

# Distance Ed

## Primary School Handbook Prep – Year 6 2025

THE SCHOOL OF DISTANCE EDUCATION

CHARTERS TOWERS



WELCOME TO OUR GREAT SCHOOL.....	4
WHAT OUR SCHOOL IS ABOUT .....	5
OUR SCHOOL’S VALUES AND BELIEFS .....	6
SCHOOL TERMS 2025.....	6
CONTACTING OUR SCHOOL .....	7
ENROLMENT.....	8
ENROLMENT PROCESS.....	11
TECHNOLOGY REQUIREMENTS FOR STUDENTS .....	12
OUR LEARNING PROGRAMS .....	13
CONTACT WITH OUR SCHOOL .....	14
EDUCATION SUPPORT .....	17
LANGUAGES .....	18
SCHOOL FEES AND CHARGES .....	19
SCHOOL COMMUNITY .....	20
SPECIAL ACTIVITIES.....	21
STUDENT CODE OF CONDUCT.....	22
ROLES OF TUTORS .....	24
USING THE INTERNET / WEB / TECHNOLOGIES .....	25
RESOURCE CENTRE AND ELIBRARY .....	26
COMPLETED WORK .....	27
LESSON EXPECTATIONS .....	28
REPORTS.....	29
REQUIRED RESOURCES .....	32
ITEMS FOR SALE .....	37
ABSENTEEISM.....	38
TRUANCY.....	38
PREPARING YOURSELF.....	39
HELPING WITH READING .....	40
HELPING WITH WRITING WORDS .....	45
KEEPING IN TOUCH.....	46
FINANCIAL ASSISTANCE .....	48
SCHOOL STRUCTURE.....	50
ADMINISTRATIVE ASSISTANCE .....	53
ACRONYMS .....	54
CONTACTS .....	55
MAP OF SCHOOL FACILITIES .....	56

# Welcome to our great school

This is a great school that provides quality education to its wide variety of students.

Our school offers an integrated schooling service composed of curriculum materials, audio lessons, computers, email, and telephone access and visits to district centres by teachers. Our students are drawn from geographically isolated areas, rural districts and urban centres, reflecting a wide range of lifestyles.

Our goal is to ensure each student is offered the best opportunity to achieve their full potential in partnership with the family.

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 a comprehensive education through the personalised integration of distance schooling services.

## **This educational service is accomplished through:**

- 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, learning resource materials, books, digital learning objects and computer software;
- The provision of a range of interesting books and resources from the School's Resource Centre;
- Face to face contact with students through visits to the school, field services (Outreach and Inreach Programs), 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**

Brisk Street, Charters Towers, QLD 4820

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

School Email Address: [ctsde@charterstowerssde.eq.edu.au](mailto:ctsde@charterstowerssde.eq.edu.au)

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

**A.B.N. – 85 860 181 354**

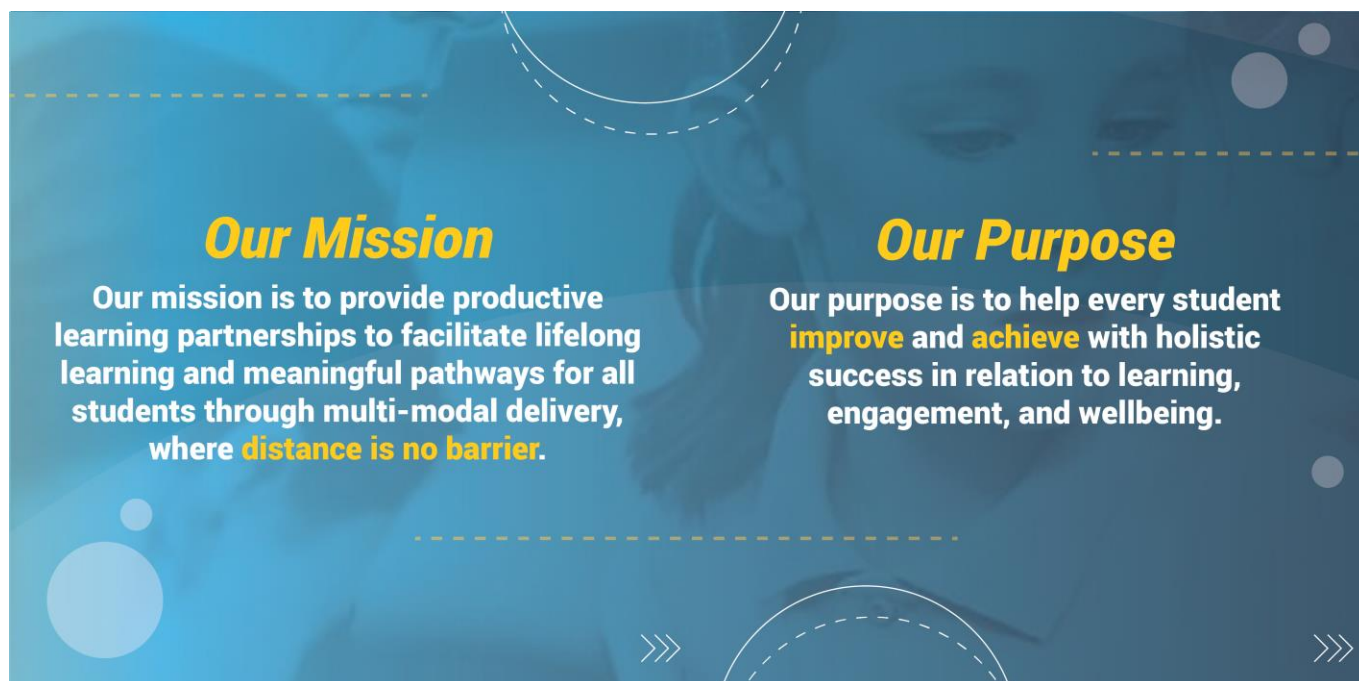
**All Correspondence to:**

PO Box 685,

Charters Towers, Qld 4820

# Our school's values and beliefs

Our school community believes in and values;



This banner features a blue background with a blurred image of a person's face. It is divided into two sections by a vertical dashed line. The left section is titled 'Our Mission' and the right section is titled 'Our Purpose'. Both sections contain text describing the school's goals and values. The text is white and yellow, with some words in bold. There are decorative elements like dashed lines and circles.

## 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.



This banner features a blue background with a blurred image of a person's face. It is divided into two sections by a vertical dashed line. The left section is titled 'Our Values' and the right section is titled 'Our Vision'. Both sections contain text describing the school's values and vision. The text is white and yellow, with some words in bold. There are decorative elements like dashed lines and circles.

## 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 upon enrolment, at the start of each year or when changes are made. 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](mailto: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 upon enrolment, 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

## Prep Year

Prep is the first year of school and provides the foundation for your child's education. From 2017, it is compulsory for Queensland children to undertake Prep prior to Year 1. Prep is a full-time program in primary schools. Children attend Monday – Friday, generally from 8.30am to 2.30pm.

To be eligible for Prep, a child must turn five years old by 30 June in the year they enrol.

Most children commence Prep in the year they become eligible, however parents who are concerned that their child is not ready to start Prep at that time, can choose to start their child a year later in the Prep year - the year they become of compulsory school age (6 years and 6 months)

Parents should discuss their concerns with the principal of the school in which they plan to enrol their child.

Placement of a child into their first year of school is dependent upon the child having the necessary skills to engage in learning.

