the names and contact details of the Statewide Services managers who provide oversight of AVT services for BVI, DHH and PI. | Quarterly reports (February, May, August, November each year). |
| DoE will provide to ISQ and QCEC the break-down of AVT services delivered (school, disability category, support type, hours). | After each Semester (July and January). |
| Breakdown of AVT services provided, by disability category and FTE, and the number of Non-State Schools accessing AVT support. | Annually – February of the following year. |

The steps involved in providing the breakdown of service delivery are outlined below:

1. Statewide Services creates a regional tracking Excel spreadsheet each semester for AVTs to complete. (The tracking spreadsheet can be accessed in the Statewide Services SharePoint in the AVT tracking spreadsheet folder.)
2. Statewide Services ensures that all AVTs have access to the Excel tracking spreadsheet.
3. AVTs enter information regarding their service delivery including the school name, disability category, support type and time taken including travel time and equipment loan information (as per Schedule 2). This data is completed for each semester.
4. At the end of each semester, Statewide Services collates the regional data (July and December).
5. Statewide Services provides to ISQ and QCEC (July and January) the breakdown of service delivery (school, disability category, support type, hours). Student details will not be provided.
6. Statewide Services will collate the data of AVT service delivery from all regions for the calendar year after the school year finishes and provide this information to Disability, Inclusion & Student Services for the Annual Report.
7. Regional Directors review the data provided in an Annual Report for their endorsement before forwarding to the non-state schooling sector in February the following year.

### Further information

Further information regarding AVTs and service request form are available [here](https://education.qld.gov.au/students/students-with-disability/support-to-non-state-schools).

Non-State schools request AVT service delivery using the AVT service request form and submit to [*avt.nssreferral@qed.qld.gov.au*](mailto:avt.nssreferral@qed.qld.gov.au).

### Forms

* [*AVT (BVI, DHH, PI) service request* form](https://education.qld.gov.au/student/Documents/avt-service-request-form.pdf)

# Schedule [4](#Schedule1) – Students with disability equipment loan and trial service

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| **The Agreement states:**  ***The service***  DoE’s Students with disability equipment loan and trial service provides specialised equipment to support access and participation in curriculum activities to improve educational outcomes.  The service operates in each of the DoE Regions with a collection of highly specialised equipment being available through a statewide service managed by DoE.  ***Access to specialised equipment***  DoE’s equipment loan and trial service is available for students enrolled in a Non-State School:   * whose activity limitations, participation restrictions and associated significant education adjustments require the trial of and/or loan of disability-specific specialised equipment, as determined by the AVT, in collaboration with the student’s educational team.   ***Terms of access***  Non-State Schools will be able to access DoE’s equipment loan and trial service on the same terms and conditions applicable to State Schools.  Responsibility for the equipment lies with the principal of the borrowing Non-State School, who must agree to be bound by the terms and conditions of borrowing and use of the equipment.  ISQ and QCEC acknowledge that the borrowing Non-State School will be responsible to pay the cost associated with equipment delivery and return, and any repair or replacement costs that may be incurred and will advise Non-State Schools of this responsibility.  ***Process to access the equipment loan and trial service***  DoE’s Non-state school students with disability equipment loan and trial service guidelines (the guidelines) provide ISQ and QCEC with contact details, loan application forms and information about the process and responsibilities when accessing the equipment loan and trial service.  Non-State Schools will be responsible for paying the cost of equipment delivery and return, and any repair or replacement costs.  ISQ and QCEC will distribute the guidelines to Non-State Schools and inform them they must adhere to their responsibilities under the guidelines when borrowing, using, and returning the equipment.  DoE’s approved loan application form, or any replacement form provided by DoE to ISQ and QCEC, must be completed by a relevant DoE employee (i.e. DoE’s AVT) before the equipment can be provided. Some equipment may require endorsement from an occupational therapist, physiotherapist or speech pathologist before the loan can occur.  ***Annual reporting (clause 4.3)***  DoE will provide an annual report to QCEC and ISQ, in accordance with clause 4.3 of the Agreement, outlining the number of disability equipment loan and trial service items provided to Non-State Schools by sector. |

