

Distance Ed

Junior Secondary

Handbook
Years 7 – 9
2025

THE SCHOOL OF DISTANCE EDUCATION

CHARTERS TOWERS

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Welcome to Junior Secondary

This is a great school and one which provides quality education to its wide variety of students. Our students' records of achievement in further education and the world of work are outstanding. Our school views its role in the middle school area as vital as it is in this stage, we believe that young people can develop attitudes and skills regarding learning that remain throughout their lives.

Our school offers an integrated schooling service through a range of flexible elements. Our students are drawn from geographically isolated areas, rural districts and urban centres, reflecting a wide range of lifestyles. The School of Distance Education has excellent facilities, a group of talented and dedicated teachers, valuable learning programs and enthusiastic students and families.

Our goal is to ensure each student is offered the best opportunity to achieve their full potential through an engaging and relevant program of learning.

We trust you find this booklet valuable and look forward to your enrolment at our unique school.



Pam Prichard
Principal

What our School is about

The School of Distance Education provides an excellent schooling service to its students and their families.

The school uses a range of ways in delivering this comprehensive educational service to its students:

- The provision, enrichment, supplementing and monitoring of curriculum materials;
- Teaching through the mediums of the Internet, text and audio-visual materials, computers and telephone;
- The provision of support materials that include audio and visual resources, resource materials, digital learning objects and computer software;
- The provision of a range of valued and challenging resources from the School's Resource Centre;
- Face to face contact with students through visits to the School, Outreach activity days, Inreaches, workshops and excursions;
- The provision of means by which students can be introduced to concepts and experiences from outside their immediate environment;
- The provision of assistance to parents, home tutors and schools through training opportunities and support networks; and,
- The conducting of extracurricular activities for students

School of Distance Education – Charters Towers

15 – 23 Brisk Street, Charters Towers, QLD 4820

Phone: (07) 4754 6888 – Fax: (07) 4754 6800

School Email Address: ctsde@charterstowerssde.eq.edu.au

Web Site: <http://www.charterstowerssde.eq.edu.au>

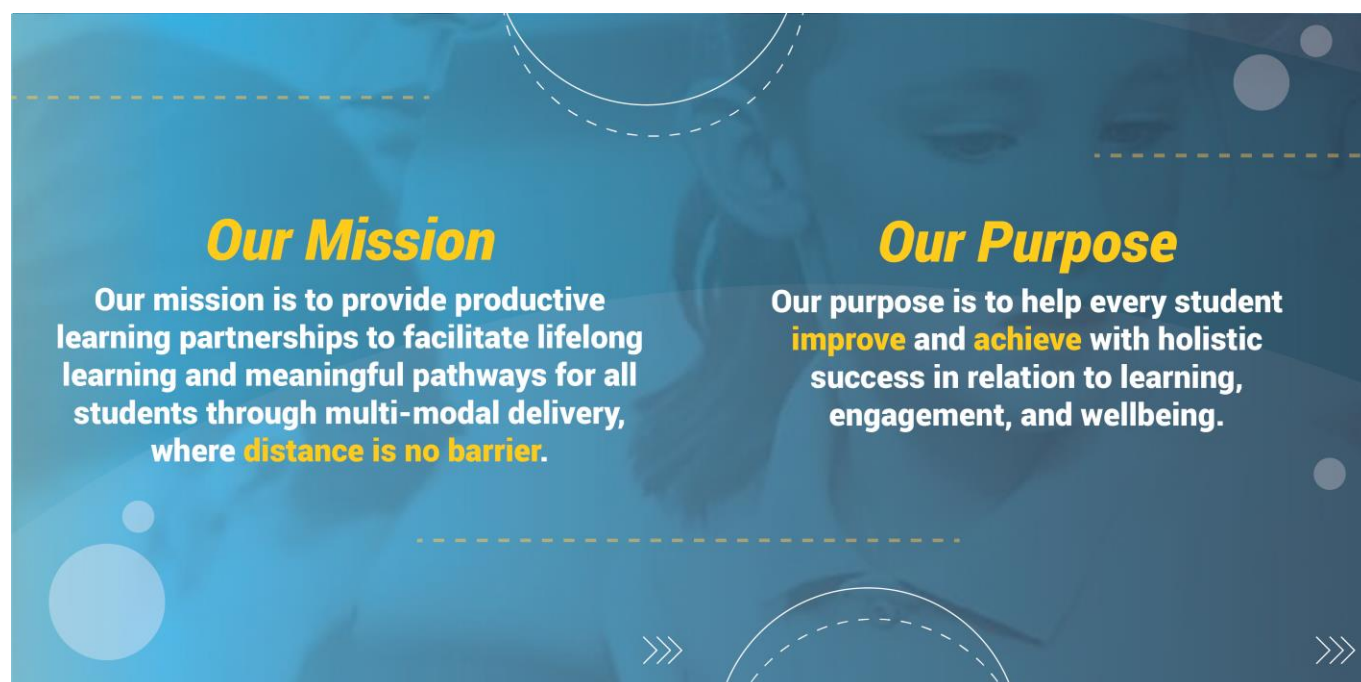
A.B.N. – 85 860 181 354

All Correspondence to:

PO Box 685,
Charters Towers, Qld 4820

Our school's values and beliefs

Our school community believes in and values;



Our Mission

Our mission is to provide productive learning partnerships to facilitate lifelong learning and meaningful pathways for all students through multi-modal delivery, where **distance is no barrier**.

Our Purpose

Our purpose is to help every student **improve** and **achieve** with holistic success in relation to learning, engagement, and wellbeing.



Our Values

We value: encouraging a growth mindset, building resilience, making meaningful connections, demonstrating kindness and fostering hope.

Our Vision

Our vision is to provide comprehensive education pathways to persons so that they may be productive members of society through the provision of inclusive and integrated **distance** and **flexible** learning opportunities.

School terms 2025

Term 1	Term 2	Term 3	Term 4
28 January – 4 April	22 April – 27 June	14 July – 19 September	7 October – 12 December

Contacting our school

Location

The school is situated at 15 - 23 Brisk Street, Charters Towers.

Postal address

The School of Distance Education
PO Box 685
CHARTERS TOWERS, QLD 4820

Office hours

Monday – Friday, 8am – 4pm

Telephone

Administration: 07 4754 6888

All staff have individual telephone numbers which are distributed to students at the start of each year. If a teacher is unable to take your call, please feel free to leave a message on their message bank service so that they may respond as soon as possible. Teachers are generally available between 8:30am and 2.30pm each school day depending upon lesson delivery and other class obligations.

Fax

Administration: 07 4754 6800

Our school has one fax machine for administration purposes.

Email

Administration - ctsde@charterstowerssde.eq.edu.au

Our school's email network is for students and their families. Each staff member has a unique email address so that you may contact them. These teacher email addresses are distributed to students at the start of each year or when updates are made. All students are issued with their EQ email address on enrolment. This is the email address the school will use to contact the student. The Home Tutor's email address is used for correspondence to parents/carers.

Visits to the school

Students and their families are welcome to visit our school. Please telephone or email your student's teachers beforehand to arrange details of visits with them. At certain times during the year, teachers may be unavailable due to Inreaches, Outreaches or other activities, so it is important to make arrangements for incidental visits in advance. Generally, 48 hours' notice is required to ensure a suitable program can be arranged, and that teachers will be available.

Enrolment

Eligibility

Persons (school aged) who are home based learners, either through having limited avenues to access secondary schools or through a personal decision, may enrol in the school.

Categories of enrolment

Geographic Isolation

This category applies where the student is unable to attend a local school due to the home location being in a remote area as defined by Section 49 of the Education (General Provisions) Act 2006. A person lives in a remote area if –

1. Where the student's home -
 - a. Is not less than 16km from the nearest applicable school; and
 - b. Is not less than 4.5km from school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable schools; and is:
2. Not less than 56km from the nearest applicable school using the route travelled by the transport service; or
3. Not less than three hours travelling time per day from the nearest applicable school using the transport service.

Medical Condition

The student has a physical health problem or is experiencing a social/emotional condition of such severity that the student is unable to attend a local school on a full-time basis for a period in excess of 80 consecutive school days. Documentation to support an application (Schedule 2: Medical Form) for eligibility under the medical condition category must include the supply of information from a relevant medical practitioner, registered under the Medical Practitioners Registration Act 2001 and/or registered under the Psychologists Registration Act 2001 concerning the medical condition of the student. This information is to be provided **annually** in response to advice outlining the services of the distance education provider. Education Queensland will have the right to seek a second opinion.

Itinerant Lifestyle

A person has an itinerant lifestyle because of the nature of the occupation in which their family is engaged, i.e., the student is mobile for the majority of the school year due to family employment/business.

- I. The student's principal place of residence changes at least twice in the relevant school year or at least 5 times in the period consisting of the relevant school year and school year immediately before or after the relevant school year; or
- II. The student spends at least 60 school days of the relevant school year (consisting of periods of 5 consecutive school days or more) away from the student's principal place of residence; or
- III. The student's principal place of residence is a caravan and the location of the caravan changes at least twice in the relevant school year or at least 5 times in the period consisting of the relevant school year and the school year immediately before or after the relevant school year; or
- IV. The place where the student lives changes at least twice in the relevant school year and the student does not have a principal place of residence; examples of an "occupation" would include:
 - a. Carnival worker, contract harvester or shearer.
 - b. The student spends at least 120 school days of the relevant school year in the state.

A 'one off' resource security fee of \$200.00 is charged and will be refunded on return of resources in good condition at the end of the enrolment period at the school.

Please note: travelling families are only permitted ONE postal address. See 'Mailing Address Policy' section for more details.

Exclusion

The student has been excluded from all State Schools or has been excluded from their local State School and is unable to attend the next nearest state school for reasons of excessive distance (refer to the geographical isolation/distance criterion).

Family Circumstance

The student is unable to attend a local school regularly due to the need to undertake parenting of their child, or another child for whom the person has or exercises parental responsibility; or the student cannot attend a State educational institution, other than a school of distance education, because the person is caring for someone, other than a child as previously mentioned, on a regular basis; and provides a medical certificate stating that fact.

Home Based Learners by Choice

Students not meeting the criteria for any of the other six (6) categories of enrolment may still undertake their education by enrolling in our school. A fee applies to students enrolled in this category. Students may seek a waiver from the education charges by supplying relevant documentation to the school. Contact the Parent Liaison Officer for further information.

Please Note: When enrolment is ceased with the school, there are criteria that must be met in order to be eligible for a partial refund of the Annual Enrolment Fee. Refunds can only be requested within the first twenty (20) weeks of the school year (i.e. Terms 1 and 2 ONLY) For more information, contact the schools Finance Officer.

