Eligible School Leaver Guidelines

V 3.3

Disclaimer
This document is not a stand-alone document and does not contain the entirety of Disability Employment Services Programme Providers’ obligations. It should be read in conjunction with the Disability Employment Services Deed and any relevant Guidelines or reference material issued by the Department of Social Services under or in connection with the Disability Employment Services Deed.
# Eligible School Leaver Guidelines

Eligible School Leaver Guidelines V3.3  
Effective Date: 12 September 2015  
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Document Change History:

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<th>Version</th>
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<tr>
<td>3.3</td>
<td>12 September 2015</td>
<td>12 September 2015</td>
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<td>Updates to terminology</td>
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<td>29 June 2015</td>
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Background

These Guidelines outline the steps to be taken by Disability Employment Service (DES) Providers (hereon referred to as ‘DES Providers’) to identify Eligible School Leavers (ESLs) during the Direct Registration process prior to Commencing them in DES Employment Support Service (DES-ESS) or DES Disability Management Service (DES-DMS). The guidelines also describe the Documentary Evidence that Providers must collect and retain to demonstrate that they are eligible to be Directly Registered as an ESL.

Intent of the ESL policy in DES

The intent of the DES ESL policy is to assist students with significant disability to transition from school to post school open employment. The Department considers that the levels of impairment of jobseekers eligible for ESL are major barriers to open employment and require considerable assistance on the Provider’s part to prepare and train the Participant to be ready for open employment. Therefore, the Department would not expect that a would achieve open employment within months of Commencing as an ESL. The policy enables these students to Directly Register with a DES Provider without an Employment Services Assessment (ESAt) or Job Capacity Assessment (JCA). This streamlined access was implemented in response to feedback from industry that students with significant disability
had already been subject to multiple assessments as a result of their disability and that the outcome of those assessments could be used in place of an ESAt or JCA.

ESL arrangements for full-time students are specifically targeted at school aged students who are undertaking secondary studies. Adult job seekers who are aged 22 and over who are undertaking secondary school studies through TAFE or similar institutions, do not meet ESL eligibility requirements and must not be Registered and Commenced in DES. Job seekers with disability who are over the age of 22 who wish to access DES must be referred to the Department of Human Services (DHS) for an ESAt to ascertain eligibility.

**Significant Disability**

The term “significant disability” refers to job seekers who have major barriers to employment and require ongoing support in employment. Job seekers with “significant disability” are those with severe physical or mental impairment which limits their functional capacity relating to mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and work skills. Job seekers with this level of impairment are considered to have major barriers to open employment and require a great deal of time and effort on the Provider’s part to prepare and train the Participant to be ready for open employment and then to find appropriate, meaningful and sustainable employment.

Participants in DES-ESS who have this level of impairment and who require ongoing support in the workplace have an eight hour benchmark and attract Funding Level 2 fees in recognition of the high level of support and assistance that is required to find them a job and provide support while they are working. The Documentary Evidence requirements to support ESL eligibility are aimed at ensuring that only job seekers with the impairment characteristics described above will be correctly Commenced in DES in accordance with the relevant DES guidelines and the DES Deed without undertaking an ESAt to determine eligibility and funding level.

**Funding Level**

On Commencement in DES-ESS, ESLs default to Funding Level 2 and have an employment benchmark of eight hours. This funding regime recognises that if these job seekers with significant disability had undergone an ESAt or JCA, the outcome would be that they have very high support needs and significant barriers to employment and, given their level of impairment, would have otherwise qualified for Funding Level 2 with an eight hour employment benchmark if an ESAt or JCA had been conducted.

**Employment Support Service (DES-ESS) or Disability Management Service (DES-DMS)**

While the ESL policy applies to both DES-ESS and DES-DMS there is an expectation that most ESL Participants will be Registered and Commenced in DES-ESS as they will have high ongoing support needs.

In exceptional circumstances, however, DES-DMS might be the appropriate service; for example, this might be a student with a significant sensory disability, such as vision impairment, who has strong vocational skills in a particular area. While this job seeker might require transitional support to gain employment, once supported for six months, they would not be expected to require high ongoing support. Where a job seeker is Registered and Commenced in DES as an ESL by a DES-DMS Provider, the Provider must retain on file, a
justification statement outlining the reason(s) why they considered DES-DMS to be the appropriate service for the job seeker in this exceptional circumstance.

**Outcomes for ESLs who are full-time students**

The assistance provided to full-time student ESL Participants in DES is aimed at identifying and preparing a student job seeker for suitable post school open employment opportunities. Generally, job seekers with significant disability will complete secondary school and enter post-school programmes for people with disability such as transition to work programmes, day programmes or Australian Disability Enterprises (ADE).

DES Providers should not Register and Commence full-time student job seekers for the sole purpose of placing them in after school jobs. In certain circumstances, where a Participant and their parent or legal guardian agrees, a DES Provider might consider it appropriate to place an ESL Participant in employment for eight hours a week while they are still a full-time student. This could be for the purpose of gaining relevant work experience or identifying a Participant’s suitability for a certain type of work. Under these circumstances, employment of eight hours per week would be considered appropriate as it forms part of the overall transition of the job seeker to a post school environment. The ESL Programme, however, is focussed on allowing DES Providers to work in partnership with the school to develop the employment skills to support the transition of the at the end of Year 12 into sustainable employment with ongoing support as required.

**ESL full-time students**

Full-time students may approach a DES Provider seeking to Directly Register or might become aware of DES services as a result of a DES Provider approaching their school. DES Providers should be aware that before Registering and Commencing a full-time student job seeker, they must consider all of the students’ circumstances and determine whether DES-ESS or DES-DMS would better meet the students’ needs. Students must be provided with information about the various providers and services that are available and given the opportunity to choose a preferred Provider. DES may not be the most appropriate programme for students with significant disability if their intention is to continue with tertiary or other study after they finish school.

Once a student completes their final year of school they are not eligible for the ESL pathway into DES. In this event, it is in the student’s best interests to visit Centrelink, where the full range of available options can be explained to them, including options for further study or training. Centrelink can also discuss with the job seeker their eligibility for income support while studying or looking for work.

**Single period of service**

ESL Participants are restricted to a single period of service in DES. Once an ESL Participant has exited DES they are no longer eligible to access DES through the ESL pathway and must have a Valid ESAt/JCA to determine their eligibility.
Flow Chart – Eligible School Leaver

1. DES Provider identifies a potential Eligible School Leaver (ESL) prior to commencing the Direct Registration process.

2. DES Provider determines ESL eligibility by referring to these guidelines. Does the job seeker meet the definition of an Eligible School Leaver set out in Step 2, Page 10?

Yes

3. The DES Provider confirms the job seeker’s status as an ESL by:
   - obtaining the required Documentary Evidence to support the job seeker’s ESL eligibility (see Step 3, Page 12)
   - Completing, with the job seeker, the DES Direct Registration Form (DES DRF), ensuring that:
     - all sections are completed correctly
     - Proof of Identity (POI) checks have been undertaken – POI documents have been sighted and recorded on file
     - the DES DRF is signed by both the DES Provider and the job seeker (or their parent or guardian); and
     - all other requirements as outlined in the guidelines are met.