Parents of compulsory school age children have a legal obligation to ensure that their children are enrolled in school and attend for every day of the education program in which they are enrolled. Enrolment in, and full-time attendance at Prep, fulfils this obligation.

## Age requirements

Birth date	2025	2026	2027	2028
Child born 01 July 2019 to 30 June 2020	Prep			
Child born 01 July 2020 to 30 June 2021		Prep		
Child born 01 July 2021 to 30 June 2022			Prep	
Child born 01 July 2022 to 30 June 2023				Prep

## Eligibility is extended to:

- Children of families living more than 3.2 kilometres from the nearest State Prep Centre or Early Education Class who do not attend either of these facilities on a regular basis
- Children of families residing in Queensland who are travelling within Australia or Australian waters
- Children of Queensland families travelling or living temporarily overseas
- Children unable to access a Prep Centre because of a medical condition

## Prep aged children may be enrolled in one service only

Prep aged children who are enrolled with the School of Distance Education Charters Towers may *not* also enrol on a full-time basis at any other State School Preparatory Centre. However, children enrolled with this School of Distance Education do have the option of attending a State Prep Centre or School on a casual basis *only, with attendance being limited to one full day or two half days per fortnight.*

Parents wishing to take up this option should note that such attendance is at the discretion of the Teacher in Charge of the Prep facility or the principal of that school.

Also note this is not a dual enrolment, simply a grace per favour arrangement with the Prep unit.



## Give Kindy the Tick

Starting school is an important milestone in your child's life. The transition to Prep is a critical time, both exciting and challenging, and a positive start supports your child's confidence and ongoing learning success.

Transition statements contain valuable information about your child's learning and development at kindergarten as well as suggestions for supporting their continued learning at school.

Kindergarten teachers develop the transition statement in November with input from parents/carers and children. When shared with the new school, transition statements assist us in planning for the continuity of learning and wellbeing of your child.

If your child attended a kindergarten program, ensure you tick the kindergarten box in the previous education activity section on the school enrolment form. This will help us to understand your child's prior learning experiences. Together, let's make the big moves smaller: [www.qld.gov.au/startingschool](http://www.qld.gov.au/startingschool)

## Enrolment procedures

Before an enrolment can be accepted, proof of date of birth must be sighted (e.g., birth or baptismal certificate, passport or clinic card).

## Primary age requirements

Children must be the compulsory school age of 6 years and 6 months. Placement of a child into their first year of school is dependent upon the child having the necessary skills to engage in learning.

## 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:
- Carnival worker, contract harvester or shearer.
  - 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.

# 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@charterstowersde.eq.edu.au](mailto:ctsde@charterstowersde.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

## Primary program

This school works with young people in age-appropriate groups. The primary section of the school has its own curriculum and teaching leader, the Head of Department, who manages, and is responsible for that sector of the school and caters for a wide range of learners.

## Resources

Our school has a wide range of resources which cater for families enrolled within the program. Resources for the Primary Sector are covered under the school's Resource Hire Scheme. Under this scheme parents may choose to participate to have all materials provided or undertake to purchase the required resources themselves while receiving the core materials from the school. NOTE: Each subject incorporates mandatory online services that are essential for the completion of the course. These services are covered by the Resource Scheme.

## Learning materials

Children are supplied with learning materials which are appropriate for their level of development. A range of support materials is also provided. These materials are in the form of books, papers, or forms of digital materials (i.e., USB, etc). Returnable work (i.e., assignment booklets/activities) will be provided in electronic format so that students may return work to their teachers on a daily basis or several times a week.

## Tutor and teachers – A working partnership

The vital element in the operation of distance learning programs for the primary-aged children is the need for teachers and tutors to work closely together to support and guide the child in their learning program.

This is achieved by teachers and tutors keeping in regular contact with one another either through telephone calls, email or some alternative form of communication. Through this sharing of information about the child and how they are achieving, together with the regular return of school work by the child, teachers are able to monitor each child's program according to individual needs and abilities.

If, at any time tutors are having difficulty understanding any aspect of their child's learning program, it is important that they make contact with their child's teacher so that problems can be resolved. Teachers will contact the tutor and/or the child if they wish to talk over any aspect of the child'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 induction to be introduced to our online learning platform
- An Inreachis 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

## Curriculum materials

The preferred method of returning student work is via electronic submission on QLearn. Teachers are able to mark submitted work via the QLearn platform and provide feedback. Marked work with feedback should be returned to students within 10 school days.

## Lessons

Daily lessons via QLearn are available to the students. It is expected that when students are to be absent from online lessons, they will notify the school. All lessons are recorded for easy access at a later time, if required.

## 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. Primary assemblies are generally held each fortnight on Monday at 2.00pm in our online portal accessed through QLearn. An assembly schedule is advertised each term.

## 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.charterstowersssde.eq.edu.au](http://www.charterstowersssde.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 recourses
- 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. Where 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.

## Mailing

Curriculum materials for the school year are packaged and delivered every term for students. Where possible, bulk mailings will be delivered at Outreaches. 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.

## Postpak

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

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 to complete.



## 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 are provided to students from Prep – Year 6 at the beginning of each term or upon enrolment.

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** 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.



# Education support

Access to Education Support programs is made through referrals from:

- Parents
- Teachers
- Specialist services e.g., hearing impaired
- Medical Practitioners and Guidance Officers

All students who are referred for Education Support will undergo an appraisal/assessment. This process will determine the level of support needed to best meet the educational needs of the student. Our school operates on a three-stage level of learning support, ranging from slight additional assistance and monitoring through to highly individualised curriculum and use of external specialists.

As a public education school, Charters Towers School of Distance Education is required to implement, assess and report on, all 8 learning areas of the Australian Curriculum: English, Mathematics, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), The Arts, Technologies, and Languages (mandatory in Years 5-8).

In the context of the Primary Sector of our school, student learning is supported and facilitated by:

- Online Lessons through the use of web conferencing and an online Learning Management System, focussing on Mathematics and English.
- Teacher directed learning materials for English.
- Independent Learning Materials for each subject/year level (except English) in the form of an Activity/Lesson Book and an accompanying Tutor Guide Book as well as additional support materials in the form of books, papers and digital materials (USB)
- Additional assistance and contact via email, telephone and other media
- Face to Face contact with students through organised individual school visits, Outreach activity days and Inreaches.

## Additional Support

The diverse learning needs of a school community, cohorts, classes, groups and individuals are identified through school data, diagnostic testing, specialist reports (Guidance Officer, Speech Therapist, Psychologist, Paediatrician, Head of Special Education Services, etc.), formative/summative assessment and student achievement data. This information allows the school to respond to student needs through 3 tiers of support (Differentiated, Focussed and Intensive Teaching) in line with Education Queensland's "*Whole school approach to differentiated teaching and learning\_ Revised February 2019*".