Children Travelling within Australia and Overseas

Age requirements are the same as for all enrolments of Prep and Primary age children

- Families are required to be Queensland residents. Proof of Queensland residency will be required. This may take the form of an electoral roll registration; current rates notice or equivalent documentation
- Educational programmes must be required for a period in excess of 16 weeks (four months)
- For families travelling within Australia and Overseas, proposed travel itineraries should be submitted with the completed 'Application for Enrolment' form
- To be eligible for continuing enrolment in the 'travelling' category, parents must provide a continuing update of their travel plans. Children of family's resident in one area within Australia for three months or more are no longer considered eligible for enrolment and should attend a local school
- A home-based learner by choice fee per student per annum is applicable.
- For children travelling within Australia a 'one off' resource security fee of \$200.00 is charged and will be refunded on return of resources in good condition at the end of the enrolment period at the school.

Please note: travelling families are only permitted ONE postal address. See 'Mailing Address Policy' section for more details.

School Based Learners

Please Note: School-based enrolment forms must be received by CTSDE by end of Week 6 Term 4, 2023.

Sate School Enrolments

Students enrolled in a mainstream school may undertake a course of study through this school. Arrangements for enrolment in this category are through the Principal of the student's school.

Non-State School Enrolments

A Fee per subject will apply to all Non-State School enrolments at a Distance Education Centre.

Non-State Schools may apply for a fee waiver which will be considered on a case-by-case basis. For further information, contact the school.

Enrolment process

1. Complete the Enrolment Application forms:
 - a) Student Enrolment Form 1
 - b) Student Enrolment Form 2
 - c) Application for Fee Exemption / Waiver / Payment Plan Form
 - d) Medical Form – Completed by a medical practitioner (for medical students only)
 - e) Included details and attachments of any relevant court orders (if applicable)
 - f) Itinerary (for travelling families)
 - g) Proof of Queensland residency (for travelling families)
 - h) Exclusion paperwork (if applicable)
 - i) Date of birth (sighted)
 - j) Copy of most recent school report
2. Send all applications directly to the school via email, fax or mail:

Post:
Principal (Enrolments)
The School of Distance Education
PO Box 685
Charters Towers, QLD 4820.

Fax: (07) 4754 6800

Email: ctsde@charters Towers sde.eq.edu.au
3. Student must complete the mandatory online ACER Testing.
4. Enrolments are evaluated at an enrolments meeting.
5. Enrolments are approved by the Principal.
6. Payment of the Annual Enrolment Fee or Security Deposit made
7. Student must complete the mandatory Induction (induction invitations are emailed to both parents and students)
8. Students are made active in OneSchool.
9. Login details are emailed to the parents, with IT Help Sheets, and curriculum materials will be distributed.
10. Students can now begin lessons

Enrolment requirements

To be considered for enrolment the student must meet the following requirements:

- Must have access to a computer, printer and have secure internet
- Must be enrolled for a minimum period of 16 weeks (4 months)
- Must have an allocated Home Tutor – see 'role of tutor' for more information

Enrolment agreement

On enrolling at our school, each parent is asked to endorse an enrolment agreement for each student. This enrolment agreement is contained in the enrolment forms.

Accident policy

Parents are advised that the Department of Education Training and Employment does not have Personal Accident Insurance cover for students. The Department has public liability cover for all approved school activities and provides compensation for students injured at school only if the Department is found negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or caregiver. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

Technology requirements for students

At our school, curriculum is delivered on-line through the use of an online Learning Management System and audio conferencing. Below details the minimum specifications for computing requirements for Distance Education. Additional recommendations are also listed to improve your digital learning experience.

Operating System:

- Microsoft Windows 10 required (64-bit version recommended)
- Apple Mac OS X – 10.12 Sierra or later version
- **Chromebooks and iPads are not supported**
- Tablets, iPads and handheld devices can be used short term, as a backup or when travelling. These devices will not be suitable for long term use as they do not meet the requirements for all aspects of your students learning.

Specifications:

- 8GB RAM minimum
- 128GB Hard Disk Drive minimum
- Solid State drives are faster but not essential

Optical Drive

- DVD-ROM drive – Can be an internal drive or external USB DVD drive.
- Recordable versions are available if you want to backup data to disc.

Screen

- Any monitor or laptop screen that supports 1280 pixels wide resolution or above.

Headset

- USB Headset (headphones and microphone). Simple lower cost units are fine (e.g., Logitech H340)
- **Surround Sound Gaming Headsets are not compatible and will not work.*
- Noise cancelling feature provides clear communication.

Camera:

- In-built webcam on laptop devices or an external webcam for desktop devices. (eg. Logitech C505 Webcam)
- Preferred: External webcam allows students to reposition the camera angle without disrupting the screen.

USB Ports

- Recommend several USB ports or you may require a USB hub. (Powered version better).

USB Memory Stick / Hard Drive

- These are quick, easy, low-cost devices to back-up your data.

Multifunction Device

- USB or networked devices are ideal

Printer / Scanner

- Inkjet printer option – Low cost to buy initially, good photo printing, ink is expensive for small cartridges, print nozzles can clog if not regularly used.
- Laser printer option – Initial cost is higher; however, the toner cartridge is larger allowing for more prints before replacing, no issue with nozzles (Can get black only or colour versions)
- Scanner to scan documents or photos etc.

Internet Connection

- Good quality broadband connection is preferred.
- (Make sure you have internet security / antivirus installed)

Our learning programs – Years 7 to 9

For all students in Years 7 to 9:

- Students have compulsory subjects outlined in the Courses Offered section on the following pages.
- All subject courses are delivered online using Qlearn, with no paper copy available.

	Term 1	Term 2	Term 3	Term 4	Electives
Year 7 <i>All core subjects are compulsory</i>	Core Subjects				<i>Electives are offered on a rotational basis to enable all students to access all areas of the curriculum</i>
	English	English	English	English	
	Mathematics	Mathematics	Mathematics	Mathematics	
	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	
	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	
	Science	Science	Science	Science	
	Technology	Technology	Visual Art	Media Arts	
	Japanese	Japanese	Japanese	Japanese	
	The Resilience Project	The Resilience Project	The Resilience Project	The Resilience Project	
Year 8 <i>All core subjects are compulsory</i>	English	English	English	English	<i>Electives are offered on a rotational basis to enable all students to access all areas of the curriculum</i>
	Mathematics	Mathematics	Mathematics	Mathematics	
	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	
	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	
	Science	Science	Science	Science	
	Technology	Technology	Media Arts	Visual Art	
	Japanese	Japanese	Japanese	Japanese	
	Wellbeing	Wellbeing	Wellbeing	Wellbeing	
Year 9 <i>All students will complete core subjects and select 1 or 2 electives.</i>	English	English	English	English	Students may choose from the Year long courses below
	Mathematics	Mathematics	Mathematics	Mathematics	
	History	History	Geography	Geography	Media Arts OR Design and Technologies Optional extra subject: Japanese (Entry requirements)
	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	
	Science	Science	Science	Science	
	Wellbeing	Wellbeing	Wellbeing	Wellbeing	

Please note: elective offerings may change due to student selection and therefore viability to offer courses.

Lessons

Lessons are conducted through the use of the online management system.

Lessons give students the opportunity to:

- Develop greater knowledge of the work.
- Interact with their teachers and other students.
- Receive specific instructions relevant to the subject.

Always notify the school beforehand if you are unable to attend lessons.

In order for the lessons to run smoothly, you need to observe some basic protocols. These protocols allow you and other students to gain the most from your lessons.

- Raise your 'hand' in learning management system when you want to speak, i.e., Use the icon in the application
- When you are finished speaking, say your teacher's name.
- Use language appropriate to a school setting.
- Allow other students to have their say and respect their opinions.
- Come to class with all the materials you expect to use that lesson.
- If you need to talk to your teacher about a personal issue, or you want to discuss something at length (e.g., how to complete an assignment), ask your teacher to call you after the lesson.
- All online lessons are recorded. This is useful for students who are absent for a lesson or if the student wishes to review a concept.

Lesson expectations

Students are expected to attend lessons or watch recordings. School attendance time is 8.30am to 2.30pm. Work Rate Calendars for each subject are found in Qlearn, these outline the sequence of learning activities and work to be completed.

Online lessons

Students need to be punctual and ready to answer names on the first roll call. If there are any messages, these should be indicated at this time. You need to have the following items ready before the lesson begins:

- Lesson printout for the day.
- Exercise book to write in.
- Writing materials – pencils, rubber, sharpener, ruler, scientific calculator
- Any other items the teacher has requested

Students need to remember the learning management system conventions –

- Speak clearly and at a moderate pace
- Say the name of the person being addressed when finished
- Raising your 'hand' when calling in to answer.
- Inform the teacher if you are having difficulty with an activity

If you know you will be absent for a lesson, please advise the school prior to the lesson, if possible.

Feedback

- **From the tutor** – Please keep your learner's teacher informed of how your learner has completed the work. It is important that you give your learner's teacher feedback on areas where your student experienced difficulties.
- **From the teacher** – please use the comments in teacher's feedback to help guide you as to what you need to revise or correct.

Year 7 and Year 9 NAPLAN Test

- Students complete these tests **totally independently online**. Year 7s and 9s need to be allowed to complete a large proportion of their unit work independently including reading and understanding the instructions to prepare them for this assessment.
- The NAPLAN test will be completed by all year 7 and 9 Students in March. Your class teacher will advise you at the beginning of the year when this will occur.
- **Literacy** - Reading, writing, proofreading for spelling, punctuation & grammar errors.
- **Numeracy** – number, space and measurement through problem solving.

Languages

Japanese

Study of languages is a compulsory component of Years 7 and 8. It is essential that you attend all lessons as requested by your Language teacher, and complete all set tasks, as you would for other subject areas. As with any lesson, notify the school prior to the lesson if you are unable to attend. If you make an incidental visit to the school, it is a good idea to arrange to see the Language teacher at this time.

Japanese (standard) will be offered in Year 9. Entry into this class requires previous study of Japanese in Years 7-9 and requires approval from the Head of Languages.

Assessment

Students are assessed in a variety of ways including:

- Monitoring tasks
- Work returns
- Observations at field services, practicums, etc.
- Summative assessment with level of achievement based on the Australian Curriculum

Reporting on student achievement and progress occurs on a continuous basis within this school. Ongoing reporting occurs in the following ways:

- In class feedback provided by each teacher that highlights the success and areas requiring further attention by a student.
- Telephone contact either instigated by teacher or parent
- Reporting through the provision of a written report and access to a parent-teacher interviews (held in Term 3)
- The written reports provided at the end of each semester reflect the Australian Government's mandated format, A – E ratings

Further information

Learning materials

Students are supplied with learning materials which are appropriate for their level of development. A range of support materials are also provided. These materials include digital texts accessed through Qlearn.

Learning materials for Junior Secondary students include:

- Digital texts
- Online quizzes
- Online lessons and recordings

Please refer to the section of this Handbook titled 'Resource Scheme' for further details.

Students are required to have a personal computer and Internet access in order to receive any services from the school, as all curriculum and learning materials are to be accessed through Qlearn.

Tutors and teachers – A working partnership

A vital element in the operation of distance learning programs for all students completing Junior Secondary courses is the need for teachers and Home Tutors to work closely together to support and guide the student in their learning program. This is achieved by teachers and home tutors keeping in regular contact with one another either through telephone calls, email or some alternative form of communication. Gradually, the student will become independent in their learning; however, there is a need for supervision and assistance to be provided in the home or learning situation.