4. The DES Provider conducts a search for any existing records in the Employment Services IT System for the job seeker. If a record does not already exist for the job seeker:
   - the DES Provider creates a Registration record in the Employment Services IT System in accordance with the DES Direct Registration Guidelines, ensuring that:
   - the job seeker’s Registration is linked to a CRN (see the DES Direct Registration Guidelines Step 4, page 15 for instructions).

5. The DES Provider Commences the job seeker in DES and
   - applies the appropriate ESL ESA/IT/ICA exemption flag
   - if being Commenced in DES ESS the Provider should:
     - confirm that the Participant’s Funding Level has defaulted to Funding Level 2; and
     - confirm that the Employment Services IT System has set the employment benchmark at eight hours per week.
Text Flow Chart – Eligible School Leaver

1. DES Provider identifies a potential Eligible School Leaver prior to Commencing the Direct Registration process.
2. DES Provider determines ESL eligibility by referring to these guidelines. Does the job seeker meet the definition of an Eligible School Leaver set out in Step 2, Page 10?
3. No? Provide Student with information about other suitable services
4. Yes? The DES Provider confirms the job seeker’s status as an ESL by:
   - obtaining the required Documentary Evidence to support the job seekers’s ESL eligibility (see Step 3, Page 12)
   - Completing, with the job seeker, the DES Direct Registration Form (DES DRF), ensuring that:
     - all sections are completed correctly
     - Proof of Identity (POI) checks have been undertaken – POI documents have been sighted and recorded on file
     - the DES DRF is signed by both the DES Provider and the job seeker (or their parent or guardian); and
     - all other requirements as outlined in the guidelines are met.
5. The DES Provider conducts a search for any existing records in the Employment Services IT System for the job seeker. If a record does not already exist for the job seeker:
   - the DES Provider creates a Registration record in the Employment Services IT System in accordance with the DES Direct Registration Guidelines, ensuring that:
     - the job seeker’s Registration is linked to a CRN (see the DES Direct Registration Guidelines Step 4, page 15 for instructions).
6. The DES Provider Commences the job seeker in DES and
   - applies the appropriate ESL ESAt/JCA exemption flag
   - if being Commenced in DES-ESS the Provider should:
     - confirm that the Participant’s Funding Level has defaulted to Funding Level 2; and
     - confirm that the Employment Services IT System has set the employment benchmark at eight hours per week.
Note: This should not be read as a stand-alone document, please refer to the Disability Employment Services Deed.

Disability Employment Services Deed Clauses Reference

Clause 83 – Direct Registration of Participants without a Referral
Clause 88 – Initial Contacts
Clause 120 – Funding Levels for Disability Employment Services – Employment Support Services
Annexure A – Definitions

Reference documents relevant to these Guidelines:
Direct Registration Guidelines
Service Fee Guidelines
Referral and Commencement Guidelines
Documentary Evidence for Claims for Payment Guidelines

Explanatory Notes:
1. All capitalised terms have the same meaning as in Disability Employment Services Deed.
2. In this document, ‘must’ means that compliance is mandatory and ‘should’ means that compliance represents best practice.
3. Italicised text is a hyperlink to the relevant reference material.
Eligible School Leaver Guidelines:

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<tr>
<th>Who is Responsible:</th>
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<td>1. The DES Provider</td>
<td>All job seekers presenting to a DES Provider without being Referred by the Department of Human Services, can be Directly Registered by a DES Provider in accordance with the DES Deed, the Direct Registration Guidelines and the Eligible School Leaver Guidelines.</td>
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<td>When first approached by a job seeker, a DES Provider should establish if a job seeker is a potential ESL (refer to definition in Step 2). Where a job seeker does not fit the definition of an ESL, a DES Provider should refer to the Direct Registration Guidelines to see if the job seeker is eligible to be Registered and Commenced in DES under general DES Direct Registration arrangements.</td>
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<td></td>
<td><strong>Direct Registration of ESLs</strong></td>
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<td>A DES Provider must only Directly Register and Commence as an ESL, a job seeker who has a permanent residential address in the Employment Services Area (ESA) for which the DES Provider is contracted to deliver Programme Services.</td>
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<td>The exception to this rule is where a job seeker wishes to be serviced by a specialist DES Provider who delivers services outside the ESA in which the job seeker resides.</td>
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<td><strong>Note:</strong> Where the above requirements are met and a Specialist Provider Directly Registers a job seeker, the Specialist Provider must deliver Programme Services to the job seeker in accordance with the DES Deed. That is, the Specialist Provider:</td>
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<td>• must only deliver Programme Services from a Site within the Provider’s contracted ESA, unless otherwise approved by the Department of Social Services (DSS) in accordance with the DES Deed; and</td>
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<td>• is not permitted to establish a physical presence (either temporary or permanent) in an ESA that is not specified in their Schedule. This includes the operation of a mobile servicing facility to visit or otherwise service a job seeker whose Permanent Address is located outside an ESA specified in a Specialist Provider’s Schedule.</td>
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<td>Please see the Direct Registration guidelines: <strong>Attachment B</strong> for more information.</td>
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<td>Who is Responsible</td>
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| **2. The DES Provider**<br>DES Provider determines ESL. | **ESL Participant Definition**<br>In accordance with the DES Deed, an ESL Participant means a job seeker who Directly Registers with a DES Provider and who is seeking to transition from:<br>- secondary school to post school open employment; or<br>- a state or territory government disability post school employment or transition to work programme to open employment;<br>and has evidence that they:<br>- attract additional educational funding* due to their disability in their current and final year of school; or<br>- are in a disability special school** or disability special class*** in a mainstream school; or<br>- are receiving the Disability Support Pension (DSP).<br>An ESL Participant must also meet all other requirements set out in any DES guidelines and the DES Deed.<br>To be eligible to Commence in DES as an ESL Participant, the job seeker must also be first Registering with a DES Provider:<br>- while they are a current full-time student in their current and final year of secondary school****;<br>- in their final six months of participating in a state or territory government post school employment or transition to work programme for people with disability that is listed in the DES Concurrency Supporting Document; or<br>- within 20 business days of exiting a state or territory government post school employment or transition to work programme for people with disability.<br>The job seeker must also:<br>- be of legal working age;<br>- be assessed by the DES Provider as having capacity to work for a minimum of eight hours a week with the assistance of a DES Provider;<br>- not be currently employed for eight hours or more per week; and<br>- meet all other eligibility requirements for DES as outlined in these Guidelines and the Direct Registration Guidelines.<br>* Attachment B refers to funding arrangements for school students with disability.<br>** Disability special schools exist in both the Government or non-government education systems. The term “disability special school” refers to a school established by a relevant education authority for students with diagnosed disability. For the purpose of demonstrating ESL eligibility, eligible secondary school students must be attending or have attended a “disability special school” due to significant disability such as intellectual disability, severe autism spectrum disorders or...
### Who is Responsible

**significant physical disability. Students who attend special schools due to learning difficulties or behavioral issues do not meet the definition of an ESL.**

### What is Required:

*** The term “disability special class” refers to a class in a mainstream school consisting of students with significant disability who have been grouped together because of similar educational support needs. For the purpose of demonstrating ESL eligibility, eligible secondary school students must be attending or have attended a “disability special class” due to significant disability such as intellectual disability, severe autism spectrum disorders or physical disability. Students who attend special classes due to learning difficulties or behavioral issues do not meet the definition of an ESL.

**** All states and territories mandate minimum school leaving age. (Refer to Attachment A).

### Final year of school*

A full-time secondary school student who wishes to access DES through the ESL – Full-Time Student pathway must be in their final year of school at the time of Registration and Commencement.