In the **CTSDE Primary distance learning context**, the support provided in these tiers comprise of:

### **Differentiated and Explicit Teaching (for all students)**

Differentiated and explicit teaching and learning for all student provides adjustments that will not impact the integrity of the unit being covered. In the Distance Education setting these are:

- Key lessons in the teaching and learning sequence that focus on particular content descriptions (understanding and/or skills) and cognitive demands
- Focus on the literacy and language demands
- Reasonable adjustment to the conditions of summative assessment tasks including any special provisions for individual students
- Effective pedagogical practices that respond to the specific learning needs of groups and individual students
- Formative assessments that monitor student progress and provide feedback on student learning
- Opportunities for collaboration with support staff

### **Focused Teaching (for groups or individuals)**

Focused teaching for groups and individuals is planned in response to formative assessment. It includes teaching understanding and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning. In the Distance Education setting these are:

- Activating prior knowledge by making explicit connections to new learning
- Adjusting the literacy and language demands
- Scaffolding tasks

### **Intensive Teaching (for a small number of students)**

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understanding and skills. It includes explicitly teaching focussed understanding and/or skills from particular content descriptions. In the Distance Education setting these are:

- Developing personal and specific learning goals
- Scaffolding the literacy and/or language demands
- Teacher collaboration with support staff
- Close monitoring through observation and careful analysis of student responses to tasks
- Use of assistive technology

\*For some students, intensive teaching may only be needed for a short period of time to master focussed understanding and skills required.

An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the students with disabilities, the education provider, staff and other students. (Education Queensland's *Inclusive Education Policy*)

## **Languages**

### **Japanese**

Study of Languages is a compulsory component of Years 5, 6, 7 and 8. It is essential that you attend all lessons as requested by your teacher, and complete all set tasks, as you would for other subject areas. If you make an incidental visit to the school, it is a good idea to arrange to see the Languages teacher at this time.

# School fees and charges

## 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:

### The 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.

## Loss or damage 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.

# 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@charterstowerssde.eq.edu.au](mailto:ctsde@charterstowerssde.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.

## Student 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 online 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 online 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, course materials, and the online learning platform platform

## 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 Primary 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 term
- 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 subject's Work Rate Calendar. 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 many of the learning programs used in this school.

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.

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 Internet for resources and learning interactions with their teachers and other students.

## Mobile phones

The use of mobile phones by students is restricted during school activities.

**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.
- When using mobile phones, students must display courtesy, consideration and respect for others.
- 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 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@charterstowerssde.eq.edu.au](mailto:library@charterstowerssde.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 students' personal interests and reading choices are supported.

We also provide:

- Magazines
- Books
- 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.

## Prep Year

The first selection of 5 books will be chosen for each child by their Prep teacher. After the first issue is returned, and at the request of the home tutor, the teacher will choose further selections based on the child's interest and developing skills and abilities.

## Primary

The class teachers will select 10 books/items as part of the learning program. Parents and home tutors may request books, and articles to help them with their job as a home tutor or for their own enjoyment. There are also books available in such areas as of child development, parenting and teaching strategies.

## 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

## Completed work

### 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.

# Lesson expectations

Students are expected to attend lessons or watch recordings. School attendance time is 8.30am to 2.30pm.

## Online lessons

Students need to be punctual and ready to answer names on the first roll call. Check year level schedules and emails for information about what materials and resources students will require for that lesson.

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 student's teacher informed of how your student has completed their work. It is important that you give your student'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 3 and Year 5 NAPLAN Test

- Students complete these tests **totally independently**. Year 3 and 5 students 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 3 and 5 students in March of each year. Your class teacher will advise you at the beginning of the year when the dates of the NAPLAN tests are.
- **Literacy** - reading, writing, proofreading for spelling, punctuation and grammar errors.
- **Numeracy** - number, space and measurement through problem solving.

## Curriculum USBs

The digital resources for some subjects are provided to you on a USB.

# Reports

Standard student reports are issued at the end of each semester for Primary School students.

The requirements for reporting are specified in the P-12 Curriculum, Assessment and Reporting Framework. Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents and the community.

In addition to providing written reports, our school offers parents opportunities to discuss their child's educational performance at the school with their child's teacher(s), at the end of each semester or whenever this is mutually convenient to both parent and teacher.

## Written reports

Academic reports reflect:

- on-balance judgments about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent achievement with consideration to more recent evidence
- the achievement awarded using the appropriate reporting scale (Refer to the table below)

## Description of Reporting Scales:

ENGLISH: <i>Prep to Year 2</i>	
Applying (AP)	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
Connecting (CG)	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
Working With (WW)	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard.
Exploring (EX)	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
Beginning (BG)	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.
N	Insufficient evidence to make a judgement.

ENGLISH: <i>Year 3 to Year 6</i>	
A	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
B	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
C	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard.
D	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
E	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.
N	Insufficient evidence to make a judgement.

**ALL LEARNING AREAS (other than English): *Prep***

Applying	Evidence in the student's work typically demonstrates a depth of conceptual understanding and a sophistication of skills from the standard that are able to be transferred to new situations.
Making Connections	Evidence in the student's work typically demonstrates that they are making connections with the conceptual understandings and skills from the standard and are beginning to transfer them to new situations.
Working With	Evidence in a student's work typically demonstrates that they are working with the conceptual understanding and skills from the standard and are able apply them in familiar situations.
Exploring	Evidence in a student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations.
Becoming Aware	Evidence in a student's work typically demonstrates an awareness of the required conceptual understandings and skills from the standard and these can only be applied with support.
N	Insufficient evidence to make a judgement.

**ALL LEARNING AREAS (other than English): *Years 1 and 2***

Very High	Evidence in the student's work typically demonstrates a very high conceptual understanding and application of skills from the standard that are able to be transferred to new situations.
High	Evidence in the student's work typically demonstrates a high conceptual understanding and application of skills from the standard and are beginning to transfer them to new situations.
Sound	Evidence in the student's work typically demonstrates a sound conceptual understandings and skills from the standard and are able to apply them in familiar situations.
Developing	Evidence in the student's work typically demonstrates that they are developing conceptual understandings and skills from the standard and are beginning to apply them in familiar situations.
Support Required	Evidence in a student's work typically demonstrates the need for additional support. Conceptual understanding and skills from the standard can be applied only with support.
N	Insufficient evidence to make a judgment.

**ALL LEARNING AREAS (other than English): *Years 3 to 6***

A	Evidence in the student's work typically demonstrates a sophistication of conceptual understanding and skills from the standard that are able to be transferred to new situations.
B	Evidence in the student's work typically demonstrates a developing sophistication of conceptual understanding and skills from the standard and these are beginning to be transferred to new situations.
C	Evidence in a student's work typically demonstrates that they have developed the required conceptual understandings and skills to meet the standard and are able to apply them in familiar situations.
D	Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and that they are beginning to be applied in familiar situations.
E	Evidence in the student's work typically demonstrates that the student has not yet developed the required understanding and skills to meet the standard and that they can only apply them in scaffolded situations.
N	Insufficient evidence to make a judgment.

All reports will contain a rating for effort and behaviour.

<b>Effort and Behaviour: <i>Prep to Year 2</i></b>	
Very High	The student has demonstrated a very high level of effort and behaviour this semester.
High	The student has demonstrated a high level of effort and behaviour this semester.
Sound	The student has demonstrated a sound level of effort and behaviour this semester.
Developing	The student has demonstrated a developing level of effort and behaviour this semester.

<b>Effort and Behaviour: <i>Year 3 to Year 6</i></b>	
Excellent	The student has demonstrated an excellent level of effort and behaviour this semester.
Very Good	The student has demonstrated a very high level of effort and behaviour this semester.
Satisfactory	The student has demonstrated a satisfactory level of effort and behaviour this semester.
Needs Attention	The student has demonstrated a developing level of effort and behaviour this semester.