If, at any time home tutors are having difficulty understanding any aspect of their student's learning program, it is important that they make contact with their student's teacher so that problems can be resolved. Teachers will contact the home tutor and/or the student if they wish to talk over any aspect of the student's work.

Role of Tutors

Where students are of compulsory school age, i.e., less than sixteen years of age, an adult, generally the parent or guardian accepts responsibility for the student's work at home.

A Home Tutor's responsibilities include:

- Monitoring the regular return of student work to the school, as shown in the Work Rate Calendars
- Working with the student to establish daily routines and learning programs
- Assisting by tutoring, providing advice and guiding the student through their learning program
- Working with the student's teachers to maximize the student's learning outcomes
- Providing encouragement and discipline to ensure success.

Home Tutors are a vital element in the success of distance learning.

Parent and Tutor Development Program

To support parents and home tutors, the parent and tutor development program operates in the following way:

- Upon enrolment, students and families are invited to attend an orientation to be introduced to our online learning platform
- An Inreach is conducted in Charters Towers in the last week of February every year for all families
- At Outreach activities, home tutors have the opportunity to participate in forums, training workshops or speak with teachers
- Individual contact between the teacher and home tutor is encouraged

Contact with our School

Lessons

Daily lessons by teleconferencing or virtual lessons are available to the students. All lessons are recorded for easy access at a later time, if required. Attendance in all virtual lessons is expected.

Telephone

Students or tutors may contact teachers on direct telephone lines between 8.30am and 2.30pm each day or as negotiated with their class teacher. All teachers' telephones have message bank and enquiries will be answered as soon as possible. An answering service also operates outside of these hours and your enquiry will be answered as soon as possible.

Student Notices

Notices regarding upcoming events or activities such as Field Services, Inreaches and Outreaches are distributed to Home Tutors via email by the PLO. Student notices are posted online in QLearn for students to access. Weekly assemblies are held each Monday at 8.30am in our online learning platform accessed through QLearn.

Field Services

Inreach Programs

At certain times during the year, students are invited to Charters Towers to participate in a structured learning experience. These activities are held at The School of Distance Education and are an opportunity to participate in a range of learning and assessment activities designed to maximise the support available to our students.

A specific Inreach held at the end of February also provides the opportunity for tutors and parents to meet together to investigate new teaching strategies to apply with students in their home teaching, share successful learning/teaching experiences with other tutors and to gain a further understanding of various school and curriculum issues. Dates for each event are provided in the school events calendar.

Outreach Programs

Outreach days are when a range of school/learning activities are held at geographical central points in the core catchment areas of students at our school. Current Outreach areas include: Hughenden, Clermont, Cape River, Ewan, Brisbane and Townsville. Dates for each event are provided in the school events calendar.

Website

Our school has a website (www.charterstowerssde.eq.edu.au) which provides information to students, families and the general public. This website contains:

- The purpose, organisation, location and structure of our school
- Calendar of school events
- School documents that can be downloaded
- Contacts at the school
- Student and family resources
- D.I.R.T. Newsletters

Newsletters (D.I.R.T)

The School's newsletter is called DIRT. It stands for "Deliberations, Information, Revelations and Tales". The aim of D.I.R.T. is to share learning programs, events and achievements, share past happenings and future activities of the School of Distance Education and its community, to address general education topics and to provide avenues of assistance to students and tutors. There are four publications each term emailed to families and these may also be accessed from the school's website.

Parents, students and staff are all encouraged to contribute to D.I.R.T. or editorial consideration can be sent to the Parent Liaison Officer.

Web-based learning

Learning programs are accessed through the World Wide Web. The School of Distance Education, Charters Towers makes use of Education Queensland's Qlearn for the delivery of online lessons.

On enrolment, all students are issued with a username and password, which enables them to access our online learning platform, the school library and other learning and support materials. Courses are delivered online; students need access to the Internet to avail themselves of these resources. Students also have access to online instructional materials, learning resources, email connections and discussion boards. Teachers and students make use of these online communications and resources as an integral part of the schooling experience.

It is important that students check their course selection carefully, especially if they do not have reliable and regular access to the Internet as all courses require students to download materials and submit work electronically via the Internet.

Attendance: Work Return

Regular return of school work

When enrolling in a Distance Education program students make a commitment to work at home on a regular basis, to make regular contact (by telephone, email and mail) with their teachers and ensure that work is returned regularly to their teachers.

Generally, we would expect that students spend the same amount of time studying a subject as they would in their local mainstream school. Typically for a Year 7, 8, or 9 students, this is about 4 or 5 hours per week per subject. That is, 32 to 40 hours per week.

Regular contact allows the teacher to monitor student progress, give prompt guidance and feedback and support the parent/home tutor. Where students or families experience difficulty maintaining this schedule, they must contact their teacher or the Head of Engagement and Wellbeing (Year 7 - 9). **Students are responsible for ensuring continued and regular communication with the school. Failure to submit work returns via Qlearn, the students is regarded as truancy.**

Mailing

Curriculum resources for the school year are packaged and delivered every term for students. Where possible, bulk mailings will be delivered at Outreaches during Terms Two and Three. The bulk mailing for the beginning of a new school year is usually ready for collection on Celebration Day in December or posted during the last week of the school year.

Envelopes and Business Reply Paid slips are available from the school on request. Our school pays for mail posted within Australia to and from the school when reasonable efforts have been made by the family or student to package the materials appropriately. Please use the Business Reply Paid slips and wrap parcels and materials carefully before sending them to the school. It is more economical for you to use a Postpak to return multiple items.

- UP TO 500G - \$10.95
- 500G TO 1KG - \$14.95
- 1KG TO 3KG - \$18.95
- 3KG TO 5KG - \$22.85

Where there is a consistent misuse of this pre-paid service, the service may be suspended from that student or family. If you are dropping materials off during office hours, please register your returned work at the front counter of the office. Please assist where possible by dropping items to the school if you are in Charters Towers, however, if you are coming to town during out of school hours, there is a mail slot for smaller parcels located on the mailroom door.

Mailing is forwarded to each family weekly. If visiting Charters Towers, please call in and ask the office staff for any mail that may be waiting for your family. If you telephone ahead, your parcels can be ready for you to collect. You must sign in at the front office before visiting the mailroom.

Curriculum materials mailed may include; science kits. Paper curriculum materials such as booklets and texts are not mailed and are available online via Qlearn.

Postpak

In Term 1 or upon enrolment, each student enrolled is provided with a mailing/post pack.

Included in the pack is:

- Prepaid postage envelopes (varying in size)
- Lesson attachment form
- Reply paid stickers

These are provided to make the return of work and resources an easy and smooth process for families. New enrolments throughout the year will receive the mailing/post pack along with their curriculum box once the enrolment process is complete. When returning resources and work to the school it is required that the supplied lesson attachment forms are completed so that work returned can be correctly sorted and distributed to teachers.

Mailroom Procedures

The school does NOT pay for express postage and only provides registered post if sending legal documents and items of monetary value (gift card, etc). The school does NOT track posted items.

While curriculum boxes are only posted each term/semester, mail is still posted throughout the term at the teachers' request. It is important to be aware of the procedures for updating postal addresses which can be found in the 'Mailing Address Policy' subheading.

Curriculum Room

Curriculum boxes may be provided to students Years 7 – 9 at the beginning of each term or upon enrolment depending on subject requirements, examples include Science Kits and Art Kits.

If you are notified those resources are overdue:

- Send resources back to the school if items are still in possession
- Notify the curriculum aide if the item has already been returned
- Notify curriculum aide if you wish to extend the period that the item is borrowed

Caring for resources and/or reporting damage:

- Do not try to repair any broken items, return them to the school.
- Please include a note when returning any items that are damaged so the school can be made aware of it.
- If any resources that are provided are faulty, please also return the item with a note

Damage/Loss of resources:

- It is expected that the borrower is to pay for the replacement cost of any resources that are lost or damaged.

Mailing Address Policy

Overseas Student:

The school does not mail resources to overseas students. All overseas students are provided with the required resources via online programs. Families that are overseas can nominate an Australian postal address where mail can be received and forwarded at the expense of the family. Only ONE Australian mailing address can be on record for overseas students.

Travelling/Itinerant Lifestyle:

Students that are enrolled in the itinerant lifestyle category and students that are travelling within Australia are required to provide a **singular (1)** postal address. This will be the only postal address that all mail will be sent to. The school covers the cost of postage to this address; however, it is the family's responsibility to pay for any redirection fees of mail.

School Fees and Charges

Dependent on the category of enrolment, the annual enrolment fee will apply, for more information contact the PLO.

A security deposit of \$200.00 applies for travelling/itinerant enrolments and is refundable at the end of the enrolment period.

Administration Fee

An administration fee of \$25.00 per student is payable each calendar year. This payment is non-refundable.

Resource Scheme Costs

This schedule details the subject costs that students would be expected to contribute if they wish to participate in the Resource Scheme. If you do not wish to participate in the scheme, a list of resources required may be obtained from the School Office.

NOTE: Each subject incorporates mandatory online services that are essential for the completion of the course. These services are covered by the Resource Scheme.

Resource Fee

A Resource Charge per student is payable each calendar year. (This payment is refundable pro rata. A receipt is issued.)

Year 7 – \$86.00

Year 8 – \$86.00

Year 9 – \$98.00

Languages

Japanese – \$22.00

Mailing Charges

The school sends materials free of charge and pays the return postage for all continuing school age students that reside in Australia, for further information see 'Mailing' page.

Materials Costs

Most learning materials are provided free of charge. A list of materials to be purchased by parents is provided within the Curriculum Box.

Loss or damaged of returnable school resources

Loss of learning materials or materials returned in an unacceptable state will incur a replacement cost based on the depreciated replacement value of the damaged item.

Payment Methods

Payment is **required** during the enrolment process. The Parent Liaison Officer will advise families of the fees to be paid. Each month, the Finance Officer will generate a statement that will advise families of all fees owing. Payment can be made by cheque, bank deposit or internet bank transfer. Cheques are to be made payable to the School of Distance Education - Charters Towers and forwarded to:

Accounts Section

The School of Distance Education, Charters Towers
PO Box 685
CHARTERS TOWERS QLD 4820

Direct Deposit Details

Commonwealth Bank, Charters Towers.

BSB: 064805

Account: 00091 251

Name: The School of Distance Education Charters Towers General Account

Please quote invoice number or surname in reference.

BPOINT Details:

Phone 1800 BPOINT (1800 276 468)

Enter CRN – (Customer Reference Number) found on invoice/statement.

Cash amount, and card details must not be sent through the post.

If you have difficulties making payments to the school, please phone the Accounts Section on (07 4754 6888) to discuss payment options.

School community

Parents and Citizens' Association

The aim of our P.&C. Association is to support the operation of our School of Distance Education by helping to provide materials, equipment and services which are in addition to the materials provided by our school. The Association plays an active partner in our Annual Implementation Plan and plays an important role in constructing the future of our school.