In most states and territories this will be year 12. Some students, with the consent of their parents or guardian, and with the agreement from the school Principal, may opt to leave school prior to completing year 12. These students may be eligible to be Commenced in DES only where the DES Provider has obtained the necessary Documentary Evidence to support the decision for the job seeker to leave school before the mandated minimum school leaving age (see DES ESL Documentary Evidence requirements set out in Attachment C).

*Students who are in year 11 and who have registered as continuing students for year 12, are permitted to Register and Commence in DES as an ESL from 1 December in the year prior to year 12. This is to allow a full year of support for the job seeker as the Department considers that the level of impairment of job seekers eligible for ESL are major barriers to open employment and require a great deal of time and effort on the Provider’s part to prepare and train the Participant to be ready for open employment, and then to find appropriate, meaningful and sustainable employment.

### Post school employment and transition to work programmes for people with disability (TTW)

Job seekers undertaking a TTW listed in the DES Concurrency Supporting Document may be Registered and Commenced in DES as an ESL during their final six months of participation in the programme. When Directly Registering the job seeker the DES Provider must record the name of the TTW service provider and the expected end date on the Circumstances panel in the Department’s IT System.

Job seekers participating in a TTW not listed in the DES Concurrency...
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<td>Supporting Document cannot participate in DES until they have exited from that programme. When Directly Registering a former TTW participant the DES Provider must record the name of the TTW service provider on the Circumstances panel in the Department’s IT System. A DES Provider must Register and Commence former TTW participants within 20 business days of the job seeker’s exit date from the programme. If a DES Provider is unable to comply with this requirement due to circumstances beyond their control, they must seek written approval from their Contract Manager to Commence the job seeker beyond the 20 business day limit. A copy of the written approval must be kept on the Participant’s file as part of the Documentary Evidence to support the job seeker’s Registration and Commencement.</td>
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<td>A DES Provider should discuss with the job seeker their post school options prior to Registering and Commencing the job seeker as an ESL in DES. If a job seeker is Commenced in DES as an ESL they cannot Commence in a TTW unless they exit DES. They cannot access DES until they have exited the TTW, or, if the programme is Concurrent, until they are in their final six months of participation. Please see the DES Concurrency Supporting Document for more information.</td>
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<td><strong>Australian School Based Apprenticeships and Traineeships (ASBATS)</strong></td>
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<td>Full-time secondary students who wish to undertake an ASBAT are only eligible to be Commenced in DES under ESL eligibility arrangements if they are in their final year of secondary school.</td>
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<td>The exception to this is where a full-time student job seeker who is in year 11 is undertaking an ASBAT or intends to participate in an ASBAT as part of their school curriculum, which is specifically targeted at full-time students with significant disability and has a modified course to accommodate the student’s disability. (Note: This requirement does not apply to job seekers who Register and Commence as ESLs after 1 December in their year 11 school year).</td>
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<td><strong>Note:</strong> Eligible full-time students who are undertaking ASBATS that meet the requirements above prior to registering with a DES Provider, can only be Registered and Commenced in DES if they are working less than eight hours per week.</td>
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<td>A DES Provider must obtain Documentary Evidence to show that the ASBAT has been modified to accommodate the job seeker’s disability. An example of appropriate Documentary Evidence would be a signed and dated letter on letterhead (or email) from the training organisation setting out the specific modifications that have been made to the training component to accommodate the job seeker’s disability and/or relevant paperwork confirming Disabled Australian Apprentice Wage Support (DAAWS) Programme approval.</td>
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<td>Who is Responsible</td>
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<td><strong>Transfers</strong></td>
<td>If an ESL flagged Participant transfers from one Provider to another, the gaining Provider must retain on file the Documentary Evidence to fully support the Participant’s ESL Registration and Commencement. This must be obtained from the relinquishing Provider, or, alternately, the gaining Provider must gather their own Documentary Evidence to determine eligibility from the relevant sources as detailed in Section 3 of these Guidelines. If the Documentary Evidence cannot be obtained, the Participant must be Exited and Referred to an ESAt to determine their eligibility for DES, noting that full-time students are ineligible for DES unless they meet the ESL eligibility requirements set out in these guidelines.</td>
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### 3. The DES Provider

#### Documentary Evidence to support ESL Eligibility

*Disability Employment Services Deed Clause Reference: Definitions, Eligible School Leaver.*

**Overview**

When Directly Registering and Commencing a job seeker as an ESL in DES, a DES Provider must first obtain appropriate Documentary Evidence to support the job seeker’s eligibility. This evidence falls into three categories:

- evidence to support the Direct Registration process (including checking the job seeker’s POI)
- evidence of a job seeker’s disability and eligibility for ESL
- evidence to demonstrate a job seeker’s capacity to work a minimum of eight hours per week.

Job seekers who are Registered and Commenced in DES as ESLs must be eligible for DES at the time of Registration and Commencement. This means that a DES Provider must ensure that they have obtained the necessary Documentary Evidence (as outlined above) prior to Registering and Commencing the job seeker in DES-ESS.

#### Primary Evidence

Unless otherwise stated, all Documentary Evidence to support the Direct Registration and Commencement of a job seeker as an ESL in DES must be Primary Evidence and directly related to the job seeker’s primary disability as recorded in the Department’s IT System. Evidence must be obtained from a primary source and contained within a primary source document such as an original letter. For example, the evidence that a job seeker is attracting additional educational funding while at school, must be a signed and dated letter on letterhead (or email), from a school. Documentary Evidence in the form of a signed pro forma with tick boxes, or file notes, do not meet this requirement and will not be accepted as Documentary Evidence to support ESL eligibility.

**Note:** The Documentary Evidence requirements to support the Registration and Commencement of a job seeker as an ESL are set out
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<td>in Attachment C. Template paragraphs for letters for requesting Documentary Evidence from schools are available in Attachment D.</td>
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**Documentary Evidence to support Direct Registration – Direct Registration Form**

A DES Provider must retain as Documentary Evidence, a correctly completed and signed DES Direct Registration Form (DRF) to support the job seeker’s Direct Registration. A DES Provider may only use an unabridged, current version of the DES DRF that was available on the DES Portal at the time of the Participant’s Commencement.

**Note:** When Directly Registering a job seeker a DES Provider must follow the instructions set out in the DES Direct Registration Guidelines. In particular, a DES Provider must ensure that every job seeker record they create is linked to a Centrelink Customer Reference Number (CRN). Please refer to the DES Direct Registration Guidelines Step 4, page 15 for instructions on how to link a job seeker’s registration record to a CRN.

A DES Provider must also ensure they conduct the appropriate POI checks set out in Section 14 of the DES DRF.

**Documentary Evidence requirements to support the Registration and Commencement of a full-time secondary school student as an ESL**

Prior to Registering and Commencing a job seeker who is a full-time secondary school student, a DES Provider must obtain Documentary Evidence confirming the student is:

- attracting additional educational funding due to their disability; or
- in a disability special school or disability special class in a mainstream school; or
- receiving DSP; and
- in their current and final year of school.