## Process

The steps associated with the students with disability equipment loan and trial service are outlined below:

1. The Non-State School determines the eligibility of each student to access the Equipment loan and trial service (on the same terms and conditions of borrowing and use as is applicable to State Schools in the particular DoE region) by ensuring that the student:
2. has activity limitations, participation restrictions and associated significant education adjustments that require the trial of and/or loan of disability-specific specialised equipment, as determined by the AVT, in collaboration with the student’s educational team.
3. The [*Students with disability loan and equipment trial service – non-state school loan request form*](https://education.qld.gov.au/student/Documents/nss-equipment-loan-request-form.pdf) is completed in conjunction with the relevant DoE AVT who is working in the school, and is signed by the Principal who agrees to the terms and conditions of borrowing and use.
4. If the equipment is not available in the specified region, the relevant DoE AVT may apply to the statewide collection.

Each DoE region (including Statewide Vision Impairment Services) has a loan services contact:

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| Region | Regional collection base | Contact details |
| Senior Administration Officer Statewide Equipment Loan and Trial Service | Mount Ommaney Special School | 0476 825 516 |
| Metropolitan North and South Regions | Mount Ommaney Special School | [equipmentloanservice@mtommaneyspecs.eq.edu.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\equipmentloanservice@mtommaneyspecs.eq.edu.au) |
| North Coast Region | North Lakes Regional Office | [SpecialEquipmentTrial](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\NQETC@tclspecs.eq.edu.au)Loan.NCR@qed.qld.gov.au |
| Darling Downs South West Region | Gabbinbar State School | [equipmentloanservice.DDSW@qed.qld.gov.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\equipmentloanservice.DDSW@qed.qld.gov.au) |
| South East Region | South East Regional Office | [loans.ser@qed.qld.gov.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\loans.ser@qed.qld.gov.au) |
| Central Queensland Region | Beaconsfield State School | [cqinclusion@qed.qld.gov.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\cqinclusion@qed.qld.gov.au) |
| North Queensland Region | Townsville Community Learning Centre | [NQETC@tclspecs.eq.edu.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\NQETC@tclspecs.eq.edu.au) |
| Far North Queensland Region | Cairns Special School | [fnqtherapy@balaclavass.eq.edu.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\fnqtherapy@balaclavass.eq.edu.au) |
| Statewide Vision Impairment Services | Narbethong State Special School Campus | [3140\_VILoans@eq.edu.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\3140_VILoans@eq.edu.au) |

## Monitoring and reporting

The department will provide information relating to the Equipment loan and trial service to ISQ and QCEC.

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| Data to be provided | Timeframe |
| DoE will provide to ISQ and QCEC the number of disability equipment loans and trial service items provided to each sector. | Annually – February of the following year. |

The steps involved in providing this information are outlined below:

1. Each DoE region records the details of equipment loans and trials (this recording is determined by individual regional processes).
2. Each DoE region provides non-state schools with details of equipment loans and trials (this notification is determined by individual regional processes).
3. Disability, Inclusion & Student Services provides an annual report in February of the following year outlining the numbers of students, disability category and resources/support provided through this service to ISQ and QCEC.

## Further information

The [*Students with disability loan and equipment trial service – non-state school guidelines*](https://education.qld.gov.au/student/Documents/nss-equipment-trial-service-guidelines.pdf) provides further information about this service.