All parents are encouraged to become active members of the Parents' and Citizens' Association. Meetings are held at the school during Inreaches, or via teleconferences.

The Association strives to promote the educational welfare of our School by:

- Encouraging close co-operation among parents, students, teaching staff and the school community
- Providing desirable aids to education and supplementing requirements at the school
- Supplying sporting facilities, equipment and ground improvements
- Facilitating discussion on educational issues where a need has been identified

In its efforts to achieve these aims, the P.&C. has:

- Purchased the Resource Centre and reading materials on an annual basis
- Purchased a range of electrical goods such as refrigerators etc. to support student activities
- Undertaken the development of a school oval
- Provided an Activities Shed, amenities block and storage area

Parent Liaison Officer

The role of the Parent Liaison Officer (PLO) is an integral part of school life. This role can only be successful if it is used to its best advantage. This can be achieved by communication from families. Please contact our PLO, at any time, and together, through open communication we can address your concerns or pass on your valued suggestions.

Duties of the Parent Liaison Officer include to:

- Take all enrolment enquiries
- Help make transition into distance education an enjoyable and simple process
- Be available via the telephone
- Be available for face-to-face contact
- Contributes to Inreach and other school activities
- Liaise with CTSDE staff for parents
- Stay in contact with the P.&C. and pass on relevant information to parents
- Report to school any parental concerns
- Pass on knowledge of support services and resources

The Parent Liaison Officer can be contacted via the following avenues:

- **Phone:** 07 4754 6888
- **Email:** ctsde@charters Towerssde.eq.edu.au

Student Council

The Student Council Group was originally formed in 1990. Charged with representing students at the various committee levels within the school, this group also provides students with a means of participating in the improvement of their own school. Student representatives are elected in November of each year.

School Council

The School Council is composed of parent and staff representatives. Its role in our school includes:

- Approving the strategic plans and policies and other documents affecting strategic matters including the annual budget; and
- Monitoring of the school's strategic direction; and
- Monitoring the implementation of school plans and policies; and
- Advising the Principal on strategic issues.

In all of its activities and deliberations the School Council's aim is to improve student learning outcomes through strategic issues.

Chaplaincy

The school has a chaplaincy program to support students. Our school Chaplain is available face-to-face during the year at Inreaches. For further information please contact the Parent Liaison Officer.

Special activities

Inter-house activities

Throughout the year, students will have the opportunity to participate in a wide range of sporting and cultural activities through a variety of inter-house competitions.

Swimming carnivals

The Inter-House Swimming Carnival occurs each year – please check the annual school calendar for the specific date. Students are selected from this carnival to represent the school at the Inter-School Carnival which is held in November each year. Students are also invited to participate in local swimming carnivals.

Athletics carnivals

The Inter-House Athletics Carnival is held over two days at the end of Term 2. The first day includes training in sprint starts, high jump, shot-put, long jump and ball games occurs as well as some 'quiet' activities in the afternoon. The second day consists of friendly Inter-House competitions where students can be selected to represent the school at the Inter-School Carnival which is held in August/September each year. Students may also be invited to attend Athletics Carnivals held in their local area.

War Cries:

SHELTON (Green)

Shelton! Shelton! Green for go!
Shelton! Shelton! We all know!
Shelton! Shelton! Give its best!
Shelton! Shelton! Ahead of the rest!
Shelton! Shelton! To the rest!
Shelton! Shelton! We're the best!
Shelton! Shelton! Colour is green!
Shelton! Shelton! We're supreme!

TRAEGER (Red)

Traeger! Traeger! We're the best!
Run your hardest! Pass the rest!
Try, try, try! We will go far!
Traeger! Traeger! Rah, rah, rah!
Traeger! Traeger! We're going to win!
Strap those spurs on, and dig 'em in!
Traeger! Traeger! Let's have some fun!
And go like lightning, run, run, run

End of year Celebration Day

To celebrate the success of the students and school community, the school conducts a formal Celebration Day. This Celebration Day is held at the end of the year at the Charters Towers World Theatre and is followed by a dinner at the school. ***Dates for all of these special days can be confirmed in the school calendar found on the school's website and will be distributed to families throughout the year.***

Student Code of Conduct

Our school has a clear behaviour standard that underpins all school activities and expectations of students. Essential to ensure effective learning in a safe, supportive and disciplined environment. Our school has a Student Code of Conduct which clearly defines the responsibilities of all students enrolled at our school. It also recognises the significance of appropriate and meaningful relationships and sets the standards which are expected at this school.

Our school effectively manages consequences for unacceptable behaviours by students. Students and families are subject to the managed process that results from such behaviour. All parents and where appropriate students, should read and consider the School's Student Code of Conduct.

This may be downloaded from the school's website.

Rights and responsibilities

In our school, we believe that both rights and responsibilities must be carried.

Teaching our children at home is hard work and often emotionally draining, but it is also one of the greatest privileges we as parents have. The right to have children and the right to be educated are balanced by our responsibilities.

Students Expectations

Our staff are committed to delivering quality education for every student, and believe all persons in our school, should meet the five following expectations:

Thoughtful

- Listen to fellow students' questions in class.
- Maintain good condition of equipment and resources.
- Use appropriate public language.
- Follow the simple rules when visiting our school or participating in field services.
- Use simple social courtesies (i.e., 'thank you' / 'please').
- Respectful to peers, staff and community members.

Responsible

- Be prepared for lessons.
- Complete your assigned work as per the Work Rate Calendar.
- Follow teacher directions.
- Ask for help when you need.
- Be engaged in your learning (i.e., attend virtual lessons, be on time).

Accountable

- Do your own work, do not plagiarise.
- Use your mistakes as the start of further learning.
- Be honest.

Cooperative

- Look for opportunities to help others.
- Take different roles for group work activities.
- Respect other's space and belongings.
- Encourage fellow students to do their best.

Kind

- Support others in social situations.
- Be active in supporting other students in their transition into our school.
- Value others

Tutors

The rights of the tutors involved in our school are detailed below.

Tutors of this school will be:

- Welcomed as a partner in the learning process
- Able to work in a supportive school environment
- Included in the decision-making processes of the school community
- Treated in a manner reflecting the values of the school
- Entitled to their own personal values and beliefs

Tutors of this school are entitled access to:

- Processes involving school strategic planning, budgeting and review of school operations
- All information about themselves or their children through the appropriate processes
- The outcomes of all decision-making forums

Parents/tutors should expect:

- All groups to behave in accordance with their respective Rights and Responsibilities
- A process to assist them in dealing with concerns related to the teaching/learning process
- A process to assist them in dealing with concerns arising from class activities and school operations
- Be treated with dignity
- Be given quality support in the learning/teaching process by the teachers and the School Management Team.

The following responsibilities are inherent in the role of the home tutor within this school:

- Ensure that they provide an appropriate learning environment in the home.
- Be responsible, in a shared manner for their own training and development needs
- Respond to the school's learning programs and its perceived effectiveness
- Work collaboratively to ensure quality outcomes for our students
- Operate with the well-being of the students in mind
- Uphold the values and beliefs as expressed in the school's documents
- To acknowledge the broad social justice role of quality public education
- To treat all other stakeholders with dignity and respect.

Staff members

Staff members of our school have appropriate sets of rights and responsibilities also.

Roles of tutors

Supervision and Guidance

- Assist your student to organise their learning environment and study resources
- Help your student develop and adhere to a daily study timetable
- Help your student to get started promptly
- Supervise the return of work by the date listed on Work Rate Calendars
- Encourage your student to attend virtual lessons or to listen to the recordings
- Encourage your student to seek direct assistance from their teachers (telephone/email)
- Assist and guide your student with presentation, editing and adequate completion of all tasks
- Familiarise yourself with all handbooks and course materials

Communications

- It is extremely important that either the student or home tutor respond to attendance invitations (Inreaches and Outreaches) by the nominated dates.
- If your student is leaving the school, please contact the Junior Secondary Head of Department
- Problems affecting return of work must be reported to the school immediately so that alternative arrangements can be made.

Resources

- Check that all required resources are received at the beginning of each Semester
- Ensure prompt return of materials to the school that are no longer required
- Assist and encourage your student to access library resources.

Attendance requirements

Attendance at Charters Towers School of Distance Education means completing the assigned work for the program as set out in each subjects Work Rate Calendar. These can be daily or weekly, depending on the learning area. Attendance at scheduled lessons or engaging with recordings of scheduled lessons is expected.

Using the Internet/web/technologies

The use of the Internet as a learning tool underpins all of the learning programs used in years 7 - 9.

Like any community-based resource, there are actions that parents and students must be aware of when using the Internet.

Parents and tutors are encouraged to:

- a. Ensure students are aware of the risks associated with the usage of Internet services, and the measures within the home to minimise these risks;
- b. Develop Intranet, Internet and Email Usage guidelines; and
- c. Prepare students to cope with unanticipated access to harmful materials or people.

As part of the school's enrolment agreement, parents/carers also acknowledge the following:

- a. The Internet can provide students with valuable learning experiences;
- b. The Internet gives access to information on computers around the world;
- c. That the school cannot control what is on those computers; and
- d. That a very small part of that information can be illegal, dangerous or offensive.

Teachers will always exercise their duty of care. Protection against exposure to harmful information should depend finally upon responsible use by students.

Computers/learning technology programs

Students are able to make use of computers in their daily schooling through a secure learning program at our school. The student's courses are available through the Internet via Qlearn.

Tutorials and discussion groups are conducted through this medium also.

The use of computers is incorporated into the routine learning program that each student must undertake. The students' computers allow access to email and the World Wide Web for resources and learning interactions with their teachers and other students.

School based students may use their base school computers to contact our teachers and collect/dispatch work. Students breaking these rules will be subject to appropriate action by the school.

Mobile phones

The use of mobile phones by students is restricted during school activities. From the first day of Term 1, student mobile phones and wearable devices, such as smart watches will need to be away for the day including break times and field services. The Queensland Government is committed to the reducing distraction of mobile phones and other devices to provide an optimal learning environment for all state school students.

Our school's policy is clear:

- Mobile phones are not to be evident during any instruction, learning program, class or school activity.
- Students should have all their electronic equipment switched off and out of sight during classes and other group activities.

- Students are discouraged from bringing mobile phones to Inreaches, however, prior arrangement may be negotiated with the coordinators.
- All phones are held by the school unless needed.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

The school accepts no responsibility for student mobile phones during school activities.

Resource Scheme

Purpose of the Scheme

It is recognised that providing students with necessary textbooks and resources can be costly. The Student Resource Scheme (The Scheme) has been implemented to allow parents/carers to enter into an agreement with the school. Students can temporarily loan the prescribed textbooks and resources from the school for an annual participation fee. A Student Resource Scheme is separate to and distinct from a request for a voluntary financial contribution.

Benefits of the Scheme

- The Scheme provides parents/cares with cost-effective alternatives to purchasing resources.
- The Scheme ensures students have consistent personal resources for their education.
- The Scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the operation of the scheme.