Documentary Evidence confirming that a job seeker is attracting additional educational funding or is attending a special school or a disability special class in a mainstream school, must be obtained from the school principal or their authorised representative. The evidence must clearly identify the job seeker’s disability (refer to page 4 for information about significant disability), the name of the programme that provides additional educational funding (refer to **Attachment B**) and clearly state that the funding is linked to the job seeker’s support needs due to their disability. Information about state and territory disability funding in government and non-government schools is set out in **Attachment B**.

**Note:** Where a student is in a disability specialist school or is in a disability special class in a mainstream school, a DES Provider is only required to obtain Documentary Evidence to confirm that the job...
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<td>seeker is enrolled in a special school or a disability special class in a mainstream school and that the job seeker is a full-time student and is in their current and final year of school.</td>
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**Documentary Evidence requirements to confirm a job seeker is in their current and final year of school**

Full-time secondary school students who wish to access DES through the ESL – Full-Time Student pathway must be in their current final year of school. For the purposes of these Guidelines, a job seeker’s ‘final year of school’ is considered to be year 12 (or year 12 equivalent for those states/territories where year 12 is not considered the final year of secondary schooling). If a student wishes to register with a DES Provider and they are not yet in year 12, the DES Provider must meet with the student, school principal or their representative and a parent, carer or guardian and gain agreement that the student will leave school before year 12 and that DES is the most appropriate activity for the student. A DES Provider must retain Documentary Evidence of this meeting, confirming the agreement that was reached between the parties at the meeting, and confirming the school student’s agreed leaving date. Refer to Attachment C.

**Documentary Evidence requirements to support the Registration and Commencement of a former transition to work participant as an ESL**

Where a job seeker Directly Registers with a DES Provider immediately (within 20 business days) after participating in a state or territory government transition to work programme for people with disability, a DES Provider must obtain evidence that the job seeker was:

- attracting additional educational funding due to their disability in the school year prior to commencing in the transition to work programme; or
- in a disability special school or disability special class in a mainstream school; or
- receiving DSP at the time of their Registration and Commencement in DES.

**Documentary Evidence to confirm a job seeker is receiving DSP**

Full-time secondary school students as well as job seekers who are Registering with a DES Provider immediately after participating in a state or territory disability transition to work programme, who are receiving DSP, are eligible to Register and Commence in DES as ESLs providing that they meet all other eligibility requirements for DES.

Where a full-time student job seeker is receiving DSP, a DES Provider is only required to obtain Documentary Evidence confirming that the job seeker is a full-time secondary school student and is in their final
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<td>year of school.</td>
</tr>
<tr>
<td><strong>Note:</strong> Former transition to work participants do not require any additional evidence.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence to support a job seeker’s capacity to work a minimum of eight hours per week</strong></td>
<td></td>
</tr>
<tr>
<td>As a general principle, all job seekers accessing DES must have the capacity to work at their minimum employment benchmark hours. The employment benchmark is important as it not only determines a job seeker’s capacity to participate in and benefit from DES, but it also identifies the job seeker’s limitations to the amount of work they can do.</td>
<td></td>
</tr>
<tr>
<td>A job seeker’s employment benchmark is normally determined by an ESAt or JCA. ESL Participants have a default employment benchmark of a minimum of eight hours per week as they are not required to undertake an ESAt/JCA. In the absence of an ESAt/JCA and prior to Registering and Commencing an ESL a DES Provider must determine that the job seeker has a capacity to work a minimum of eight hours per week*.</td>
<td></td>
</tr>
<tr>
<td>* This requirement is included in the DES Direct Registration Form under the ‘Declaration by DES Provider’.</td>
<td></td>
</tr>
</tbody>
</table>

4. The DES Provider

**Direct Registration**

**Direct Registration of ESL job seekers**

When Directly Registering a job seeker as an ESL a DES Provider must follow all the procedures set out in the DES Direct Registration Guidelines.

**Direct Registration and Commencement of a job seeker as an ESL who has a current and valid ESAt/JCA**

Some job seekers will have a current ESAt or JCA. This generally occurs where a job seeker has tested their eligibility for DSP.

Where a job seeker has a current ESAt or JCA, they are only eligible to be Commenced in DES as an ESL if the ESAt/JCA has a recommendation of DES-ESS or DES-DMS and a work capacity of eight hours plus.

**Note 1:** Where an ESAt or JCA exists, a DES Provider may only Register and Commence a job seeker in the DES service (either DES-ESS or DES-DMS) recommended by the ESAt/JCA Assessor.

Full-time students with a Valid ESAt or JCA with a recommendation of DES, will still need to meet the ESL eligibility requirements for DES. That is, a full-time student must be attracting additional educational funding due to their disability or be in a disability special school or disability special class in a mainstream school, or be receiving DSP. This also applies to former transition to work participants with a current ESAt or JCA who are within the 20 business days post TTW exit.
### Who is Responsible

<table>
<thead>
<tr>
<th>What is Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>date and current TTW participants that are in the final six months of participation in a DSS approved programme.</td>
</tr>
</tbody>
</table>

**Note 2:** While some information in an ESAt/JCA can be used as Documentary Evidence to support certain aspects of ESL eligibility (eg the job seeker’s capacity to work a minimum of eight hours), an ESAt/JCA cannot be used by itself as Documentary Evidence to support the Registration and Commencement of an ESL.

### 5. The DES Provider

**Commencing an ESL in the Employment Services systems**

*Disability Employment Services Deed 2012-2015 Clause Reference:*  
Clause 83.4 Eligible School Leaver

**Registering and Commencing an ESL in DES**

To Register and Commence a job seeker as an ESL, a DES Provider should first interrogate ESS Web to determine whether the job seeker already has a record. If an existing record cannot be found in ESS Web, a DES Provider must enter the Registration information in ESS Web and apply the appropriate ESL flag to Commence the job seeker. The application of the flag will allow the job seeker to be Commenced in either DES-ESS (Funding Level 2) or DES-DMS, without having an ESAt or JCA result recorded in the system.

The ESL flags can be found on the ‘Circumstances’ panel of the Registration screen. To apply a flag, a DES Provider selects the appropriate flag from the ‘ESAt/JCA exempt’ drop down field for the ESL pathway that the job seeker is being Commenced under. The two ESL flags are:

- ESL- Full-Time Student
- ESL- Transition to Work programme.

**Note:** The ESL flag must be entered at the time that the job seeker is being Commenced in DES. Failure to do so will prevent the system from allowing the job seeker to be Commenced. When this occurs a DES Provider should contact their Contract Manager and provide Documentary Evidence confirming the job seeker’s ESL eligibility. Once the Contract Manager has received this evidence they will advise the Helpdesk to add the flag if appropriate.

**Funding Level**

ESLs Commencing in DES-ESS will default to Funding Level 2 and any later changes in their circumstances will not change this funding level.

**Note:** There is only one funding level for ESL Participants Commenced in DES-DMS.

**Registration and the Job Seeker Classification Instrument (JSCI)**

When Direct Registering ESLs, a DES Provider should enter the job seeker’s primary disability in the ‘Primary Disability’ field on the Registration Screen ‘Circumstances’ panel in ESS Web.