# Required resources

(Families are expected to provide)

## All Primary Years required resources

- Pencil Case
- Glue/sticky tape
- 2B or HB pencils
- Eraser
- 30cm ruler
- Sharpener
- Stapler and staples
- Scissors – children’s size, left-handed scissors for left-handed students
- Colouring pencils
- Highlighters – 3 colours
- Felt pens, textas and/or crayons
- Blu-tac
- Sticky notes
- Plastic storage bags
- Calculator
- 2 x of each type dice (dots and numbers)
- Deck of playing cards
- 1 litre measuring jug
- Balance scales
- 1 kilogram weight
- Thermometer
- Small mirror – rectangular
- Split pins
- Egg timer/stop watch
- Money – notes and coins
- Clocks – analogue and digital
- Library bag
- Mini whiteboard (double sided - blank side & lined side)
- Whiteboard markers

### Electronic/Digital Resources

- CD player
- Computer/Laptop – connected to internet
- Microsoft Office (Provided free to students)
- Headset with microphone
- Printer
- Scanner
- Digital camera/phone/tablet and tripod
- 3 x USB with at least 1GB data (if posting work in digitally on USB)
- Laminator (optional)

### General Resources

#### Sporting Equipment

- Balls
- Skipping rope
- Markers

#### Art Materials

- PVA Glue
- Bodkin needle (large-eyed with blunt end)
- Water-based powder or liquid paint (red, blue, yellow, green, black and white)
- Paintbrushes
- Art paper
- Modelling clay and/or plasticine
- Playdough
- Cotton buds and cotton balls
- Pipe cleaners, straws, matchsticks
- Sponges

#### Recyclable/Collectables

- Newspaper and magazines
- Scraps of material
- Cardboard and cardboard boxes
- Ribbon
- Wool and string
- Leaves, bark, sticks and feathers
- Empty cotton reels, beads, buttons
- Plain/patterned gift paper
- Rubber bands and elastic
- Plastic containers, lids
- Empty cans and glass jars
- Egg cartons
- Bottle tops
- Drinking straws
- Ice-cream containers



## Materials to be supplied by students for Prep Year

(In addition to the Required Resources for all Primary Years)

**Items available through the school:**

- Writing Time F Book (Queensland's Beginner's Alphabet)

**General Resources:**

- 6 x scrapbooks
- 2-3 wallet folders (that are able to enclose work and USBs)
- 3 ring binders (optional)
- 2 x blue lined 18mm A4 exercise book (T1-T2)
- 2 x Year 1 A4 exercise book blue & red lines (T3-T4)

**Resource Kits:**

- OPTIONAL Blue Box – this box is available for \$100 hire fee. Due to the size and weight, this box is only available for collection (it cannot be posted). These resources are listed inside the Blue Box.

## Materials to be supplied by students for Year 1

(In addition to the Required Resources for all Primary Years)

**General Resources:**

- 6 x Year 1 red and blue lined writing books (one for each subject area)
- 2 x grid books (1cm grid)
- 6 x wallet folders (one for each subject area)
- Set of unifix cubes – 100
- Counters
- Attribute blocks (set of 2D shapes which have four distinguishable attributes: size, thickness, colour and shape)
- Set of 3D wooden shapes
- Counters – 100
- Bundling materials (paddle pop sticks and rubber bands)
- String and 100 beads
- Clock face with hands for telling time (can be made from paper or an old clock that no longer works)

**Visual Art Resources:**

- Blank A4 paper
- Coloured pencils
- Paint (yellow, orange, red, blue, green, black, white)
- Fork
- Glue
- Items from the garden (eg. leaves, flowers)

**Design and Technologies Resources:**

- Cardboard
- Sticky tape
- Colouring pencils
- A carrot or an apple
- Toothpick
- Modelling clay, blue tac or plasticine
- Paperclip
- Scrap paper
- Wool
- Glue

**Resource Kits:**

- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 1

Science Materials and Equipment Lists – listed in the Starter Kit Part 2 Booklet

## Materials to be supplied by students for Year 2

### (In addition to the Required Resources for all Primary Years)

#### General Resources:

- 2 x A4 Year 2 red and blue lined writing books – one per semester if required
- 2 x grid books (1cm grid) – one per semester if required
- Plastic wallet folders (1 per subject) – uses include: unit return, reading group resources
- Set of unifix cubes – 100
- Attribute blocks (set of 2D shapes which have four distinguishable attributes: size, thickness, colour and shape)
- Set of 3D wooden shapes
- Counters – 100
- MABs – ones, tens and hundreds blocks
- Bundling materials (paddle pop sticks and rubber bands)
- Play money
- Digital and analogue clock

#### Science Resources:

- Radish seeds, potting mix and 3 plastic cups (Term 4 Science)

#### HPE Resources:

- Long skipping rope or rope (3 person operated)
- Soccer ball and basket ball
- Ground markers
- Large bucket or container

#### Music Resources:

- Found materials from home that can be used for instruments (pots and pans etc.)

#### Resource Kits:

- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 2

Science Materials and Equipment Lists – Listed in the Starter Kit Part 2 Booklet

## Materials to be supplied by students for Year 3

### (In addition to the Required Resources for all Primary Years)

#### Items available through the school office:

- New Edition - Soundwaves Student Book: Year 3
- Soundwaves Words and Sounds Book (optional from Year 2) / Personal Dictionary

#### General Resources:

- 6 x A4 Year 3 red and blue lined writing books – for English, Science, HASS
- 2 x grid books (1cm grid)
- Display folders – for example, Unit documents (WRC, Schedules, Unit return lists) or Learning Wall posters.
- Dictionary
- Thesaurus
- Primary Atlas
- Set of unifix cubes – 100
- Counters
- Attribute blocks (set of 2D shapes which have four distinguishable attributes: size, thickness, colour and shape)
- Set of 3D shapes
- MABs – ones, tens and hundreds blocks
- Measuring scales
- Balance scales
- 1 kg weight
- Bundling materials (paddle pop sticks and rubber bands)

#### Visual Art Resources:

- Cardboard
- A4 paper
- Paint (yellow, orange, red, blue, green, black, white)
- Ice cream container lids (or similar to use as a paint palette)
- Paint brushes
- Plastic container
- Rag or cloth
- Paint smock or old shirt
- Newspaper
- Objects for printing (eg. Fruit, vegetables, cardboard roll, flowers, screws, bubble wrap, pegs, fork)
- Knife
- Plastic bags or aluminium foil
- Crayons
- Potato
- Ball point pen to engrave in the foamboard
- Foamboard – 1x A4 Sheet provided with curriculum materials

#### Design and Technologies Resources:

- Household items that can be repurposed (eg. Old clothing, buttons, material, cardboard, recyclables)

#### Resource Kits:

- Mathematics Box Resources – Listed on the Starter Kit Part 1 Booklet
- Science Materials and Equipment Lists – Listed in the Start Kit Part 3 Booklet

## Materials to be supplied by students for Year 4

### (In addition to the Required Resources for all Primary Years)

#### Items available through the school office:

- New Edition - Soundwaves Student Book: Year 4

#### General Resources:

- 4 x A4 Year 4 lined writing books
- 2 x blue lined exercise books
- 2 x grid books (1cm grid)
- 3 x display folders
- 6 x document wallet folders
- Primary Atlas (from Year 3)
- Dictionary (from Year 3)
- Thesaurus (from Year 3)
- Set of unifix cubes – 100
- Attribute blocks
- Set of 3D shapes
- MABs – ones, tens and hundreds blocks

#### Science Resources:

- Ochre powder (Term 3 Science)