Participation in the Scheme

- Participation in the Scheme is voluntary. During the enrolment process the opportunity is provided to nominate whether a parent/career wants to participate in the Scheme.
- A parent that does not wish to participate in the Scheme who has students enrolled in Years 7 to 12, are eligible to be paid the value of the Textbook and Resource Allowance for each of their eligible children.
- A parent/career who chooses not to participate in The Scheme is responsible for providing the students with all the prescribed items as detailed in the Year Level Requirements and/or Subject Requirements List to ensure that students are able to engage with curriculum.
- Parents and Citizen's Association endorsement of the Scheme:
- The operation of the Student Resource Scheme is discussed and endorsed at the annual general meeting of the Parent's and Citizen's Association.

Textbook and Resource Allowance

The Queensland Government provides financial assistance to parents/carers of students in Years 7 – 12 or of secondary education age, attending State and approved non-State Schools, to offset the costs of textbooks and other resources. Families that are not participating in the Scheme are eligible for assistance that is provided in the form of a Textbook and Resource Allowance, which is paid once a calendar year through the school.

Resource Centre and eLibrary

Dependent on the category of enrolment, students become eligible to borrow from the Resource Centre. A wide range of resources are available for loan which students are encouraged to use for both their educational and recreational needs.

Students enrolled in a travelling/itinerant category of enrolment are not eligible for library services.

Borrowing procedures

The Library Resource Centre has a limit of ten (10) books which can be borrowed at one time by a borrower, library bags are required to borrow the books. All loans are for four (4) weeks; however, arrangements can be made for under special circumstances and resources can be returned before the four (4) week period is up. You are able to borrow books and extend the loan period of resources by contacting the library by telephone or email and indicating specific books or the range of topics you wish to receive books on.

Hours

Telephone: (07) 4754 6809

Email: library@charters Towers.sde.eq.edu.au

The Library Resource Centre is open from 8.30am until 3.00pm daily during the school year. Students and parents are welcome to visit our Resource Centre.

Materials and services available

The Library Resource Centre offers an extensive range of Fiction and Non-Fiction books for borrowing. All age levels and reading abilities are catered for, and the library staff pride themselves on offering a professional service in which the student's personal interests and reading choices are supported.

We also provide:

- Magazines
- Books
- Tapes and CDs
- Jigsaw puzzles
- Activity packs
- Construction activities and kits
- Development toys

How to borrow

A library bag **is required** in order for physical books/resources to be borrowed. There is a limit of ten books which may be borrowed at the one time by the one borrower. You may borrow books by simply contacting the library by telephone or email and indicating specific books or the range of topics you wish to receive books on.

You may also ask one of your teachers to assist in selecting books for you from their respective subject area. This service is not available for travelling families. You may be able to access local libraries at your location.

Length of loans

All loans are for four weeks; however, arrangements may be made for special cases. Resources may be returned before the end of the four-week period. Extensions to a loan can be requested by telephone or email. Please note that overdue loans disrupt the learning of other students. Lost or damaged resources must be replaced or paid for.

Returns

Please let the library staff know if any resources are faulty or are damaged. All kits, puzzles and games should be returned in the packing provided.

Queensland State Schools eBooks Digital Library

Queensland State Schools eBooks Digital Library is a collection of eBooks and audio books which may be downloaded to computers or compatible mobile devices.

Start reading eBooks in 5 easy steps:

- Go to <http://educationqld.lib.overdrive.com> (or enter with the OVERDRIVE tab on the CTSDE Library Page)
- Enter your MIS ID
- Search or browse for eBooks
- Sample before you borrow
- Borrow and download
 - Read online using OverDrive
 - Read offline using the OverDrive app or Adobe Digital Editions

Prep – Year 12 Assessment policy

This policy provides information for teachers, students, home tutors and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Refer to our school website <https://charters Towers sde.eq.edu.au/> the full assessment policy.

Completed work

Completed student work must be returned to the school for assessment and teaching/learning purposes.

Digital return of work

Students are required to return work in digital format through the Qlearn portal. When returning work digitally please ensure that:

- You keep a copy on your computer
- Files are in **one of the following formats**
 - .docx (Word Documents)
 - .xlsx (Excel Spreadsheet)
 - .pdf (Adobe Acrobat Format)
 - .ppt (PowerPoint)
 - .mp3 (Audio File)
 - .mp4 (Video File)
 - .mov (Apple Video File)
 - .png / .jpg (Image File)

Files not supported

Apple's default image format (.HEIC) is not supported. Please refer to the IT Support page for instruction on how to change Apple's file format.

Reports

Standard student reports are emailed at the end of Terms 1, 2 & 4 for Junior Secondary students.

The student report templates include:

- **Subject Areas:** Each student's report will contain achievement information about each learning area studied.
- **Achievement Codes:** These codes describe the student's overall achievement for each learning area studied against what is expected at the time of reporting. The achievement ratings of A, B, C, D, E are used. A rating of 'N' is given if insufficient assessment tasks have been submitted by the student.
- **Effort and Behaviour:** Are reported for each student against an A-E rating. Written comments outline what a student has achieved and provide advice on areas for improvement.

The Achievement Codes describe a student's overall achievement by using a rating (e.g., 'A' for Year 8) and a descriptor (e.g., The student demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts) for each of the learning areas studied against what is expected at the time of reporting.

The student's overall achievement in each of the learning areas studied over the reporting period will be rated as:

<i>A</i>	The student consistently demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.
<i>B</i>	The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.
<i>C</i>	The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them, in some contexts.
<i>D</i>	The student demonstrates limited knowledge, skills and understanding and is able to apply them, with support, in some contexts.
<i>E</i>	The student demonstrates very limited knowledge, skills and understanding.

In addition to written comments the student's Effort and Behaviour are also reported using an A-E rating:

<i>A</i>	Excellent
<i>B</i>	Very good
<i>C</i>	Satisfactory
<i>D</i>	Needs attention
<i>E</i>	Unacceptable

The distribution of Achievement Codes within a class group may be requested in writing after the receipt of the student's report card. This additional information would show the student's achievement in the learning areas studied in comparison to that of other students in the class cohort at the school. This information will show the number of students in each of the achievement ratings

Financial assistance

The following types of allowances are available:

Commonwealth of Australia

Assistance for Isolated Children Scheme

A federal government Allowance is available for students who are:

- Geographically isolated from suitable government schooling, or
- Suffer from a disability, or
- Living in families living an itinerant lifestyle.

For full and up to date details:

- Contact any Centrelink branch or Centrelink Student Service Office for application forms.
- Phone the AIC Scheme Nation Number: **13 23 18, or**
- Web: www.humanservices.gov.au/customer/services/centrelink/assistance-for-isolated-children

Abstudy (Aboriginal & Torres Strait Islander Students)

Telephone: 13 2317

Fax: 07-3393 8177

Web: <http://www.humanservices.gov.au/customer/services/centrelink/abstudy>

Students who identify as Aboriginal or Torres Strait Islanders seeking financial assistance through the Aboriginal Study Scheme (Abstudy) should contact Centrelink using the following contact details:

Youth Allowance/Austudy

Youth Allowance may be available to students aged 16-24 who are studying on a regular, full-time basis.

Assistance may also be available for students over 15 who are homeless, orphans or refugees, or where other special circumstances exist. Students aged **25 and over** are still able to apply for **Austudy** benefits.

Full time students must be enrolled in a minimum of four subjects. Four subjects is considered to be 75% of a full-time student's workload.

Sole parent and disability allowances may also be payable to students studying three or more subjects. In order to retain Youth Allowance or Austudy benefits, students must be working at a rate which satisfies the school's workload requirements for EACH subject. This work rate is detailed in the work rate calendar for each subject or as an absolute minimum, **75% in each subject** is required.

Applications for Youth Allowance or Austudy/ Abstudy can be made at the nearest **Centrelink** Office or by using the following contact details:

Telephone: 13 2490

Web: <http://www.humanservices.gov.au/customer/services/centrelink/youth-allowance>

<http://www.humanservices.gov.au/customer/services/centrelink/austudy>

This school has no way of knowing how much time students spend studying at home. Therefore, the only way the school can certify that students are working at a satisfactory rate is through the amount of completed work that is **submitted** to the school. **Work that is substantially incomplete cannot be credited and will be returned for completion.**

The school issues work Completion planners for each subject. These planners provide a work schedule which, if met, will ensure that students are working at a satisfactory rate. Students download their relevant Work Completion Planners from the online learning management system.

If students have problems with work submissions, the school needs to be advised **in writing** so that the problem can be officially recorded and addressed. Some consideration can be made for illness or emergent circumstances, but **only if a medical certificate is provided or contact is made with the teachers immediately.**

Benefits are provided on the basis that students submit work **consistently** in all subjects from the time in which they enrol. Submitting large amounts of work at one time does not compensate for previous lapses. We can help students resolve difficulties but only if the school is advised in writing or email so that the problem can be officially recorded and addressed.

In the past, students who have been requested to repay money for those months in which work in all subjects was not submitted have hurriedly completed a number of papers in each subject and sent it to the school as “catch up” work. **This practice will not be accepted.**

Government Student Benefits are provided on the basis that students work consistently in all subjects from the month in which they enrol. Demonstrating a serious commitment to full-time study in order to comply with official regulations is the student's responsibility. It is too late to ask for special consideration AFTER benefits have been cancelled.

Students who receive Assistance for Isolated Children, ABSTUDY and AUSTUDY have their work rate monitored through the following manner:

1. A work rate check from the government is received by the school at set times during a year
2. The student's work rate is determined by the number of worksheets or tasks submitted in each course enrolled in
3. Students are ranked as unsatisfactory if they have failed to return sufficient work in **all** subjects
4. The work rate audit is returned to AIC, AUSTUDY or ABSTUDY for their action
5. From this point on, the resulting action is strictly between the student, their family and the Centrelink, AUSTUDY or ABSTUDY agency.

Textbook Allowance

This school applies for this allowance on behalf of full-time students who are under nineteen years of age and who are eligible under the textbook and resource allowance scheme.

- In general, the following provisions are in place:
- The school will supply all instructional materials used by the student for as long as they are needed. These will generally be in digital form and may be printed out by the student as required
- The school will not supply materials which become student property. Some charges may be made for specific subjects
- Students are to supply their own stationery, writing materials, drawing sets, calculator and mathematical sets. It is essential for students to have access to a computer system and the Internet
- Books issued to students are to be secure during the period of the loan. Books negligently damaged or lost will be replaced by the students or paid for before further issues are made
- All books and materials supplied by the school remain the property of the school.

Technology Subsidies

Annual Computer Hardware Subsidy

Offered as part of the State Government's support to Geographically Isolated and Medical students, this \$400 government subsidy may be used to:

- Purchase/lease a new computer or refurbished computer and/or related hardware.
- Upgrade an existing computer (e.g., adding memory, CD ROM drive, scanner etc.)
- Replace an existing computer.

Families accepting this subsidy must be involved in the return of digital work.

Annual Broadband Subsidy

\$500 per student is offered to support broadband access for Geographically Isolated families. Families must have broadband access available and use in the return of student work.