**Note:** Failure to enter a job seeker’s primary disability will negatively impact on a DES Provider’s Star Rating.
<table>
<thead>
<tr>
<th>Who is Responsible</th>
<th>What is Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A DES Provider should also complete the JSCI so that information about the job seeker’s disability and employment barriers is recorded. This information should be updated if the Participant’s circumstances change.</td>
</tr>
<tr>
<td>6. The DES Provider Job Plans</td>
<td>Job Plans</td>
</tr>
<tr>
<td></td>
<td>As with all DES Participants a DES Provider must complete an Job. These plans must be individually negotiated with the Participant to articulate their employment goal and to set out the activities the Participant and the DES Provider will undertake to achieve that employment goal.</td>
</tr>
<tr>
<td></td>
<td>The Job Plan should be negotiated with the assistance of a parent, carer or guardian. For ESLs who are full-time students, a representative from the school, such as a careers advisor, or staff member who has responsibility for the student while they are in school, should be involved in the preparation of the student’s Job Plan and be linked to their Education Plan.</td>
</tr>
<tr>
<td>7. The DES Provider Outcomes including Education Outcomes</td>
<td>Employment Outcomes</td>
</tr>
<tr>
<td></td>
<td>Employment Outcomes are payable for ESL Participants who are Commenced in DES via either the Full-Time Student pathway or the Transition to Work pathway.</td>
</tr>
<tr>
<td></td>
<td>It should be noted, however, that ESL policy in DES is about assisting job seekers to successfully transition from school to post school open employment. In particular, the assistance provided to ESL Participants who are full-time students in DES is aimed at identifying suitable post school options and preparing the job seeker for the post school environment.</td>
</tr>
<tr>
<td></td>
<td>Given the level of impairment of a jobseeker who is eligible to be Registered and Commenced in DES as an ESL and the time required to address their barriers to open employment, the Department would not expect an ESL Participant to be placed in open employment shortly after Commencing in DES.</td>
</tr>
<tr>
<td></td>
<td>In certain cases, a DES Provider might find it appropriate to place an ESL Participant in employment for eight hours a week while they are still a full-time student. This could be, for example, for the purpose of gaining relevant work experience prior to leaving school. In this circumstance a Provider may be eligible to claim an Employment Outcome.</td>
</tr>
<tr>
<td></td>
<td><strong>Education Outcomes</strong></td>
</tr>
<tr>
<td></td>
<td>Education Outcomes are not payable for ESL Participants who have been Commenced in DES with the ESL – Full-Time Student flag while they are a full-time student in secondary school. A DES Provider may be eligible to claim an Education Outcome for an ESL Participant who has been Commenced in DES as a full-time student once they have left</td>
</tr>
<tr>
<td>Who is Responsible</td>
<td>What is Required:</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>school.</td>
</tr>
<tr>
<td>A DES Provider will be eligible to claim an Education Outcome for an ESL Participant who has been Commenced in DES via the ESL – Transition to Work pathway providing all requirements for an Education Outcome are met.</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> The Department will closely monitor the Employment and Education Outcomes for ESL Participants. DES Providers should refer to the DES Outcome Guidelines for information about claiming outcomes for ESL Participants.</td>
<td></td>
</tr>
</tbody>
</table>
## Attachment A:
### State and Territory Minimum School Leaving Age Requirements

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>School Leaver Arrangements</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Capital Territory</td>
<td>Students are required to remain in education until achieving Year 10, and then participate in full-time education, training or employment until completing Year 12 or equivalent, or reach age 17, whichever occurs first.</td>
<td><a href="http://www.det.act.gov.au">www.det.act.gov.au</a></td>
</tr>
<tr>
<td>New South Wales</td>
<td>All students must complete Year 10. After Year 10 and until they turn 17, students must be in school, (or registered for home schooling), undertaking an approved education or training course, be participating in full-time, paid employment (average of 25 hours per week) or in a combination of work, education and/or training.</td>
<td><a href="http://www.schools.nsw.edu.au">www.schools.nsw.edu.au</a></td>
</tr>
<tr>
<td>Northern Territory</td>
<td>The minimum school leaving age is the age at which a student completes Year 10 or at the age of 17, whichever occurs first. However, a child will still be of compulsory school age until age 17 even though they have completed Year 10 unless they are participating as required in one or more eligible options for a total of 25 hours per week or more.</td>
<td><a href="http://www.det.nt.gov.au">www.det.nt.gov.au</a></td>
</tr>
<tr>
<td>Queensland</td>
<td>Students are required to stay in education or training until they turn 17.</td>
<td><a href="http://www.deta.qld.gov.au">www.deta.qld.gov.au</a></td>
</tr>
<tr>
<td>South Australia</td>
<td>Students between the ages of 16 and 17 are required to participate full-time in an approved learning programme. Approved learning programmes include traditional secondary school, apprenticeships or traineeships, TAFE and other accredited courses, University courses, or a combination of the above.</td>
<td><a href="http://www.educationage.sa.gov.au">www.educationage.sa.gov.au</a></td>
</tr>
<tr>
<td>Tasmania</td>
<td><strong>Students are required to remain in school until they are 17 years of age, or with full-time employment.</strong></td>
<td><a href="http://www.education.tas.gov.au">www.education.tas.gov.au</a></td>
</tr>
<tr>
<td>Victoria</td>
<td>Students must complete Year 10. After Year 10 and until the age of 17, students must be at school, in approved education or training or full-time paid employment for a minimum of 25 hours per week.</td>
<td><a href="http://www.education.vic.gov.au">www.education.vic.gov.au</a></td>
</tr>
<tr>
<td>Western Australia</td>
<td>The minimum leaving age is the end of the school year in which the student turns 17 years of age. Students are required to stay in school or training or work (or in a combination of</td>
<td><a href="http://www.det.wa.edu.au">www.det.wa.edu.au</a></td>
</tr>
</tbody>
</table>
approved options) until the end of that year or until they satisfy the minimum requirements for graduation from secondary school established under the Curriculum Council Act, 1997.
Attachment B:
State and Territory School Disability Funding Arrangements

Notice: Changes to schools disability funding arrangements
The Australian Government has recently introduced a funding loading for students with disability as part of the needs based schools funding arrangements. The loading applies to eligible students with disability as determined by the State or Territory in which they live, whether in a government or non-government school.

The Department is currently liaising with State and Territory education authorities for the purpose of identifying disability funding arrangements for government and non-government schools. These guidelines will be updated with information about the new funding arrangements.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Disability Funding Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Capital Territory</strong></td>
<td></td>
</tr>
<tr>
<td>Government Schools</td>
<td>The Australian Capital Territory (ACT) Government provides funding for students with a disability through the Education and Training Directorate. In the ACT, support for students with a disability is funded through Disability Education Programmes. Students funded under a Disability Education Programme may be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under one of these programmes can be obtained from the School Principal or his/her nominee. The ACT has two disability Specialist Secondary Schools - the Woden School and the Black Mountain School. Evidence that a student attends these schools will be sufficient to be registered as an ESL if all other requirements are met. Evidence that a student attends a Specialist School will be sufficient evidence to be registered as an ESL if all other requirements are met. Evidence can be obtained from the job seeker’s school.</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>Commonwealth Targeted Programmes funding for students with significant disability who are enrolled in systemic Catholic schools in the ACT is administered through the Archdiocese of Canberra and Goulburn Catholic Education Office. Documentary Evidence confirming that a student attracts Commonwealth Targeted Programmes funding can be obtained from the school.</td>
</tr>
<tr>
<td>Independent Schools</td>
<td>The Association of Independent schools ACT (AISACT) administers the Commonwealth Targeted Programmes Funding for secondary school students with significant disability in the ACT. Students attending Catholic schools are non-systemic are also funded through this process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Type</th>
<th>Disability Funding Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>New South Wales</td>
<td></td>
</tr>
</tbody>
</table>
| **Government Schools** | The New South Wales (NSW) Government provides funding for students with disability through the Department of Education and Communities. In NSW, students who are not in special schools are funded under the Integration Funding Support programme. To be eligible students must have essential educational needs that are directly related to their identified disability.