## Forms

* [*Students with disability loan and equipment trial service - non-state school loan request form*](https://education.qld.gov.au/student/Documents/nss-equipment-loan-request-form.pdf)

# Schedule [5](#Schedule1) – Alternative format library service

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| **The Agreement states:**  ***The service***  The Alternative Format Library (AFL) is a statewide production and resource service managed through DoE’s Statewide Vision Impairment Services (SVIS).  The AFL produces and lends a range of alternative format learning materials to assist students with blindness and vision impairment to access and participate in learning.  This includes providing:   * learning materials in braille, large print and audio * tactile kits and picture books for literacy * tactile resources for science, mathematics, music, humanities and social sciences * textbooks and recreational reading in Braille * textbooks and recreational reading on audio (CD, MP3 and DAISY) * recreational reading in large print * twin vision books (Braille and print) * tactile story books, kits and 3D models.   ***Students to be supported by the alternative format library service***  DoE’s alternative format production and resource service can be accessed by students enrolled in Non-State Schools:   * with blindness or vision impairment who require their learning materials to be in a format other than standard print.   ***Process to access alternative format library service***  The Non-State School must complete DoE’s approved request form and accept the terms and conditions outlined before accessing the library resources and services.  ***Annual reporting (clause 4.3)***  DoE will provide an annual report to QCEC and ISQ, in accordance with clause 4.3 of the Agreement outlining the number of Non-State School students who have accessed the alternative format library service and the type of services they have accessed. |

## Process

The steps associated with the Alternative format library service are outlined below:

1. The non-state school determines the eligibility of each student to access the Alternative format library service by ensuring that the student:
2. with blindness or vision impairment requires their learning materials to be in a format other than standard print.
3. The non-state school completes a[*Media request form*](https://education.qld.gov.au/student/Documents/media-request-form.pdf) to borrow resources or to request that materials be produced. This is signed by the non-state school Principal who accepts the terms and conditions for borrowing and use of the library resources and services by completing the [Alternative Format Library Agreement](https://education.qld.gov.au/student/Documents/alternative-format-library-agreement.pdf).
4. If a requested item is not in the Alternative Format Library collection, a transcription service is provided to produce appropriate curriculum materials in braille (including tactile diagrams) or in large print.

## Monitoring and reporting

The department will provide information relating to the Alternative format library service to ISQ and QCEC.

|  |  |
| --- | --- |
| Data to be provided | Timeframe |
| Numbers of students, resources/support provided. | Annually – February of the following year. |

The steps involved in providing this information are outlined below:

1. The Alternative Format Library records the details of resources and support provided to non-state schools and monitors the borrowing and return of resources.
2. Disability, Inclusion & Student Services provides an annual report in February of the following year outlining the numbers of students, disability category and resources/support provided through this service to ISQ and QCEC.

## Further information

For further information relating to the Alternative format library service, refer to: [Support to non-state schools](https://education.qld.gov.au/students/students-with-disability/support-to-non-state-schools).

Enquiries can be made by contacting:

Telephone: (07) 3823 0766

Fax: (07) 38230760

Email: [3140\_Alternative\_format\_library@eq.edu.au](mailto:3140_Alternative_format_library@eq.edu.au)

## Forms

* [*Media request form*](https://education.qld.gov.au/student/Documents/media-request-form.pdf)
* [*Alternative Format Library Agreement*](https://education.qld.gov.au/student/Documents/alternative-format-library-agreement.pdf)

# Schedule [6](#Schedule1) – Education Low Vision Assessment Centre

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| **The Agreement states:**  ***The service***  The Education Low Vision Assessment Centre (ELVAC) is based in Brisbane and provides outreach services to major centres throughout Queensland including a wide range of specialised vision assessments, support and information to assist students with vision impairment, their families and specialist support staff.  ***Students to be supported by ELVAC***  DoE’s ELVAC service can be accessed by students enrolled in a Non-State School with blindness or vision impairment who require functional vision assessment to obtain a deeper understanding of the impact of their vision impairment on learning.  ***Process to access ELVAC***  Referral to the ELVAC and outreach services is made through DoE’s AVT with specialist skills in VI in consultation with school staff, parents and the student (if appropriate), specialist teachers or relevant DoE’s regional staff.  Medical practitioners can also make direct referrals to the ELVAC.  To access the ELVAC the Non-State School must complete DoE’s approved ELVAC request form, or any replacement form provided by DoE to QCEC and ISQ from time to time during the Term, and accept the terms and conditions outlined in the form.  ***Annual reporting (clause 4.3)***  DoE will provide an annual report to QCEC and ISQ, in accordance with clause 4.3 of the Agreement outlining the number of Non-State School students who have accessed the ELVAC and the type of services they have accessed. |