When is the subsidy paid?

Families meeting eligibility requirements will be paid in April each year. Subsequent payments will be made in October each year as newly enrolled families become eligible.

Required resources

The school supplies course booklets containing learning and assessment material. These materials are generally provided on USB and can be printed by the student, at the student's expense, or students may work from their computer.

Writing materials and equipment

Students provide their own writing materials: A4 ruled notepaper, biros, rulers, pencils, etc. Any special stationery or equipment that is needed is mentioned at the beginning of the first instruction booklet for each subject.

Calculators: These are allowed to be used in all subjects.

It is recommended by this school that a student who is doing Maths or Science in Year 11-12 buys a scientific calculator. Students who are uncertain about the correct calculator to purchase are advised to contact their teacher.

Personal Computers: Students must have access to a computer, modem and internet service. Please refer to the information on *Computer System and Internet Connection Requirements for Students* in the earlier part of this handbook.

Materials to be supplied by students for Years 7 – 9

General Resources

- Blue lined exercise books – one for each subject
- Ring bind folders or display folders – one for each subject
- Pens, pencils, eraser
- Sharpener
- Ruler
- Highlighters – 3 colours
- Stapler and staples
- Paperclips
- Scissors
- Glue/sticky tape
- Student Diary and/or Wall Planner
- 1cm grid paper exercise book
- 1 Box A4 Plastic sleeves

Electronic/Digital Resources:

- USB
- Computer/Laptop – connected to internet
- Microsoft Office (Provided free to students)
- Headset with microphone
- Printer
- Scanner
- Digital camera/phone/tablet and tripod
- 1 USB Memory Stick Per Subject

Maths:

- Scientific Calculator
- Protractor
- Compass
- Ruler
- Two dice – with dots
- Pack of playing cards

Items for sale

Our school has a variety of items for sale – simply as a means of promoting our school and raising funds for school activities. Materials available for sale, including GST, are listed below:

School Uniforms	
School Shirts	\$33.00
Blue Broad Brim Hats	\$11.00
Student ID Cards	\$ 5.00

Sport Uniforms	
Short Sleeve Kids	\$25.00
Short Sleeve Adults	\$30.00
Long Sleeve Shirt	\$35.00
House Bucket Hat	\$15.00

Souvenirs	
Cookbook: Generation of Bush Cooking	\$23.00
Cookbook – Another Helping of Generation of Bush Cooking	\$28.00

Orders may be directed to the Front Office of our school – (07) 4754 6888. There is no mailing charge for items dispatched to students or enrolled families. A mailing charge exists for orders from outside of the school community.

School colours

Royal Blue and Gold

Student ID cards

Students (17 years and under) may obtain a student card by applying to the school. If you wish to obtain a student card, send a colour passport size photograph, together with \$5.00 processing fee to the school. The size of the photograph must be 3cm high x 2cm wide.

Laminated student cards will be posted to students. The cards will be valid until 31 December of the current year.

Bank Details

Direct deposit to account:

BSB No: 064 805

Account No: 00091 251

Name: Charters Towers School of Distance Education

Please quote invoice number or surname in reference if applicable.

Absenteeism

The Principal's legal duties regarding student absences arise from:

- The Education Act which makes it compulsory for students under the age of 17 to attend school, unless the Minister authorises an absence. The Minister has delegated this authority to Principals. Absences are unauthorised unless a decision is made to authorise them
- The Youth Allowance, Austudy and Abstudy Regulations, which render students' ineligible for payments if they are absent from school without approval by the school, or if the student has been suspended; and student or parent/guardian supplies information which satisfies the Principal that the absence should be authorized

Regular attendance at The School of Distance Education, Charters Towers is based on **regular return of work**. Students who do not return work according to Work Rate Calendars requirements in **all subjects without reason** may jeopardise their enrolment.

Absentee procedures

It is expected that students will return work according to Work Rate Calendar requirements in each subject in which they are enrolled. If a student fails to return work according to Work Rate Calendar requirements in any or all subjects, the teacher contacts the student by telephone, email or SMS.

If there is no response to the telephone calls or emails, the Deputy Principal sends a letter reminding parents of the Education Act and truancy status.

If your student is going to be absent (planned/unexpected, i.e. illness, family circumstance, etc) please contact the school via the front office and the message will be passed onto the relevant staff.

Cancellation Procedures

Students may cancel their enrolment at any time, but parents or guardians must inform this school in writing (email) or by filling out the 'Cancellation of Enrolment Form'. Contact the office for a copy of this form.

Upon cancellation, no refund will apply. The school will notify students whose enrolment is in jeopardy due to non-submission of sufficient school work.

Truancy

Parents, under the provisions of the Education (General Provisions) Act 2012, are required to ensure their child is actively engaged in an educational program in the school in which they are enrolled.

In distance education, this student engagement is defined as the regular return of completed work by the student. It is the parent's responsibility to ensure their child undertakes their education program, completes work and returns it to their teacher.

Where difficulties arise, parents or students should contact their teacher immediately and negotiate solutions. A range of opportunities are available for this to be resolved; however, if this situation does not improve, appropriate reporting to authorities will occur.

For further details on the schools' policy on Managing Student Absences, please check this website:

<http://www.charterstowerssde.eq.edu.au>

Our school is required, under law, to provide details regarding a student's attendance and completion of work to a range of government agencies. Failure to sustain acceptable levels of work may lead to families being asked to return all or a proportion of grant funds such as the Youth Allowance and AIC Allowances to the respective agencies.

The school meets its legal responsibility by providing requested reports on student's work. Disputes that arise from a student's failure to submit work are the family's or student's responsibility.

Where a student is in danger of being regarded as truant, the school's Engagement Officer will contact parents/caregivers to provide information, advice and support. Where truancy does occur, the situation is passed onto other authorities for legal action.

Being successful

Develop a routine

At the start of each term, develop a weekly timetable (for lessons and study time), and a term overview, so you know when work is due. Work to a schedule – try to keep up to date in all your subjects and contact the relevant teacher if this isn't possible for whatever reason. Students should work 7 to 8 hours each day that is a 35-to-40-hour school week.

Organise your study space

Try to study in the same area every day. One of the most important things you can do at the beginning of each term is to organise your study space effectively. Everyone is different, but most successful students have an organised study area – all the materials for each subject are kept together so that when a resource is needed, it can be found quickly.

Students use shelves, filing cabinets, plastic storage drawers or cubes, or even cardboard boxes for their materials. Depending on the space you have at home, you might use one or a combination of these ideas, or you might organise yourself some other way.

Many students also find a noticeboard helpful. You can display timetables; teacher contact details and other important information where you can see them easily.

Make sure you have access to a:

- Desk
- Telephone
- Comfortable chair
- Computer
- Email
- Printer
- The Internet

Students must have a computer, email and Internet to participate successfully in distance education.

Your study space should be well lit, and you should have space for all your curriculum materials and books including dictionary, thesaurus and atlas.

Teacher's role

Our teachers want to develop and maintain a positive, supportive relationship home tutor and their student. They do this by:

- Contacting you regularly, generally through email or phone.
- Marking your work and giving you feedback as soon as possible
- Replying to your emails and questions as soon as possible
- Delivering lessons each week

Home tutors

Home Tutor Development Program (week) is held at the beginning of each year. All Home Tutors and parents are strongly encouraged to attend.

The development program is to ensure students are:

- Working
- Completing the subject activities
- Contacting the teacher for assistance
- Attending lessons
- Sending work on time
- Being supervised. **Past experience tells us that on many occasions, lack of student work is directly related to a lack of supervision at home.** The level of supervision will depend on the student's ability to work independently.

Getting started

Each student is sent all the materials they need for Term 1 before the start of the year. Term 2 material is distributed at the February Home Tutor Inreach. Materials for Term 3 and Term 4 are sent in the middle of the year. Students enrolling throughout the year will receive their materials upon enrolment.

Check that the subjects listed are the ones you have selected. If there are any problems, contact your Roll Class Teacher.

Once you have analysed your materials into subjects, store them so you can find them easily when you are studying. A list of resources is usually found inside the front cover of a subject. Put the Curriculum USB somewhere safe, where you can find it easily. You will need this before you can start work. You can also download the subjects from the learning management system.

Student expectations

In Years 7, 8 and 9, we expect you to:

- Complete all your subjects each term.
- Most subjects need at least 4 – 6 hours each week.
- Study learning materials, complete and correct self-check exercises in each unit before doing Assessment Tasks and work returns via Qlearn.
- **Send your work as Word documents or scanned documents via Qlearn.**
- Contact your teachers regularly, by email or phone, especially if you are having difficulty.
- When you send work to school through the post, attach a lesson attachment form with your name, your teacher's name, subject, task and clearly label it. It is better to email your work directly to your teachers.
- Complete all Assessment Tasks in a subject to be eligible for high grades.
- Work consistently in all the subjects of your current term program, not just in a selected few.

Keeping in touch

Using the phone

All teachers have a phone with a message bank. If you phone a teacher, and there is no answer, please leave a message. Your teacher will get back to you as soon as possible. Teachers cannot make interstate phone calls.

Leaving messages

When you leave a message for your teacher, please make sure to:

- Say who you are
- Give a brief summary of why you are calling
- Leave your phone number
- Use polite language

Example: "Hello, this is Mary Jones. Ms Smith, I am having some trouble with the send in sheet 3 for English. Could you please give me a call? My number is 12 345 678."

Remember that you are communicating with a teacher in a school environment.

Always say who you are at the start of phone calls and in messages, and include your name in emails or letters.

Using email

All teachers have an email address, and check their emails regularly. For effective communication between students and teachers, students must check EQ emails daily

Do	Don't
Use an appropriate greeting.	Use slang.
Use full sentences.	Use SMS language.
Use correct spelling, punctuation and grammar.	Forget to use a greeting or sign off.
Remember you are talking to your teacher, not another student or your younger sibling. Your language and style must be appropriate.	Whinge, be nasty or abusive. If you have a problem state it clearly and concisely without using inappropriate style or language.
Use an appropriate sign off.	Ramble. Make sure you stick to the point.
Use your school email address.	Use 'Hi'. 'See ya', etc to sign off.
Make sure you spell your teacher's name correctly.	Use 'G'Day', 'Hey', to greet your teacher.
If you are enquiring about work mention the subject, unit, page number and question.	
Reply promptly to your teacher's emails.	

Email tips

- You should use at least two sentences. You need to make sure you clearly convey your message.
- In the formal environment of the school, you must use correct language. You must write full words. Do not use abbreviations, slang or SMS language. Only use commonly accepted abbreviations such as 'etc'. Check with your teacher.
- Appropriate Greetings include:
 - Dear Ms.....
 - Dear Mr.....

It may be appropriate in some instances to use 'Hello'. However, your first option should be to use 'Dear'. Let your teacher be your guide.

Appropriate sign-offs include:

- Yours,
- Yours sincerely,
- Thanking you,
- Regards,

An easy way to do this is to set up a signature that your email automatically uses.