Students who attract individual funding under the Integration Funding Support programme may be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee.

**Note:** Students funded through the Learning and Support programme are ineligible to be Registered and Commenced as ESLs unless they receive DSP.

Evidence that a student attends a disability Special School will be sufficient evidence to be Registered and Commenced as an ESL if all other requirements are met. The website lists the Special Schools in NSW.

Evidence is available from the job seeker’s school. |
| **Catholic Schools** | In NSW disability funding for secondary school students is administered by 11 Diocesan School Authorities (commonly referred to as Catholic Education Offices). Funding is provided through Commonwealth Targeted Programmes funding.

Evidence is available from the job seeker’s school. |
| **Independent Schools** | The Association of Independent Schools New South Wales (AISNSW) administers funding for secondary school students with significant disability. Funding is provided through Commonwealth Targeted Programmes funding.

Evidence is available from the job seeker’s school. |
| **Northern Territory** | The Northern Territory Government Department of Education and Training allocates additional resources for students with disability to mainstream schools through the Special Education Support Services programme (Please note that this programme has elements that are not disability related, such as support for gifted children.) The Special Education Support Information Package is available from schools.

Students funded under the Special Education Support Services programme may be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. The information obtained from the school must also show that the student is funded under this programme because they have additional education needs because of their significant disability.

Evidence that a student attends a disability Special School or a Special Centre in the NT will be sufficient evidence to be Registered and Commenced as an ESL if all other requirements are met. The website lists the Special Schools and Special Centres in the Northern Territory.

Evidence is available from the job seeker’s school. |
### Catholic Schools

The Catholic Education Northern Territory (AISNT) administers funding for secondary school students with significant disability. Funding is provided through Commonwealth Targeted Programmes funding and the Northern Territory Assistance Scheme – Severely Disabled Children’s Programme.

Evidence is available from the job seeker’s school.

### Independent Schools

The Association of Independent Schools Northern Territory (AISNT) administers funding for secondary school students with significant disability. Funding is provided through Commonwealth Targeted Programmes funding and the Northern Territory Assistance Scheme – Severely Disabled Children’s Programme.

Evidence is available from the job seeker’s school.

### Queensland

<table>
<thead>
<tr>
<th>School Type</th>
<th>Disability Funding Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Schools</td>
<td>The Queensland Department of Education Training and Employment provides funding for students with disability who have significant educational support needs through the <strong>Education Adjustment Programme</strong>. A Verification process is used to confirm that a student's identified impairment and the associated activity limitations and participation restrictions which require significant education adjustments. Students funded under the <strong>Education Adjustment Programme</strong> may be eligible to be Registered and Commenced in DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>Funding for secondary school students with significant disability in Queensland Catholic Schools is provided through the Education Adjustment Programme (EAP). Students funded under the Education Adjustment Programme may be eligible to be Registered and Commenced in DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Independent Schools</td>
<td>Funding for secondary school students with significant disability in Queensland Independent Schools is provided through the Education Adjustment Programme (EAP). Students funded under the Education Adjustment Programme may be eligible to be Registered and Commenced in DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. Evidence is available from the job seeker’s school.</td>
</tr>
</tbody>
</table>

### South Australia

<table>
<thead>
<tr>
<th>School Type</th>
<th>Disability Funding Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Schools</td>
<td>The South Australian Department of Education and Children’s Services provides funding for students with disability through the <strong>Disability Support Programme</strong>. Students funded under the <strong>Disability Support Programme</strong> may be eligible to be Registered and Commenced in for DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. Evidence that a student attends a disability special school will be sufficient evidence to be Registered and Commenced in DES as an ESL if all other requirements are met. The website lists the Special Schools in South Australia. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>Catholic Education South Australia (CESA) provides funding for secondary school students with significant disability through Commonwealth Targeted Programmes funding. CESA operates two special secondary schools: - St Ann’s Special School, Marion - St Patrick’s Special School, Dulwich. In addition the following four secondary schools have special education units: - Cabra Dominican College, Cumberland Park - Mount Carmel College, Rosewater - Thomas More College, Salisbury - Cardijn College, Noarlunga Downs Students attending the special secondary schools or receiving assistance through the special education units in the four secondary schools above, would automatically meet the eligibility requirements for ESLs. Providers would only need to provide evidence that the students are full-time and are in their last year of school. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Independent Schools</td>
<td>The Association of Independent Schools of South Australia (AISSA) provides funding for secondary school students with significant disability through Commonwealth Targeted Programmes funding. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td><strong>Tasmania</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School Type</strong></td>
<td><strong>Disability Funding Arrangements</strong></td>
</tr>
<tr>
<td>Government Schools</td>
<td>The Tasmanian Department of Education maintains a Register of Students with Severe Disabilities. Eligibility for inclusion on the Register is determined according to specific criteria and guidelines. Schools receive direct funding for students who are on the register. Students who are on the Register of Students with Severe Disabilities may be eligible for DES as an ESL if all other requirements are met. Evidence that the student has been placed on the register can be obtained from the student’s School Principal or his/her representative. Evidence that a student attends a disability special school will be sufficient evidence to be Registered and Commenced in DES as an ESL if all other requirements are met. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>The Tasmanian Catholic Education Office (TCEO) administers Commonwealth Targeted Programmes funding for secondary school students with significant disability in TCEO funded schools in Tasmania. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Independent Schools</td>
<td>Secondary school students with significant disability in Tasmania receive assistance through Commonwealth Targeted Programmes funding. Assessment for assistance is undertaken by Independent Schools Tasmania (IST). Evidence is available from the job seeker’s school.</td>
</tr>
</tbody>
</table>

**Victoria**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Disability Funding Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Schools</td>
<td>The Victorian Department of Education and Early Childhood Development provide funding to schools for students with moderate to severe disability. Eligibility is assessed through the Programme for Students with Disabilities. Students funded under the Programme for Students with Disabilities will be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. Evidence that a student attends a disability Special School will be sufficient evidence to be Registered and Commenced in DES as an ESL if all other requirements are met. The website lists the Special Schools in Victoria. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>The Catholic Education Office Melbourne (CEOM) administers Commonwealth Targeted Programmes funding for secondary school students with significant disability in CEO affiliated schools in Victoria. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td>Independent Schools</td>
<td>Independent Schools Victoria (ISV) provides assistance for secondary school students with significant disability in Victorian Independent schools. ISV administers funding through Commonwealth Targeted Programmes. Evidence is available from the job seeker’s school.</td>
</tr>
</tbody>
</table>
### Western Australia

<table>
<thead>
<tr>
<th>School Type</th>
<th>Disability Funding Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government Schools</strong></td>
<td>The Western Australian Department of Education provides resources to schools with eligible students with special needs through the <em>Schools Plus programme</em>. Eligibility is based on a student’s diagnosis and requires specific assessment or diagnosis by relevant specialists. Students funded under the <em>Schools Plus programme</em> may be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under this programme can be obtained from the School Principal or his/her nominee. Evidence that a student attends a disability special school will be sufficient evidence to be Registered and Commenced in DES as an ESL if all other requirements are met. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td><strong>Catholic Schools</strong></td>
<td>The Catholic Education Office Western Australia (CEOWA) administers Commonwealth Targeted Programmes funding for secondary school students with significant disability in CEO affiliated schools in Western Australia. Evidence is available from the job seeker’s school.</td>
</tr>
<tr>
<td><strong>Independent Schools</strong></td>
<td>Secondary school students with significant disability at Independent Schools in Western Australia are funded through Commonwealth Targeted Programmes and the Department of Education Western Australia. Commonwealth Targeted Programmes funding is administered by the Association of Independent Schools Western Australia Inc. (AISWA). Evidence is available from the job seeker’s school.</td>
</tr>
</tbody>
</table>
About this Checklist

This purpose of this checklist is to:
1. Detail the Documentary Evidence requirements for Registering and Commencing an ESL.
2. Assist DES Providers with assessing and compiling Documentary Evidence to support the Registration and Commencement of an ESL.