#### HPE Resources:

- Scarves, beanbags or balls for juggling (x3 of whichever item)

#### Resource Kits:

- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 4
- Science Tool Kit Resources – Listed in the Starter Kit Booklet For Year 4

## Materials to be supplied by students for Year 5

### (In addition to the Required Resources for all Primary Years)

#### Items available through the school office:

- New Edition - Soundwaves Student Book: Year 5

#### General Resources:

- Water bottle
- 4 x A4 Blue lined exercise books – for English, Spelling, other subjects
- 1 x A4 botany books – for Science, HASS
- 2 x A4 grid books (1cm grid)
- A4 plastic sleeves/pockets
- Dictionary (from Year 4)
- Thesaurus (from Year 4)
- Protractor (180o)
- Measuring jugs & spoons
- Containers
- Tape measure

#### Science Resources:

- Shoe box (Term 3 Science)
- 3 x different colours of cellophane (Term 3 Science)
- Bicarb soda (Term 3)
- Small torch

#### Art Resources:

- 1 x A4 display book/folder
- Blank paper
- Magazines
- 3 x Glue sticks
- Cotton buds
- Paint – various colours
- Coloured paper – variety of colours
- Aluminium foil
- Pastel crayons

#### Design and Technology Resources:

- Plastic bottle with lid (1.25 litre)
- Thin piece of dowel, sticks, pencils or skewers
- Craft knife
- Drawing pins
- String or thin rope
- Birdseed

#### Resource Kits:

- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 5
- Science Tool Kit Resources – Listed in the Starter Kit Booklet for Year 5

## Materials to be supplied by students for Year 6

(In addition to the Required Resources for all Primary Years)

Items available through the school office:

- New Edition - Soundwaves Student Book: Year 6

### **General Resources:**

- 2 x A4 Blue lined exercise books
- A4 grid book (8 mm grid)
- 4 x A4 3-ring binders
- A4 plastic sleeves/pockets
- 1 x A4 Diary
- Dictionary (from Year 5)
- Thesaurus (from Year 5)
- Protractor (from Year 5)
- Compass (from Year 5)

### **Resource Kits:**

- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 6
- Science Tool Kit Resources – listed in the Starter Kit Booklet for Year 6

# 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:

Teaching aids	
Words and Sounds Yr 3	\$8.80
Soundwaves Yr 3	\$19.80
Soundwaves Yr 4	\$19.80
Soundwaves Yr 5	\$19.80
Soundwaves Yr 6	\$19.80

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.

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.

## 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.charterstowers.sde.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.

# 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 teaching, and will also save time during the sessions.

1. Check the “Unit materials” 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.
2. Scan the list of learning outcomes to gain an idea of what is expected that your learner will achieve throughout the unit.
3. 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.
4. Read the lesson schedule provided by your teacher.
5. Read the Work Rate Calendar.

## Prepare for each day

1. Read the information in the lessons.
2. Have a quick look through the day’s activities the day or night before and note any particular features or teaching points to be covered. Once you are confident with the systems and routines within the program, for example, spelling and handwriting, you may find reading only headings and bolded steps will be adequate preparation.
3. Prepare materials needed for the day’s activities. Involve your learner in the preparation and setting up of materials as much as possible. Cooperation and participation by them in these areas will encourage them to develop greater independence. If you have two or more children of school age, their involvement will also help lighten your preparation.
4. Look at the day’s requirements in the lesson schedule provided by your teacher.

## Plan your time/establish a routine

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 learning management system or audio contact.
- Your learner may need to take regular breaks to stretch, move around and/or have a drink or something to eat.

## Organise/reorganise your daily program

If you are working with more than one learner, it may be helpful to have all children working on Mathematics or English activities at the same time of the day.

## Materials Information

### Lessons Book:

Maths, Science, HASS, and Technologies 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, Science, HASS, and Technologies 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)

# Helping with reading

## Prep to Year 2

At CTSDE we are transitioning to teaching reading using decodable texts.

### What are decodable books and why are they important?

For children to become successful readers they must be able to crack the alphabetic code through a systematic synthetic phonics approach. This approach has proven time and time again as the most effective way to teach reading and is backed by research. If children can’t decode the words on a page, they will fail in their journey to access text. Children must be explicitly taught knowledge of letters and sounds and the skills of sounding out and blending. But this is not enough to know how to read. The knowledge and skills must be practised over and over to achieve mastery. Without decodable readers, this practice cannot take place. Decodable readers are the conduit between phonics and reading. Children need them to build the necessary skills so they become proficient readers and can access the limitless opportunities of skilled reading.

### What is phonics?

Phonics is best described as the relationship between the sounds of speech and the letters that represent them. For example, a child is taught to listen to the sounds N/a/t, learn how those sounds are represented in print and then how to blend them together to say, “Nat.” Phonics instruction is the method that is used to teach these relationships and skills. Decodable readers introduce new sounds at each level and offer instruction on how to help your child master the reading of new words.

### What does synthetic phonics involve?

It involves breaking up words into the smallest units of sounds and then ‘synthesising’ or blending them together to read words. The phonic aspect reflects the process of linking individual speech sounds (phonemes) to written symbols (graphemes).

Synthetic phonics teaches **decoding** (reading) and **encoding** (writing).

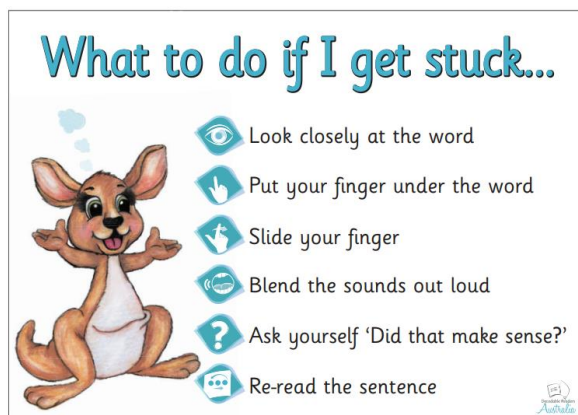
Decoding is the process of seeing a written symbol and being able to say what that sound represents. e.g. knowing that the letter ‘m’ makes the /m/ sound. They then learn to blend these sounds together to read words e.g. in the word ‘mat’, children use synthetic phonics to identify each individual phoneme (/m/, /a/ and /t/) and then blend them together to read the word: m-a-t. Encoding is the process of hearing a sound and being able to write the symbol that represents that sound (i.e. to spell the word correctly). It also requires children to hear a whole word and then be able to write that word with correct symbols for each sound by segmenting the word into each sound. A key component of synthetic phonics programs is that students are taught to sound and blend from the very beginning of reading instruction, once a few letter sounds have been taught (as opposed to just focusing on beginning sounds). Learning to blend letter-sound correspondences together allows students to read any number of unknown words. This is a far



more effective strategy than learning words by sight, as most students will never be able to memorise all of the words that they will encounter.

### How can I support my child's reading when they are reading decodable text?

It is important that a child does not randomly guess or use the pictures to work out unknown words. Focus should be on the letters and sounds, and the process of blending those together to read the word. To support this strategy, you can use the Decoding Poster 'What to do if I get stuck?'



### Focus on the sounds not letter names

Synthetic phonics stresses the importance of **focusing on the sounds, not letter names**. Letters are just used to represent the sounds. When we say the alphabet, we tend to use letter names- ay, bee, cee etc. When we read or spell (decode or encode), it is important to know the speech sound that the letters are representing.