- Make sure you check your email for any technical errors such as spelling, punctuation or grammar before you send it. Also check for meaning. Make sure that it says what you want it to say in a respectful and courteous tone.
- Make sure you are clear and courteous in your requests for help. Do not say "hey how do you do question 6?" This is a common sort of email teachers receive. This does not have an appropriate greeting or punctuation and there is no sign-off. Nor does it mention the subject, unit, page number or specific question.

Below is an example of how you should set out your emails:

Dear Miss Wheeler,

I have having difficulty with a question in Maths. The question is in Lesson 5 on page 67, question 4. I am unsure of what strategy I should use to find the area of a compound shape. Any assistance would be greatly appreciated.

Yours sincerely,

Billy Campbell.

Timetables and diaries

Timetables

The weekly timetable should show what you will be working on each day. Student can download their timetable from OneSchool.

Your school schedule should be implemented into your timetable and should include:

- When your virtual lessons are (if you attend virtual lessons)
- Breaks for lunch etc
- Chores/work that needs to be done during the day
- When you will study each subject and complete send in sheets.

At first you may need to trial your timetable to see if it works for you.

Take into account the ways in which you learn and work best.

For example: Do you prefer to dedicate an entire day to one subject or would you work better if you worked for one hour per day on each subject? These are the types of things that you need to consider.

Trial and error are the most effective way to develop good study habits and effective study skills.

Try out your timetable for a week or so. If you find it isn't working – maybe you aren't getting enough work done, or can't concentrate, or realise that you are always interrupted with phone calls or chores at a specific time each day – make changes in your daily timetable.

Keep making changes and refining your timetable until you come up with a solution that works for you. Write your timetable in pencil so changes can be made easily.

Diaries

Students may use a diary to organise individual scheduling of audio lessons, work submission, assessment and important school events. When used in combination with a weekly timetable, the diary has proven to be a valuable time management tool, allowing students to plan ahead and be proactive in their studies.

Preparing yourself

Prepare for each unit

Make sure you know what each unit is about, what you are going to do daily and have everything ready. This will give you confidence when you start the lessons and will also save time during the sessions.

- Check the "Subject Guide" to make sure you have received all the materials in the unit package. Do this as soon as you receive the package so that you can notify your teacher immediately if anything is missing.
- Scan the list of learning outcomes to gain an idea of what is expected that you will achieve throughout the unit.
- Read the unit overview and the lessons. This will give you an idea of what is covered in the unit and will introduce you to the topics.
- Read the assessment schedule

Prepare for each day

- Read the information in the lessons.
- Prepare materials needed for the day's activities

Plan your time

The time taken initially to establish a routine saves time in the long run. Plan a timetable that is flexible enough to suit you and your learner.

For example:

- You may need to adjust the time you work on program materials to suit other daily commitments or the weather.
- You may need to set aside time for lesson sessions with the teacher via the online management system or audio contact.
- You need to take regular breaks to stretch, move around and/or have a drink or something to eat.

Materials Information

Lessons Book:

Maths, English, Science, History and Geography Lesson Books are written for the student and will include activity sheets, send in tasks etc for the student to work through on a daily basis.

Subject Guide:

Maths, English, Science, History and Geography Subject Guide Books are written for the tutor as their daily guide and will include the answers to the daily lessons & activity sheets, teaching sequence, questions, metalanguage glossaries, helpful information, hot tips, ideas to differentiate and access to the unpacking video etc.

Other materials to collect or purchase

Materials to be supplied by all students

- Glue/sticky tape
- Pencils, rubber, ruler
- Sharpener
- Stapler and staples
- Scissors – children's size, left-handed scissors for left hander
- Colouring pencils
- Several manila folders
- Scientific calculator
- Protractor
- Highlighters
- Blu-tac
- Plastic storage bags
- Dictionary
- Thesaurus
- Atlas
- Student Diary (optional)

Research and plagiarism

With the increasing use of the Internet and as information sources and the ease of downloading information, there is a growing concern that students are “cutting and pasting” information and presenting the work as their own. This is known as plagiarism that is, taking and using another person's words, ideas or writing as one's own. It includes cutting and pasting information from CD-ROMs and the Internet and copying from books without acknowledging the source. More information regarding misconduct procedures for managing academic misconduct can be found on our school website charters Towers ssde.eq.edu.au.

School structure

This document outlines the roles and responsibilities of various people within the school and what to do when you have a question or concern.

Who and how to contact?

If you have a question or concern follow this process:

The Child's Teacher

Share your problem or concern with your child's teacher:

- Your student is unable to do the assigned work
- Your student requires extra work
- You or your student have a concern about an area
- There are evident behaviour problems at home
- You're stressed
- You need help with your tutoring skills
- The required return work will be late
- You are after information about school events
- You think your student is experiencing learning difficulties

If you are still concerned: **The relevant team leader (Head of Department, HOSE)**

Share your issue or concern and what you have already tried to do to address your issue:

- Share issue and previous discussions
- Allow time for HOD to investigate issue and gather information
- The team leader will get back to you with their findings and recommendations

If you are still concerned: **Deputy Principal (Respective DP's responsibility)**

Share your issue or concern and what you have already tried to do to address your concern:

- Share issue and previous discussions
- Allow time investigations
- The Deputy Principal will get back to you with their findings

If you are still concerned: **Principal**

If you feel that your question or concern has not been fully addressed then contact the principal.

- Share issue and previous discussions
- Allow time investigations
- The Principal will get back to you with their findings and decision

Who and how to contact?

Position	Contact Details	Roles and Responsibilities
Principal		
Pamela Prichard	Email: ppric10@eq.edu.au Phone: 07 4754 6888	<ul style="list-style-type: none"> • Strategic planning and school policy • Accountability for all areas • Staff development • Advocacy of school needs • Representing Department of Education • School governance
Deputy Principal – Primary		
Katie Baumgart (Acting)	Email: kmoor186@eq.edu.au Phone: 07 4754 6888	<ul style="list-style-type: none"> • Operational planning • Primary levels • Languages • Understudy of Principal's role • Management of daily routine of school
Deputy Principal – Junior Secondary		
Navdeep Singh	Email: nsing55@eq.edu.au Phone: 07 4754 6888	<ul style="list-style-type: none"> • Operational planning • Secondary levels 7 – 9 • Flexible Learning Initiative • Understudy of Principal's role • Management of daily routine of school • P-10 Curriculum
Deputy Principal – Senior Secondary		
Sarah Jenkins	Email: sjenk42@eq.edu.au Phone: 07 4754 6888	<ul style="list-style-type: none"> • Operational planning • Secondary levels 10 - 12 & VET • Understudy of Principal's role • Management of daily routine of school
Deputy Principal – Inclusion		
Gina Sanders (Acting)	Email: gsand27@eq.edu.au Phone: 07 4754 6922	<ul style="list-style-type: none"> • Operational planning • Inclusive Practices (P-12 tailored supports and reasonable adjustments in teaching and learning programs) • Understudy of Principal's role • Management of daily routine of school • P-10 Individual Curriculum Plans and Queensland Certificate of Individual Achievement (Years 11-12)
Head of Department - English		
Ross Dalglish (Acting)	Email: rdalg7@eq.edu.au Phone: 07 4754 6960	<ul style="list-style-type: none"> • Teaching and learning programs in English • Learning materials • Management of English sector and programs • Student engagement in the English department • Initiate and monitor support to tutors • Manage secondary curriculum across English subjects
Head of Department - Mathematics		
Deb Brownson	Email: dbrow112@eq.edu.au Phone: 07 4754 6937	<ul style="list-style-type: none"> • Teaching and learning programs in Mathematics • Learning materials • Management of Mathematics sector and programs • Student engagement in the Mathematics department • Initiate and monitor support to tutors • Manage secondary curriculum across Mathematics subjects
Head of Department - Science		
Kate Ruthenberg (Acting)	Email: kruth22@eq.edu.au Phone: 07 4754 6802	<ul style="list-style-type: none"> • Teaching and learning programs Science • Learning materials • Management of Science sector and programs • Student engagement in the Science department • Initiate and monitor support to tutors • Manage secondary curriculum Science subjects
Head of Department - Humanities		
Angela Mroz	Email: amroz1@eq.edu.au Phone: 07 4754 6991	<ul style="list-style-type: none"> • Teaching and learning programs in Humanities • Learning materials • Management of Humanities sector and programs • Student engagement in the Humanities department • Initiate and monitor support to tutors • Manage secondary curriculum across Humanities subjects (Humanities - History 7-10, Ancient History, Modern History 11-12, Economics and Business, Civics and Citizenship)
Head of Department - HAT (HPE, The Arts, Technologies) & Co-Curricular		
Amanda Cuming (Acting)	Email: acumi0@eq.edu.au Phone: 07 4754 6843	<ul style="list-style-type: none"> • Teaching and learning programs HAT • Learning materials • Management of HAT sector and programs • Student engagement in the HAT department • Initiate and monitor support to tutors • Manage secondary curriculum across HAT subjects
Head of Department - Languages		
Yukari Doi	Email: yxgwo0@eq.edu.au Phone: 07 4754 6875	<ul style="list-style-type: none"> • Teaching and learning programs in Languages (Mandarin, Japanese, etc.) • Language learning materials • Management of Language sector and programs • Student engagement in the Languages department • Initiate and monitor support to delivery schools and tutors

Head of Department - VET		<ul style="list-style-type: none"> • Teaching and learning programs VET • Learning materials • Management of VET sector and programs • Student engagement in the VET department • Initiate and monitor support to tutors • Manage secondary curriculum across VET subjects
Carly Szerstuk	Email: crsze0@eq.edu.au Phone: 07 4754 6946	
Head of Department - Curriculum		<ul style="list-style-type: none"> •
Colleen Purdie	Email: cbred7@eq.edu.au Phone: 07 4754 6969	
Head of Department - Inclusion and Differentiation		<ul style="list-style-type: none"> • Implement a culture of inclusion • Optimise curriculum delivery appropriate to specific learning needs • Implementing decisions and initiatives towards achieving the school's strategic priorities in the area of inclusion and differentiation • Mentor staff in inclusive practices • Promote an inclusive education environment that provides support for individual students and their learning needs • Work as part of the Students Services teams in P-9 and 11-12 • Develop partnerships with other schools to share programs and best practices • Oversee develop and monitor appropriate reporting and assessment strategies for students with specific learning needs
Blue Chan	Email: hlcha1@eq.edu.au Phone: 07 4754 6862	
Head of Department - Student Engagement 7-9		<ul style="list-style-type: none"> • Engagement and Wellbeing • Field Services • School Camps • Induction and support of home tutors and parents to support student engagement • Transition programs • Manage attendance
Laura Darvall	Email: ladar0@eq.edu.au Phone: 07 4754 6817	
Head of Department - Student Engagement 10-12		<ul style="list-style-type: none"> • Engagement and Wellbeing • Field Services • School Camps • Induction and support of home tutors and parents to support student engagement • Transition programs • Manage attendance
Rochelle LeBoutillier (Acting)	Email: rlebo1@eq.edu.au Phone: 07 4754 6904	
Head of Department - Student Services P-6		<ul style="list-style-type: none"> •
Allan Georgee	Email: ageor29@eq.edu.au Phone: 07 4754 6826	
Head of Department - Student Services 7-9		<ul style="list-style-type: none"> • Teaching and Learning Programs for students in the Diverse Learning Program • Diverse Learning Program learning materials • Management of the Diverse Learning Program students across P-12 • Processing of student enrolment and induction into the school • Teaching in Diverse Learning Program classes • Student engagement in the Diverse Learning Program • Initiate and monitor support to tutors • Manage curriculum for students accessing Individual Curriculum Plans across all curriculum areas (P-10) and Queensland Certificate of Individual Achievement (Years 11-12)
Kylie Lawrence	Email: klawr58@eq.edu.au Phone: 07 4754 6929	
Head of Department - Flexible Learning Initiative		<ul style="list-style-type: none"> • Teaching and learning programs for centres in Flexible Learning Initiative • Learning materials • Management of sector and programs • Student and centre engagement in the programs • Initiate and monitor support to delivery centres
Ros Ferguson (Acting)	Email: rferg41@eq.edu.au Phone: 07 4754 6847	