The completion of this form is optional – DES Providers are free to develop and use their own forms if they choose, provided that the Documentary Evidence requirements set out in the checklist are obtained prior to the Registration and Commencement of an ESL.

Section 1: Documentary Evidence to Support Direct Registration

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Minimum requirements for Documentary Evidence to support the Registration of an ESL Participant</th>
<th>Minimum requirements for Documentary Evidence that must be obtained and kept of file</th>
<th>Tick if box if evidence obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Direct Registration</td>
<td>A copy of the official DES Direct Registration Form (DRF) which has been fully completed and has been signed and dated by the Participant and the Provider. <strong>Note:</strong> When completing the DES DRF Providers must ensure that relevant documentation pertaining to a Participant’s identity and permanent residence status is checked and noted on the form.</td>
<td>All relevant fields of the DES DRF have been completed correctly.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The DES DRF is signed and dated by both the Participant (or their parent or guardian) and the Provider prior to the job seeker’s Commencement.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The DES DRF is the current version that is published on the DES Provider portal and has not been modified in anyway.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question 10 (b) indicates that the Participant was working less than 8 hours per week at the time of registration.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where the ESL Participant is a full-time student, the response to Question 10 (C) of the DES DRF has the “Yes” box ticked.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response to Question 12 – “Yes” box in ticked to indicate that the Participant was registered as:</td>
<td>☐</td>
</tr>
<tr>
<td>Participant’s Name: xxx</td>
<td>Job Seeker ID: xxx</td>
<td>Fulltime students</td>
<td>☐</td>
</tr>
<tr>
<td>Provider Organisation Name: xxx</td>
<td>Site ID: xxx</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>Site ID: xxx</td>
<td></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>Type of Evidence</td>
<td>Minimum requirements for Documentary Evidence to support the Registration of an ESL Participant</td>
<td>Minimum requirements for Documentary Evidence that must be obtained and kept of file</td>
<td>Tick if box if evidence obtained</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Transition to work</td>
<td></td>
</tr>
</tbody>
</table>
## Section 2: Documentary Evidence to Support ESL Eligibility

### ESL Full-Time Students

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Minimum requirements for Documentary Evidence that must be obtained and kept on file</th>
<th>Tick if box if evidence obtained</th>
</tr>
</thead>
</table>
| Evidence to show that at the time of Registration and Commencement as an ESL, the full-time student job seeker attracted additional educational funding due to their disability. | For full-time students attending **mainstream classes in mainstream schools** acceptable evidence is:  
- a letter or email from the school on school letterhead (or have and identified signature block in the case of an email) which clearly states the student job seeker’s identified disability and the name of the programme from which funding is being provided to the school to assist the student job seeker due to their disability.  
For full-time students attending **disability special classes in mainstream schools or a disability special schools** acceptable evidence is:  
- a letter or email from the school on school letterhead (or have an identified signature block in the case of an email) which clearly states the student job seeker’s identified disability and that the job seeker is attending a special class in a mainstream school or a disability special school due to their disability.  
Letters obtained as Documentary Evidence from schools must include the following:  
  - name  
  - signature  
  - position of the staff member (the Principal or their representative) confirming the information. | ☐ |
| Evidence of the student job seeker’s full-time status at the time of their Registration and Commencement and that they were in their current and final year of secondary school. | Acceptable evidence is:  
- a letter or email from the school confirming that the student job seeker was/is in their final year of school and has left/ will be leaving school at the end of the current school year, or  
- a copy of student job seeker’s most recent school report which shows the school year that the student job seeker is currently enrolled in  
The letter or email from the school must be on school letterhead (or have and identified signature block in the case of an email) and include:  
- a statement that the student job seeker is in their final year of school and include the:  
  - name  
  - signature  
  - position of the staff member (the Principal or their representative) confirming information. | ☐ |
## Eligible School Leaver Guidelines

### ESL Full-Time Students

**Where the full-time student was not in year 12 - evidence of agreement to leave school prior to completing year 12, or reasons for agreement.**

Acceptable evidence is:
- a letter or email from the school Principal (or their representative) stating that they have discussed the student job seeker’s education requirements with the student and their parents or legal guardian and all parties have agreed that the student is in their final year of secondary school.

The letter or email from the school must be on school letterhead (or have and identified signature block in the case of an email) and include:
- a statement that confirms the student job seeker’s school and parent/guardian are in agreement that the student is in their final year of school and include the:
  - name
  - signature
  - position
  of the staff member (the Principal or their representative) confirming information.

**Where a student is undertaking secondary school studies at TAFE or similar institution - evidence that the student is enrolled and is under the age of 22.**

For full-time students attending TAFE or similar institutions, acceptable evidence is:
- a letter or email from the student job seeker’s former secondary school confirming that the student job seeker attracted additional funding while in secondary school.

The letter or email from the school must be on school letterhead (or have and identified signature block in the case of an email) and include:
- the name of the Programme from which funding was provided to the school to assist the student job seeker (as per Attachment B of the ESL Guidelines version) and include the:
  - name
  - signature
  - position
  of the staff member (the Principal or their representative) confirming information.

### Transition to Work

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Minimum requirements for Documentary Evidence that must be obtained and kept on file</th>
<th>Tick if box if evidence obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that the job seeker attracted additional educational funding in mainstream classes in secondary schools acceptable evidence is a letter or email from the school Principal or other representative which clearly identifies the student job seeker’s identified disability and confirms that the student job seeker attracted additional funding in secondary school or was enrolled in a disability special school or a disability special class in a mainstream school in secondary school, due to their disability.</td>
<td></td>
<td>☐</td>
</tr>
</tbody>
</table>
### Transition to Work

| secondary school prior to commencing a transition to work programme for people with disability. | Letters obtained as Documentary Evidence from schools must include the following:  
  - name  
  - signature  
  - position  
  of the staff member (the Principal or their representative) confirming the information. |
|---|---|
| Evidence that the job seeker has completed, or is in the final six months of a DSS approved state or territory government post school employment or transition to work programme for people with disability. | Acceptable evidence is:  
  - a letter or email from the state or territory transition to work programme Provider confirming the job seeker has participated in and exited a transition to work programme for people with disability.  
  - a letter or email from the relevant state or territory department who is responsible for the management of the transition to work programme confirming that the Participant has participated and exited a transition to work programme for people with disability.  