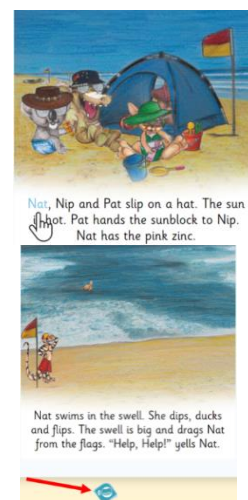
*For example, if a child is sounding out the word 'pat'- they need to blend /p/, /a/, /t/ together to make the word, not /pee/, /ay/, /tee/.* As a result, most of my early alphabet activities focus mostly on the sounds that the letters make, rather than the letter names. Of course, it is still important that students learn the letter names, and that they can match lowercase and uppercase letters, so there's still a time and place for activities that teach that!

### Access to Decodable Readers Australia online library

Charters Towers School of Distance Education has a subscription to the Decodable Readers Australia website which includes an online library of all texts. Teachers will advise of your login details to access the resources. The online library allows children to learn to read at home, read independently, be read to, and gives them the ability to tap each word to hear the corresponding sounds. The online library contains the entire collection of books, learning videos and lessons to help children increase their literacy skills. Your child will then be able to read their favourite books at home or out and about.

### Some key features when supporting the reading process with online Decodable Readers Australia texts

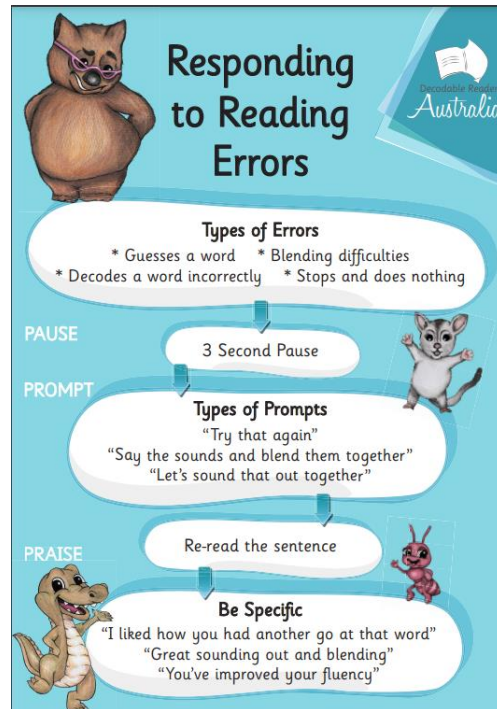
1. Tell your child to use a tracking finger to hold the position of reading and have them slide it along as they read.
2. If an error is made, ask your child to try decoding the word again. Ask your child to then re-read the complete sentence which will assist with fluency and understanding.
3. If your child forgets the sounds when decoding, click on the word to hear the text being read aloud (if reading online).
4. At the end of each page, click the 'read to me' button to check accuracy and hear the text being read aloud.
5. At the end of the book use the comprehension questions to check for understanding and to discuss the story.
6. Celebrate each book and the effort your child has just given!



### Did you understand what you read?

1. What did Nat, Pat and Nip put on their skin? Why?
2. Who decided to go for a swim?
3. What happened to Nat while she was swimming?
4. How did Nat get back to the beach safely?

It is recommended that students repeat reading the variety of texts in each level until they build a confident level of fluency before moving onto the next level.



### How to teach High Frequency Words (HFW)

Your child will encounter high frequency words that may contain phonemes and graphemes (sounds and letters) that have not been taught yet. These are sometimes referred to as sight words. However, we want to avoid using the term 'sight words' because this implies that students need to memorise them visually. It is important that these words are taught in the same way as any word, using synthetic phonics (not by memorisation of the whole word). Any written word can become a 'sight word' once it has been fully decoded a sufficient number of times so that the word is then bonded in memory and then effortlessly read when seen. To teach this, identify the known parts (letters / sounds) and teach the letter / sound correspondence that are unfamiliar. Some high frequency words will be easier to teach because they are decodable (eg. went, am, can). If a student has learnt how to decode these words, then they have the skills they need to read them. More focus and time will need to be spent on learning the grapheme/phoneme correspondence that is not yet known. Many high frequency words cannot be decoded and are then referred to as being irregular because they don't follow traditional English spelling rules. There are usually reasons for the way these words are spelled, but it's usually an obscure rule or adaptation over many years. High frequency words that are irregular are not phonetic and must be read as a unique word (eg. the, was, of, said, does).

## Year 3 to Year 6

The way you respond to your learner's reading affects their development of reading confidence and independence. If you listen too critically, your learner may become reluctant to try. Your learner is trying to become an independent reader. No-one learns something new without making mistakes. Your positive support and your guidance are vital.

- Come across words they don't know
- Make mistakes
- Use a combination of reading strategies.

#### Note:

It often isn't necessary that every word is read with 100% accuracy. Think about the last book, magazine article or set of instructions you read — did you need to read every word?

#### Reading strategies include:

- Having expectations about what language and words will be used in a text
- Recognising familiar words
- Using picture clues
- Using letter - sound clues
- Using sentence structure clues (grammar).

**When your learner reads correctly:**

- Praise your learner when they:
  - Reads a sentence correctly
  - Corrects a mistake themselves
  - Gets a word correct after you've prompted them.

**When your learner makes a mistake that still makes sense in the sentence:**

- Avoid interrupting the reading, because interrupting the flow is more of a problem than the mistake.
- Wait to give your learner a chance to correct the mistake. If they do not correct the mistake, return to this word later (this may be at the end of the sentence or paragraph). At this time let your learner know that although the word they used made sense, what the real word begins (or ends) with. Ask your learner what they think it might be.

**When your learner makes a mistake that doesn't make sense and reads on:**

- Wait to see if your learner self-corrects and offer praise if they do.
- If your learner doesn't realise the mistake, wait until they have read to the end of the sentence and ask, "Does that make sense?"
- Wait and observe what your learner does to correct the mistake. If your learner doesn't correct the mistake then model strategies for self-correcting by:
  - Giving a clue to the meaning of the word
  - Re-reading the sentence leaving out the mistaken word
  - Sounding the initial letter of the mistaken word.
- Wait again. If your learner doesn't correct the mistake:
  - Say the correct word
  - Read the sentence from the beginning again
  - Talk about the meaning of the word in the sentence
  - Ask your learner to re-read the sentence and read on.

**When your learner stops and can't continue:**

- Wait at least 5 seconds to see if your learner works out the next word.
- Ask your learner to leave the word out and read on:
  - Wait to see if your learner works out the next words
  - If your learner reads on, come back to the omitted word and help them to work it out.
- Model reading on for your learner:
  - Point to the beginning letter and run your finger along under the rest of the sentence. Wait again to see if your learner continues.