## Process

The Education Low Vision Assessment Centre (ELVAC) is based in Brisbane and provides outreach services to major centres throughout Queensland.

The steps associated with the ELVAC are outlined below:

1. The non-state school determines the eligibility of each student to access the ELVAC by ensuring that the student has blindness or a vision impairment.
2. The non-state school consults with the Advisory Visiting Teacher – Vision Impairment who makes the referral to the ELVAC. This is completed in consultation with the student (where possible), parents/carers and school staff. Note: Medical practitioners can make referrals directly to the ELVAC.
3. The [*Parent/Carer consent form*](https://education.qld.gov.au/student/Documents/parent-carer-consent-form.pdf) is completed by the parent/carer and student (where possible) providing details of the student’s specialist/s and providing consent for the referral to the ELVAC.
4. The parent/carer and the ELVAC consultant optometrist completes the [*Education Low Vision Assessment Centre – Medical release form*](https://education.qld.gov.au/student/Documents/medical-release-form.pdf).
5. The ELVAC consultant optometrist then sends the form to the student’s medical specialist/s (e.g. ophthalmologist, neurologist or paediatrician), requesting medical information be supplied to the consultant optometrist at the ELVAC.

## Monitoring and reporting

The department will provide information relating to the ELVAC to ISQ and QCEC.

|  |  |
| --- | --- |
| Data to be provided | Timeframe |
| Numbers of students, resources/support provided. | Annually – February of the following year. |

The steps involved in providing this information are outlined below:

1. The ELVAC records the details of support provided to students enrolled in non-state schools.
2. Disability, Inclusion & Student Services provides an annual report in February of the following year outlining the numbers of students and support provided through this service to ISQ and QCEC.

## Further information

For further information relating to the Education Low Vision Assessment Centre service (including access to a brochure), refer to [Support to non-state schools](https://education.qld.gov.au/students/students-with-disability/support-to-non-state-schools).

Enquiries can be made by contacting:

Telephone: (07) 3823 0747

Fax: (07) 3823 0757

Email: [3140\_ELVAC@eq.edu.au](file:///C:\Users\cxmil1\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RX2HLK0L\3140_ELVAC@eq.edu.au)

## Forms

* [*Parent/Carer consent form*](https://education.qld.gov.au/student/Documents/parent-carer-consent-form.pdf)
* [*Education Low Vision Assessment Centre – Medical release form*](https://education.qld.gov.au/student/Documents/medical-release-form.pdf)

# Schedule [7](#Schedule1) – Hospital education service

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| **The Agreement states:**  ***The support***  DoE provides education programs in hospitals and health sites throughout Queensland including at the Queensland Children’s Hospital. These include targeted mental health and education programs delivered in partnership with Child and Youth Mental Health Services.  Hospital education programs aim to:   * deliver high quality targeted teaching and learning – focussing on differentiation and inclusive practices * ensure continuity of education * keep students connected to their school communities * support students to transition back to their base school or onto another learning pathway * contribute to student well-being through staff multi-disciplinary collaboration * reduce barriers to learning * support schools through professional learning.   ***Students to be supported by the hospital education service***  DoE’s hospital education service can be accessed by students enrolled in Non-State Schools who are medically cleared to receive the service, and where:   * they are currently receiving treatment at the hospital and anticipated to be absent from their school for four or more school days. * are being treated for a chronic or acute condition that requires repeated absences from school. * they are a family member of a current patient at the hospital. School-aged family members of patients are only able to access the hospital education service by attending the classroom service. * exceptional circumstances exist and special consideration is authorised by the principal responsible for the hospital education program and DoE’s Regional Director.   ***Process to access the hospital education service***  Families can access a hospital education service by talking to the onsite teacher of the program from their first day in hospital, and by contacting the Queensland Children’s Hospital School via their website [qchschool@eq.edu.au](mailto:qchschool@eq.edu.au).  ***Annual reporting (clause 4.3)***  DoE will provide an annual report to QCEC and ISQ, in accordance with clause 4.3 of the Agreement outlining the number of Non-State School students who have accessed the hospital education service. |