Administrative Assistance

Position	Contact Details	Roles and Responsibilities
Business Manager		<ul style="list-style-type: none">• Management of support areas and finance• Supervision of support staff
Kate Hill	07 4754 6810	
Lana Harrison (PA)	07 4754 6957	
Finance Officer		<ul style="list-style-type: none">• Financial administration• Family accounts• Resource recovery
Delicia Bowden	07 4754 6825	
Front Office		<ul style="list-style-type: none">• Reception/telephone• Purchasing of school uniforms, curriculum items and souvenirs
07 4754 6888		
Mailroom Aide		<ul style="list-style-type: none">• Mail collection• Enquiries• Outgoing mail
Natalie Adcock	07 4754 6819	
Computer Help		<ul style="list-style-type: none">• Enrolment information• Rural and family support agency service, parent email, DIRT• General enquiries• Tutor support
Jade Matthews	07 4754 6801	
Kalista Sorensen	07 4754 6845	
Parent Liaison Officers		<ul style="list-style-type: none">• Take all enrolment enquiries• Help make transition into distance education an enjoyable and simple process• Be available via the telephone• Be available for face-to-face contact• Contributes to Inreach and other school activities• Liaise with CTSDE staff for parents• Stay in contact with the P.&C. and pass on relevant information to parents• Report to school any parental concerns• Pass on knowledge of support services and resources
Michele Brown	07 4754 6894	
Lydia Miller	07 4754 6805	
Contact Parent Liaison Officer for information on:		<ul style="list-style-type: none">• Tutor support• Share concerns• Liaise with school staff for parents• Enrolment Enquiries• DIRT Newsletter• Knowledge of support services
Enrolments Officer		<ul style="list-style-type: none">• Enrolment input• Statistical reports• OneSchool administration
Alyson Rainbow	07 4754 6840	
Induction Officer & Truancy		<ul style="list-style-type: none">• Student Inductions• Student Truancy Process
Sophie Baron	07 4754 6849	
FLIQ Administration		<ul style="list-style-type: none">• FLIQ administration duties• Enrolments / cancellations
Ann-Maree Hando	07 4754 6887	

Acronyms

Following are many of the initials and acronyms you may come across in relation to education in Queensland

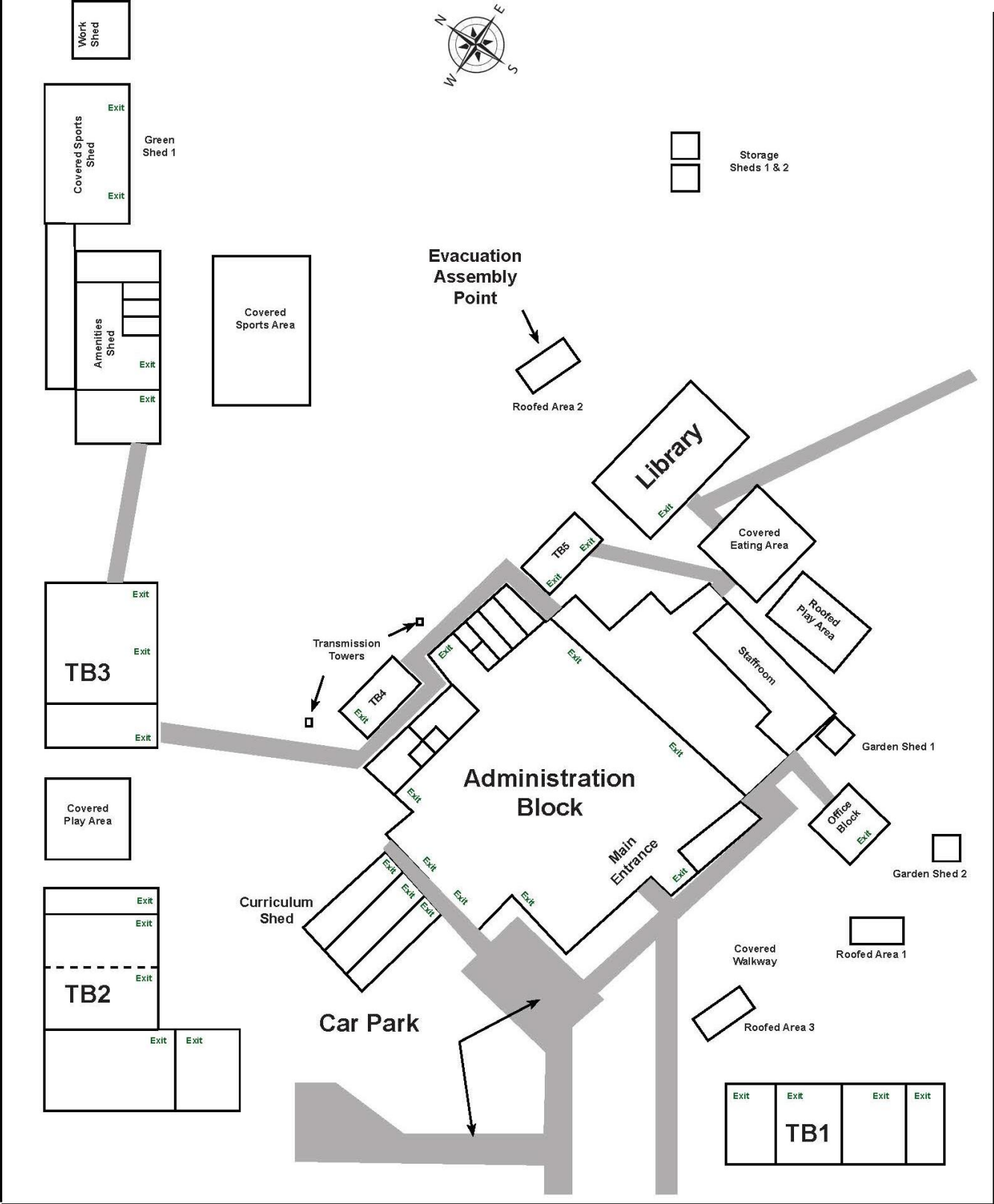
AADES	Australasian Association of Distance Education Schools	HPE	Health and Physical Education
ABSTUDY	Aboriginal Study Assistance Scheme	HRE	Human Relationships Education
ACEA	Australian Council for Education Administration	ICPA	Isolated Children's Parents' Association
ACER	Australian Council for Educational Research	JCU	James Cook University
ACOSS	Australian Council of Social Services	KLA	Key Learning Area
ACTF	Australian Children's Television Foundation	LOTE	Languages Other Than English
AGM	Annual General Meeting	LST	Learning Support Teacher
AGPS	Australian Government Publishing	MLA	Member of the Legislative Assembly Member of Parliament
AIC	Allowance for Isolated Children	PE	Physical Education
AIP	Annual Implementation Plan	PETA	Primary English Teachers Association
AMEB	Australian Music Examinations Board	PLO	Parent Liaison Officer
ATSI	Aboriginal and Torres Strait Islander	P&C	Parents' and Citizens' Association
ATU	Australian Teachers Union	QCPCA	Queensland Council of Parents and Citizens Associations
AUSTUDY	A means-tested allowance for students 16 years and over	QCT	Queensland College of Teachers
AV	Audio-Visual	QTAC	Queensland Tertiary Admissions Centre
C&K	Crèche and Kindergarten Association	QTU	Queensland Teachers Union
CEO	Catholic Education Office	QUT	Queensland University of Technology
CTSDE	Charters Towers School of Distance Education	RAFS	Remote Area Family Services
DE	Department of Education	RE	Religious Education
DG	Director-General	REAP	Rural Education Access Program
DIRT	Our School newsletter	SDE	School of Distance Education
DRT	District Relieving Teacher	SEU	Special Education Unit
ESL	English as a Second Language	SHS	State High School
FOI	Freedom of Information	SLD	Specific Learning Difficulties
G&T	Gifted and Talented	SPELD	Specific Learning Difficulties Association
GO	Guidance Officer	SS	State School
HECS	Higher Education Contribution Scheme	SSE	Supportive School Environment
HOC	Head of Curriculum	TIC	Teacher in Charge
HOD	Head of Department	TRS	Teacher Relief Scheme

Contacts

The following contacts may be of interest to you. The telephone number is given for each of the organisations and in most cases; this is for the cost of a local call

Aborigines Welfare Fund	1800 803 097	Gaming Machine Community Benefit Fund	1800 633 619
Child Care Information Service	1800 637 711	General Enquiries	1800 811 810
Child Support Enquiries	131 272	Frontier Services	1800 687 769
Nth Qld Field Coordinators	07 4092 6426	Lifeline	131 114
Emerald	07 4658 1104	Rural Fire Ban Information	1902 270 555
Longreach	07 4658 1104	Child Immunisation Line	1800 671 811
Remote Family Care Service	1800 887 769	Medicare Information	132 011
Parent Help Line	1300 301 300	Pharmaceutical Benefits	1800 020 613
Kids Help Line (Non Govt)	1800 551 800	Health Information Line	07 3236 4833
Relationships Aus (Dist. Counselling)	1800 176 002	The Women's Health Centre	1800 017 676
Women's Info link	1800 177 577	Community Health	4787 0361
Social Worker (Charters Towers)	4787 5422	RFDS	4743 2802
Domestic Violence	1800 811 811	Drought (Primary Industries)	1800 808 555
Alcohol and Drug Information Service	1800 177 833	Natural Resources	1800 240 691
Drug Arm Support Line	1300 656 800	Justice of the Peace Enquiries	1800 639 409
Centrelink Qld Rural Call Centre	13 23 18	Legal Aid Telephone Service	1300 651 188
ABSTUDY	13 23 17	State Ombudsman	3005 7000
Parent Liaison Officer	4754 6888	Country Link	1800 026 222
Crisis Care	1800 177 135	Office of Rural Communities	1800 803 788

Map of school facilities



Brisk Street

Diagrammatic Only
Not to scale