The letter or email from the Provider or relevant department must be on letterhead (or have and identified signature block in the case of an email) and include:  
  - the name of the transition to work programme  
  - the dates the commenced and exited the programme a statement that the person was in a transition to work programme and include the:  
    - name  
    - signature  
    - position  
  of the Provider or departments representative confirming the information. |

### Section 3: Documentary Evidence - DSP

**Documentary Evidence to show a job seeker was receiving DSP at the time of Registration and Commencement in DES as an ESL**

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Minimum requirements for Documentary Evidence that must be obtained and kept on file</th>
<th>Tick if box if evidence obtained</th>
</tr>
</thead>
</table>
| Evidence that the job seeker was receiving DSP at the time of Registration and | Acceptable evidence is:  
  - a letter from Centrelink confirming the job seekers was receiving DSP, or  
  - a screen print out the “Allowance History” screen in DES which shows the job seeker was receiving DSP. | ☐ |
### Section 4: Documentary Evidence  Participant’s work capacity

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Minimum requirements for Documentary Evidence that must be obtained and kept on file</th>
<th>Tick if box if evidence obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that the job seeker has the capacity to work eight hours per week.</td>
<td>DES Providers must assess that a job seeker can work a minimum of eight hours per week. This requirement is included in the DES Direct Registration Form at ‘Declaration by DES Provider’.</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Section 5: Documentary Evidence – ASBAT

Documentary Evidence to support the Registration and Commencement of full-time student who is not in their final year of school and who will be participating in an ASBAT

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Minimum requirements for Documentary Evidence that must be obtained and kept on file</th>
<th>Tick if box if evidence obtained</th>
</tr>
</thead>
</table>
| Evidence to show that the ASBAT has been modified to accommodate the job seeker’s disability. | Acceptable evidence is:  
  - a signed and dated letter on letterhead (or email) from the training organisation setting out the specific modifications that have been made to the training component to accommodate the job seeker’s disability; and/or  
  - relevant paperwork confirming DAAWS approval.  
Evidence obtained from the training provider must be on letterhead and include the:  
  o name  
  o signature  
  o position  
of the Provider representative confirming the information. | ☐ |
Attachment D: School Letter Templates

School Letter Templates

SCHOOL LETTERHEAD
{insert school name}
{insert school address}
{insert school phone number}

Dear {Insert Name of School Principal or Representative Authorised to sign letter}

As per the attached document, the Eligible School Leaver policy in the Disability Employment Services (DES) programme enables young people with significant disability to access DES while they are in their final year of secondary school or immediately after participating in a state or territory funded transition to work programme for young people with disability.

Most people undertake a formal eligibility assessment with the Commonwealth Department of Human Services prior to entering DES. This requirement is waived for Eligible School Leavers in recognition that school students with significant disability would have undertaken numerous assessments during their school years, principally for the purpose of identifying the student’s specific learning needs and additional educational funding for the student.

The purpose of this arrangement is to assist students with significant disability to transition from school to the post school environment by allowing them to access specialised disability assistance in their last year of school. DES provides a high level of support and assistance in this regard. By providing these services in the last year of school, it promotes the importance of students staying attached to education for as long as possible and then receiving assistance by a DES Provider as they transition into open employment. It is only for students that have a high level impairment and significant disability and require intensive support to transition from school to post school open employment.

As part of the Department of Social Services’ eligibility monitoring procedures for the Eligible School Leaver Programme, DES Providers are required to obtain confirmation from the student’s school that the student does meet with the eligibility criteria for this me as set out in Attachment A. Thank you for your cooperation in confirming the student’s eligibility for the ESL Programme.

Example A – Student attracts additional funding and is in their final year of secondary school as mandated by the relevant state/territory government.

I confirm that {insert student’s name} of {insert student’s address} is currently a full-time student at this school and attracts {insert programme name} due to their disability which is {insert the name of the student’s disability, injury or health condition}. {insert student’s name} is in their final year of school as mandated by the state/territory government minimum school leaving age requirements.

or
Example B – Student is in a special school and is in their final year of secondary school as mandated by the relevant state/territory government.
I confirm that {insert student’s name} of {insert student’s address} is currently a full-time student at this school which is a special school for students with disability. {insert student’s name} has {insert the name of the student’s disability, injury or health condition} and is in their final year of school as mandated by the state/territory government minimum school leaving age requirements.

or

Example C – Student in a special class of a mainstream secondary school and is in their final year of secondary school as mandated by the relevant state/territory government.
I confirm that {insert student’s name} of {insert student’s address} is currently a full-time student at this school and is in a special class for students with disability. {insert student’s name} has {insert the name of the student’s disability, injury or health condition} and is in their final year of school as mandated by the state/territory government minimum school leaving age requirements.

or

Example D – Student attracts additional funding and has not reached minimum school leaving age as mandated by the relevant state/territory government.
I confirm that {insert student’s name} of {insert student’s address} is currently a full-time student at this school and attracts {insert programme name} due to their disability which is {insert the name of the student’s disability, injury or health condition}.

As {insert student’s name} will be leaving school prior to reaching the minimum school leaving age as mandated by the relevant state/territory government this will be their final year of school. I have met with the (insert student’s name) parent(s)/guardian(s) and {insert Provider representatives name} of {insert Provider organisation name} and we have agreed that DES is the most appropriate programme.

or

Example E – Student is in a special school and has not reached minimum school leaving age as mandated by the relevant state/territory government.
I confirm that {insert student’s name} of {insert student’s address} is currently a full-time student at this school which is a special school for students with disability. {insert student’s name} has {insert the disability, injury or health condition}.

As {insert student’s name} will be leaving school prior to reaching the minimum school leaving age as mandated by the relevant state/territory government this will be their final year of school. I have met with the (insert student’s name) parent(s)/guardian(s) and {insert Provider representatives name} of {insert Provider organisation name} and we have agreed that DES is the most appropriate programme.

or

Example F – Student in a special class of a mainstream secondary school and has not reached minimum school leaving age as mandated by the relevant state/territory government.
I confirm that {insert student’s name} of {insert student’s address} is currently a full-time student at this school and is in a special class for students with disability. {insert student’s name} has {insert the name of the student’s disability, injury or health condition}.

As {insert student’s name} will be leaving school prior to reaching the minimum school leaving age as mandated by the relevant state/territory government this will be their final year of school. I have met with the (insert student’s name) parent(s)/guardian(s) and {insert Provider representatives name} of {insert Provider organisation name} and we have agreed that DES is the most appropriate programme.
Example G – Former secondary school student who attracted additional disability funding in their final year of school.

I confirm that {insert student’s name} of {insert student’s address} was a full-time student at this school and attracted {insert programme name} due to their disability which is {insert the name of the student’s disability, injury or health condition}. {insert student’s name} last day of school was {insert date}.

or

Example H - Former secondary school student who was in a special school in their final year of school.

I confirm that {insert student’s name} of {insert student’s address} was a full-time student at this school which is a special school for students. {insert student’s name} has {insert the disability, injury or health condition} as. {insert student’s name} last day of school was {insert date}.

or

Example I – Former secondary school student who was in a special class of a mainstream secondary school in their final year of school.

I confirm that {insert student’s name} of {insert student’s address} was a full-time student at this school and was in a special class for students with disability. {insert student’s name} has {insert the name of the student’s disability, injury or health condition} and their last day of school was {insert student’s name} last day of school was {insert date}.

Signed

{insert name}
{insert title}
{insert date}