## Process

The Queensland Children’s Hospital School (QCHS) is a multi-campus school that offers education programs to students from Prep to Year 12 for inpatients, outpatients and family members of hospitalised patients in Brisbane.

Brisbane campuses are located at:

* Queensland Children’s Hospital, South Brisbane
* Mater Health Services Building, South Brisbane
* Royal Brisbane and Women’s Hospital, Herston
* Eating Disorder Day Program, Chermside
* Jacaranda Place, Queensland Adolescent Extended Treatment Centre, Chermside
* ActforKids, Wooloowin
* Princess Alexandra Hospital, Woolloongabba – *virtual delivery*
* The Prince Charles Hospital, Chermside – *virtual delivery*

Hospital education programs outside of Brisbane are located at:

* Cairns Hospital – paediatric ward
* Gold Coast University Hospital – paediatric ward
* Ipswich Hospital – paediatric ward
* Logan Hospital – paediatric ward and adolescent mental health unit
* Logan community – adolescent mental health day program
* Mackay Hospital – paediatric ward *– virtual delivery*
* Robina Hospital – adolescent mental health unit and adolescent mental health day program
* Rockhampton Hospital – paediatric ward
* Sunshine Coast University Hospital – paediatric ward, adolescent mental health unit, and adolescent mental health day program
* Toowoomba Hospital – paediatric ward and adolescent mental health unit & day program
* Townsville Hospital – paediatric ward
* Townsville, Kirwan Health Campus – adolescent inpatient unit & day program.

The steps associated with accessing the Hospital education program service are outlined below:

1. Parents/carers contact the hospital education program teacher (or admin office of QCHS) for further information regarding eligibility to attend the school.
2. Base school Principals retain the student’s enrolment and record the student’s absence with reason code A – School Activity.
3. For all hospital education programs, students are registered on OneSchool under QCHS.

## Monitoring and reporting

The department will provide information relating to the Hospital education service to ISQ and QCEC.

|  |  |
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| Data to be provided | Timeframe |
| Numbers of students. | Annually – February of the following year. |

The steps involved in providing this information are outlined below:

1. QCHS records the details of students who are enrolled in non-state schools and are receiving a service through a hospital education program.
2. Disability, Inclusion & Student Services provides an annual report in February of the following year outlining the numbers of students provided a service through the Hospital education service to ISQ and QCEC.

## Further information

Further information for parents/carers about accessing the Queensland Children’s Hospital School (QCHS) can be located [here](https://qchschool.eq.edu.au/Pages/default.aspx).

# Schedule [8](#Schedule1) – Nationally Consistent Collection of Data on School Students with Disability (NCCD) Cross-sector Moderation