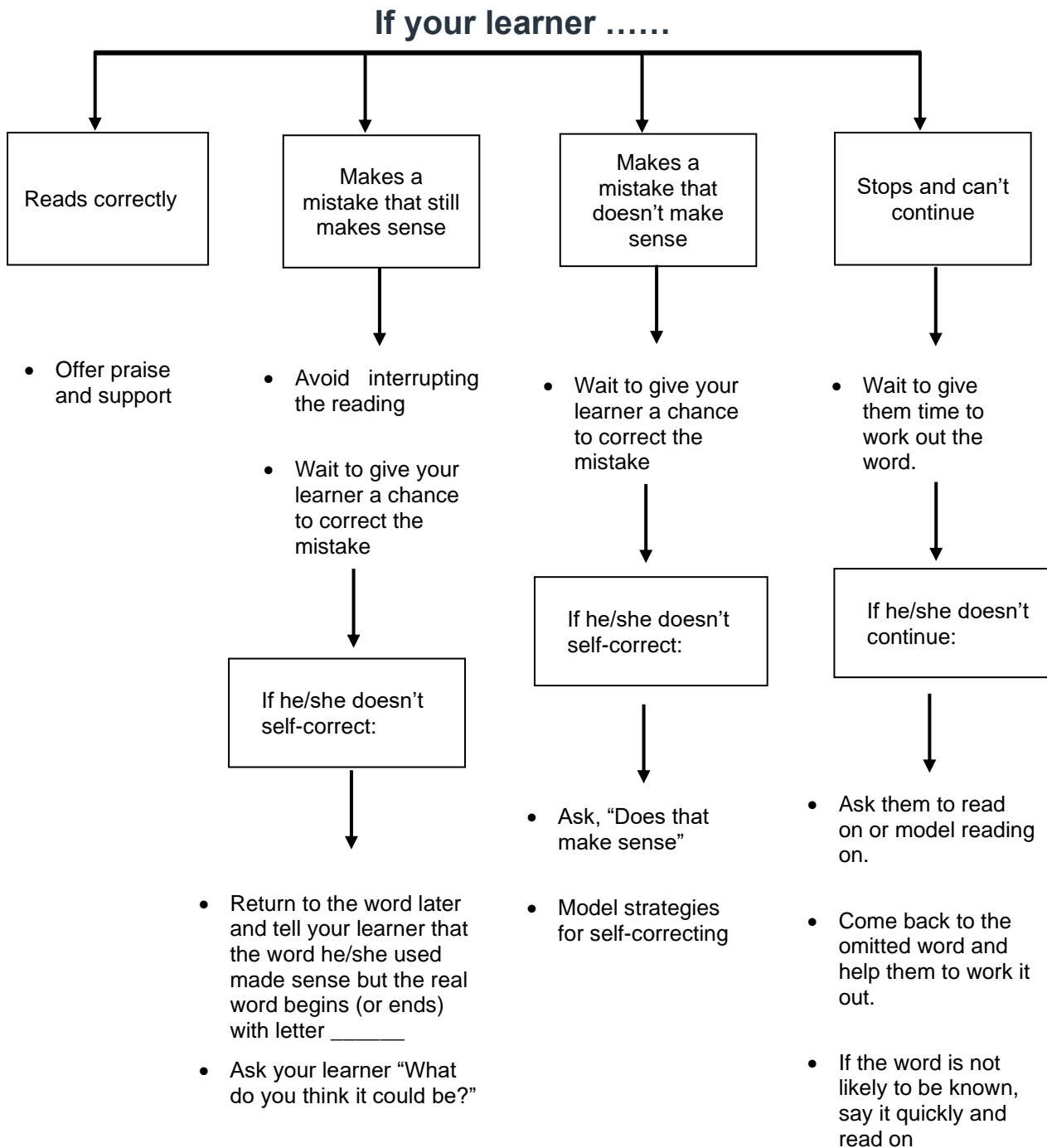
If not:

- Read the words leading up to the word, but don't read the word itself. Say the beginning sound of the word and the rest of the sentence.
- Wait again. If your learner still can't read the word:
  - Say the correct word
  - Read the sentence from the beginning again
  - Talk about the meaning of the word in the sentence
  - Ask your learner to re-read the sentence and read on

## Help

As a general guide, if your learner makes mistakes more often than one in every ten words, the text is too hard. Your learner must be able to maintain the flow and meaning of the text to feel successful.

## Flowchart for helping with reading (Years 3 to 6)



**Adapted from:** *Parents Helping in the Classroom* by J. Rivalland, Primary English Teaching Association, Rozelle, NSW, 1989

# Helping with writing words

## Correcting spelling in your learner's writing

- As a general rule, you should be expecting your learner to spell known words correctly.
- Point out spelling patterns only if you think your learner will be able to use the information again.
- It is realistic for your learner to identify a few words which are spelt incorrectly. It is not expected that you will point out misspelled words that your learner can't be expected to know. Proofreading becomes an important part of Year 1 work, as the year progresses.
- You may point out sound-letter patterns that your learner has been exposed to in the past,
  - Do this after your learner has finished writing and reading the words out loud.
  - You can help them to circle the error and write the whole word correctly above.
- Let your learner take the lead. It is not expected that their spelling will always be correct. Your learner's teacher does not expect to see perfect work.
- Accept reasonable suggestions for words that can't be spelt by listening to the sounds.
- It is important to support your learner's school environment with word sources that can be used for their writing. These should be displayed or within easy reach near your learner's working area:
  - Personal Dictionary
  - Word Wall
  - Word family charts
  - Spelling sheets
  - Books

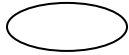
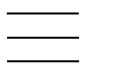


## Proof reading marks

After work has been drafted, preparation for publishing the work begins. The next stage is called **editing or proofreading**. To edit written work these things can be done:

- Add something
- Delete something
- Move something
- Change something

## How to Edit and Proofread

After work has been drafted, it needs to be re-read to make sure that it sounds right. It may have to be read several times. Here are some handy editing marks to use:

<b>Check spelling</b> 	<b>Add a word/letter</b> ^	<b>Delete a word/letter</b> /	<b>Errors with Capital letters Under part of word</b> 
<b>Grammar Mistake under part of the word</b> 	<b>Paragraphing</b> [     ]	Words that should be joined 	Check punctuation . , " " ? ! Capital letters

## Student self-check editing guide

- **Makes sense** - insert or cross words.
- **Check Punctuation** - capital letter in correct places, full stops, commas, speech marks, question marks.
- **Check spelling** - words look right. Circle words that are wrong and find correct spelling.
- **Check handwriting** - will others be able to read it?

### Example: Self-check Editing Guide ✓

- My writing makes sense. I have inserted or crossed-out words if I needed to.
- I have checked that I have used punctuation correctly – capital letters full stops, commas, speech marks, question mark, and exclamation mark.
- I have checked my spelling. The words look right. I have circled the words I couldn't spell and found the correct spelling.
- I have checked my handwriting to make sure others will be able to read it.

# 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.*



# 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](http://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.

## 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.

# 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)**

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

<b>Head of Department - VET</b>		<ul style="list-style-type: none"> <li>• Teaching and learning programs VET</li> <li>• Learning materials</li> <li>• Management of VET sector and programs</li> <li>• Student engagement in the VET department</li> <li>• Initiate and monitor support to tutors</li> <li>• Manage secondary curriculum across VET subjects</li> </ul>
<b>Carly Szerstuk</b>	<b>Email:</b> <a href="mailto:crsze0@eq.edu.au">crsze0@eq.edu.au</a> <b>Phone:</b> 07 4754 6946	
<b>Head of Department - Curriculum</b>		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Colleen Purdie</b>	<b>Email:</b> <a href="mailto:cbred7@eq.edu.au">cbred7@eq.edu.au</a> <b>Phone:</b> 07 4754 6969	
<b>Head of Department - Inclusion and Differentiation</b>		<ul style="list-style-type: none"> <li>• Implement a culture of inclusion</li> <li>• Optimise curriculum delivery appropriate to specific learning needs</li> <li>• Implementing decisions and initiatives towards achieving the school's strategic priorities in the area of inclusion and differentiation</li> <li>• Mentor staff in inclusive practices</li> <li>• Promote an inclusive education environment that provides support for individual students and their learning needs</li> <li>• Work as part of the Students Services teams in P-9 and 11-12</li> <li>• Develop partnerships with other schools to share programs and best practices</li> <li>• Oversee develop and monitor appropriate reporting and assessment strategies for students with specific learning needs</li> </ul>
<b>Blue Chan</b>	<b>Email:</b> <a href="mailto:hlcha1@eq.edu.au">hlcha1@eq.edu.au</a> <b>Phone:</b> 07 4754 6862	
<b>Head of Department - Student Engagement 7-9</b>		<ul style="list-style-type: none"> <li>• Engagement and Wellbeing</li> <li>• Field Services</li> <li>• School Camps</li> <li>• Induction and support of home tutors and parents to support student engagement</li> <li>• Transition programs</li> <li>• Manage attendance</li> </ul>
<b>Laura Darvall</b>	<b>Email:</b> <a href="mailto:ladar0@eq.edu.au">ladar0@eq.edu.au</a> <b>Phone:</b> 07 4754 6817	
<b>Head of Department - Student Engagement 10-12</b>		<ul style="list-style-type: none"> <li>• Engagement and Wellbeing</li> <li>• Field Services</li> <li>• School Camps</li> <li>• Induction and support of home tutors and parents to support student engagement</li> <li>• Transition programs</li> <li>• Manage attendance</li> </ul>
<b>Rochelle LeBoutillier (Acting)</b>	<b>Email:</b> <a href="mailto:rlbo1@eq.edu.au">rlbo1@eq.edu.au</a> <b>Phone:</b> 07 4754 6904	
<b>Head of Department - Student Services P-6</b>		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Allan Georgee</b>	<b>Email:</b> <a href="mailto:ageor29@eq.edu.au">ageor29@eq.edu.au</a> <b>Phone:</b> 07 4754 6826	
<b>Head of Department - Student Services 7-9</b>		<ul style="list-style-type: none"> <li>• Teaching and Learning Programs for students in the Diverse Learning Program</li> <li>• Diverse Learning Program learning materials</li> <li>• Management of the Diverse Learning Program students across P-12</li> <li>• Processing of student enrolment and induction into the school</li> <li>• Teaching in Diverse Learning Program classes</li> <li>• Student engagement in the Diverse Learning Program</li> <li>• Initiate and monitor support to tutors</li> <li>• Manage curriculum for students accessing Individual Curriculum Plans across all curriculum areas (P-10) and Queensland Certificate of Individual Achievement (Years 11-12)</li> </ul>
<b>Kylie Lawrence</b>	<b>Email:</b> <a href="mailto:klawr58@eq.edu.au">klawr58@eq.edu.au</a> <b>Phone:</b> 07 4754 6929	
<b>Head of Department - Flexible Learning Initiative</b>		<ul style="list-style-type: none"> <li>• Teaching and learning programs for centres in Flexible Learning Initiative</li> <li>• Learning materials</li> <li>• Management of sector and programs</li> <li>• Student and centre engagement in the programs</li> <li>• Initiate and monitor support to delivery centres</li> </ul>
<b>Ros Ferguson (Acting)</b>	<b>Email:</b> <a href="mailto:rferg41@eq.edu.au">rferg41@eq.edu.au</a> <b>Phone:</b> 07 4754 6847	

# Administrative Assistance

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

# Acronyms

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

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

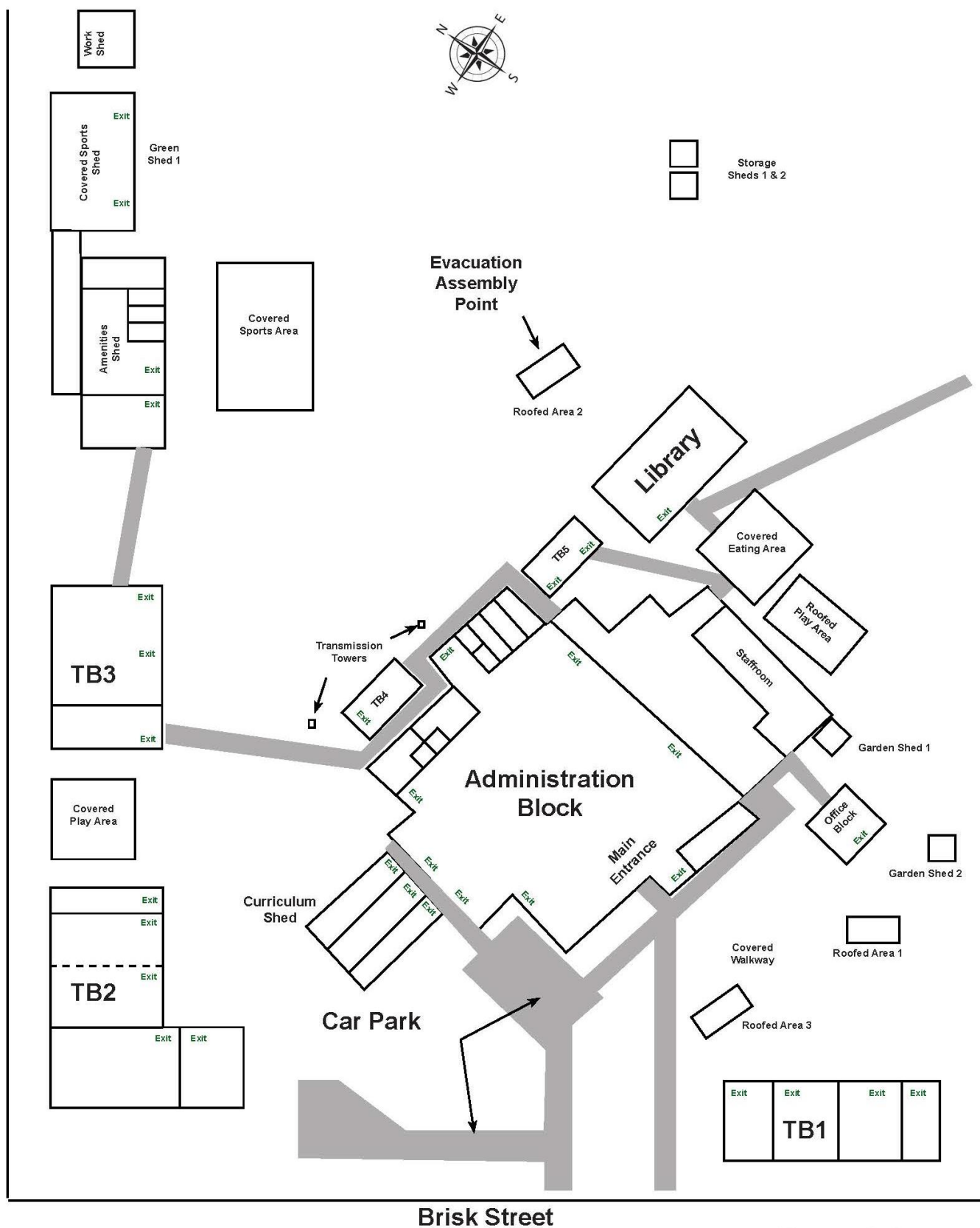
# Contacts

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

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



# Map of school facilities



Diagrammatic Only  
Not to scale





Distance  
Ed