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| **The Agreement states:**  ***NCCD Cross-sector Moderation***  The Bilateral Agreement between the State of Queensland and the Commonwealth on Implementation of School Education Reform (the Bilateral Agreement) commits all sectors to conduct moderation of Nationally Consistent Collection of Data on School Students with Disability (NCCD) to 31 December 2023.  The Parties agree to continue conducting cross-sector moderation of NCCD beyond 2023 for the Term of the Agreement.  NCCD cross-sector moderation is co-delivered by DoE, QCEC and ISQ staff.  ***NCCD Cross-sector Moderation sessions***  The Parties will agree on the number of NCCD cross-sector moderation sessions to be delivered annually as well as the locations, facilitators and the number of State School and Non-State School staff to attend.  All scheduled NCCD cross-sector moderations sessions will be promoted by DoE, ISQ and QCEC to schools, clearly articulating dates, times, locations and registration details.  School participation in NCCD cross-sector moderation sessions is not mandatory.  ***Cost sharing***  The costs of delivering NCCD cross-sector moderation including venue and catering costs will be shared between the Parties on the following basis:   * 50% of costs to be borne by DoE; * 25% of costs to be borne by ISQ; and * 25% of costs to be borne by QCEC.   Each sector will be responsible for travel and associated costs incurred for their staff to attend and deliver NCCD cross-sector moderation.  ***Data sharing and reporting***  After delivery of each NCCD cross-sector moderation session, the Parties will share information including date, location, school details, participant numbers by sector and school and participant feedback.  DoE will provide information annually to ISQ and QCEC, two weeks after the August NCCD Census date through the DCSWG about:   * the total number of NCCD cross-sector moderation sessions, dates and locations * participant numbers (total and sector) * the number of participants who had moderated previously (total and sector) * overall participant survey feedback.   ***Annual reporting (clause 4.3)***  DoE will provide an annual summary report to QCEC and ISQ, in accordance with clause 4.3 of the Agreement outlining the number of NCCD cross-sector moderation sessions held by date, location, the number of participants at each workshop by sector and a summary of participant feedback. |

## 

## Process

Cross-sector moderation aligns with [The National School Reform Agreement](https://www.education.gov.au/quality-schools-package/national-school-reform-agreement), [Appendix 7: Bilateral agreement between Queensland and the Commonwealth on implementation of school education reform](https://www.education.gov.au/quality-schools-package/resources/queensland-bilateral-agreement) to enhance the national evidence base for NCCD.

The steps associated with planning NCCD cross-sector moderation are outlined below:

1. DoE, ISQ and QCEC meet annually in August to coordinate the delivery of cross-sector moderation sessions for the following year. Planning will include decision-making about dates and locations, with opportunities for staff across Queensland in metropolitan, regional and rural areas to engage in cross-sector moderation.
2. All sectors agree upon communication strategies, workshop formats, privacy protocols for sharing document sets for moderation, evaluation and data-sharing. All sectors consider the location of cross-sector moderation sessions annually so that participants from all sectors have reasonable opportunity to access a session during the life of the Agreement.
3. Workshops will be capped at 40 participants (DoE: 20; ISQ: 10; QCEC: 10), and shared venue hire and catering costs will reflect participant numbers (DoE 50%, ISQ 25%, QCEC 25%). The department will pay these costs up-front and later invoice ISQ and QCEC 25% each.

## Monitoring and reporting

The department will provide information relating to NCCD cross-sector moderation to ISQ and QCEC.

|  |  |
| --- | --- |
| Data to be provided | Timeframe |
| DoE, QCEC and ISQ will share information including date, location, school details, participant numbers by sector and school participant feedback. | After the delivery of each NCCD cross-sector moderation session. |
| DoE to provide to ISQ and QCEC the total number of NCCD cross-sector moderation sessions, dates, locations, participant numbers (total and sector) and overall participant survey feedback. | Annually – August, two weeks after Census. |

The steps involved in providing this information are outlined below:

1. DoE, ISQ and QCEC record information regarding cross-sector moderation sessions.
2. DoE, ISQ and QCEC share information after the delivery of the final facilitated sessions, including the date, location, school details, participant numbers and evaluation of each cross-section moderation session.
3. Disability, Inclusion & Student Services provide an annual summary report in August, two weeks after Census, outlining details of the total number of cross-sector moderation sessions, dates, locations, participant numbers and a summary of participant feedback.

# Appendix A – Reporting Framework Summary

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| --- | --- | --- |
| Schedule | Data to be provided | Timeframe |
| 1 Dual Enrolment | State School, FTE, Non-State School, FTE, start date, end date. | Annually – February of the following year. |
| 2 Advisory Visiting Teacher service | ISQ and QCEC will provide DoE with the FTE regional breakdown of allocated AVT services required for the following year. | October of the preceding year. |
| DoE will provide the names and contact details of the Statewide Services managers who provide oversight of AVT services for blindness and vision impairment, deafness and hearing loss, and physical impairment. | Quarterly reports (February, May, August, November each year). |
| DoE will provide to ISQ and QCEC the break-down of AVT services delivered (school, disability category, support type, hours). | After each Semester (July and January). |
| Breakdown of AVT services provided, by disability category and FTE, and the number of Non-State Schools accessing AVT support. | Annually – February of the following year. |
| 4 Students with disability equipment loan and trial service | DoE will provide to ISQ and QCEC the number of disability equipment loans and trial service items provided to each sector. | Annually – February of the following year. |
| 5 Alternative format library service | Numbers of students, resources/support provided. | Annually – February of the following year. |
| 6 Education Low Vision Assessment Centre | Numbers of students, resources/support provided. | Annually – February of the following year. |
| 7 Hospital education service | Numbers of students. | Annually – February of the following year. |
| 8 Nationally Consistent Collection of Data on Schools Students with Disability (NCCD) Cross-sector Moderation | DoE, QCEC and ISQ will share information including date, location, school details, participant numbers by sector and school participant feedback. | After the delivery of each NCCD cross-sector moderation session. |
| DoE to provide to ISQ and QCEC the total number of NCCD cross-sector moderation sessions, dates, locations, participant numbers (total and sector) and overall participant survey feedback. | Annually – August, two weeks after Census. |

# Appendix B – Student Transfer Note

#### Students transferring from state school to non-state school (or vice versa)

While the requirement to provide information when a student changes schools is not a specific schedule under the Agreement, the following outlines principals’ responsibilities to share information to ensure continuity of a student’s educational program and meet duty of care obligations in relation to the student and the school community as per the [Enrolment in state primary, secondary and special schools procedure](https://ppr.qed.qld.gov.au/pp/enrolment-in-state-primary-secondary-and-special-schools-procedure),

The principal of the new school requests a [Notice – Request for student transfer note](https://ppr.qed.qld.gov.au/attachment/notice-request-for-student-transfer-note.docx) from the previous school and [advises](https://ppr.qed.qld.gov.au/attachment/notice-to-parent-or-student-if-living-independently-transfer-note-requested.DOCX) the parent (or student if living independently) that a [Transfer note](https://ppr.qed.qld.gov.au/attachment/student-transfer-note.pdf) has been requested. If a student has an EAP verification record (any status) and this is requested on the Transfer note, this must be provided.

The completed Transfer note and copies of documents mentioned in the Transfer note (where applicable), should be provided to the requesting principal within 10 school days of the request.

Note:

* If ISQ and QCEC do not receive this information after a Notice – Request for student transfer note has been provided to the state school, ISQ and QCEC can submit a request to DoE by email to [OfficeOfNonStateEducation@qed.qld.gov.au](mailto:OfficeOfNonStateEducation@qed.qld.gov.au). DoE officers will action this request for information and follow up with the relevant regional office to work with the school to support the sharing of information.
* If state schools do not receive this information after a Notice – Request for student transfer note has been provided to the Non-state school, state schools can contact the Principal Advisor Education Services (PAES) in their [region](https://education.qld.gov.au/contact-us/state-schools-regional-contacts).

More information can be found in the [Student transfer note fact sheet](https://ppr.qed.qld.gov.au/attachment/fact-sheet-student-transfer-note.docx).