

Distance Ed

Senior School Handbook Years 10 – 12 2025

THE SCHOOL OF DISTANCE EDUCATION

CHARTERS TOWERS

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Welcome to Senior School Pathways

We offer an alternative pathway to senior schooling for school-aged persons who wish to undertake their learning within their home and work environment.

This pathway will lead to success for many of our students. Our students' records of achievement in further education and the world of work are outstanding.

Our school offers an integrated schooling service through a range of flexible elements in partnership with other excellent providers. Our students are drawn from geographically isolated areas, rural districts and urban centres, reflecting a wide range of lifestyles and aspirations.

The School of Distance Education has excellent facilities, a group of talented and dedicated staff members, valuable learning programs and enthusiastic students and families.

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

We trust you find this booklet valuable and look forward to your enrolment in this unique pathway to senior schooling and future work.



Pam Prichard
Principal

What is the Pathway Program

This form of schooling/training is designed to support each student in identifying and working towards a personal program of learning and skill development so that they are successful in their desired future work or study. Our senior schooling program targets school-aged people seeking a range of ways to gain a set of skills and knowledge that will help them either continue into tertiary study or find appropriate work.

Each student will develop a learning and training program unique to themselves and, with the support of the school and partnering organisations, work through that pathway to achieve their goals. A student's goals may be directed towards university entry or a range of work positions.

This educational service is accomplished through:

- Flexible delivery of learning and training activities
- The provision, enrichment, supplementing and monitoring of learning materials
- Teaching through the mediums of the internet, teleconferencing, audio-visual materials, computers and telephone
- The provision of support materials that include USB's, manipulative materials, books and computer software
- The provision of a range of resources from the School's Resource Centre and other collections of information
- 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; and,
- The provision of assistance to parents, home tutors and schools through training opportunities and support networks.

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

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

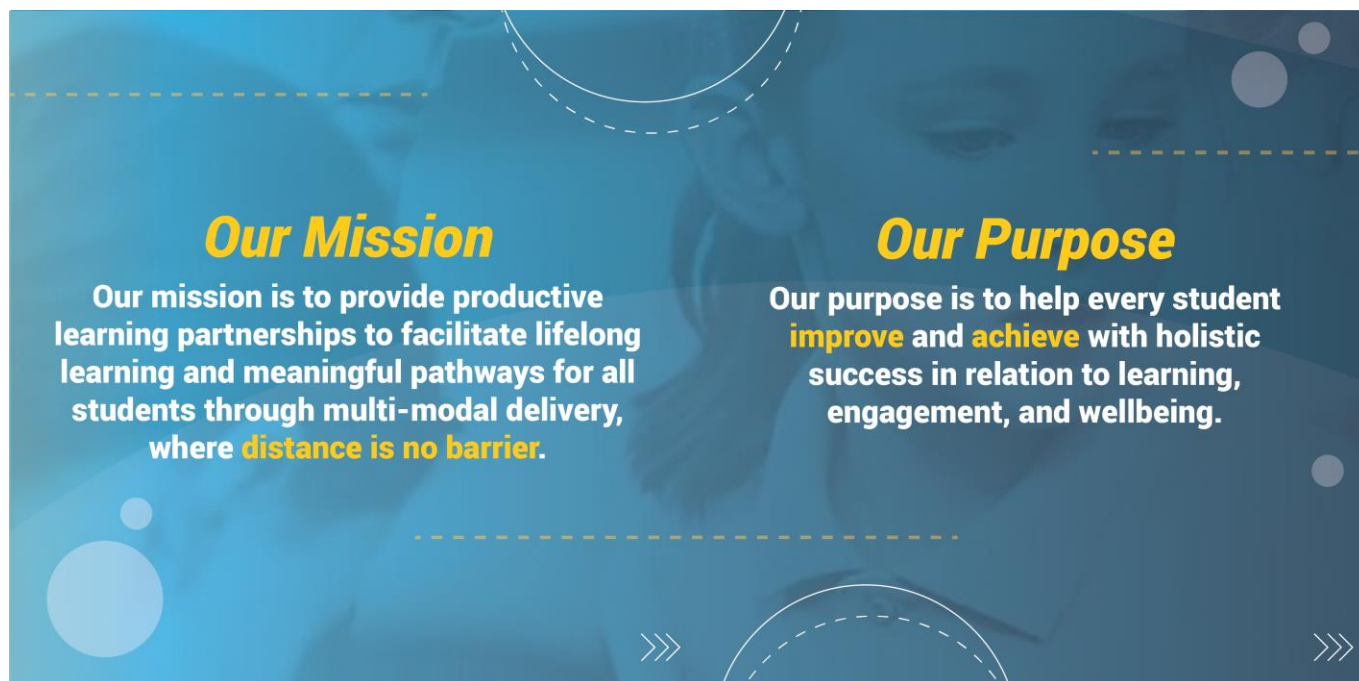
A.B.N. – 85 860 181 354

All Correspondence to:

PO Box 685,
Charters Towers, Qld 4820

Our school's values and beliefs

Our school community believes in and values;



This graphic features a blue background with a blurred image of a person's face. It is divided into two columns by a vertical dashed line. The left column is titled 'Our Mission' and the right column is titled 'Our Purpose'. Both titles are in a bold, yellow font. The text in each column is in a white font. At the bottom of each column, there are two white chevrons pointing to the right. The background also includes decorative elements like dashed white circles and solid white circles of various sizes.

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 graphic features a blue background with a blurred image of a person's face. It is divided into two columns by a vertical dashed line. The left column is titled 'Our Values' and the right column is titled 'Our Vision'. Both titles are in a bold, yellow font. The text in each column is in a white font. At the bottom of each column, there are two white chevrons pointing to the right. The background also includes decorative elements like dashed white circles and solid white circles of various sizes.

Our Values

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

Our Vision

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

School terms 2025

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

Contacting our school

Location

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

Postal address

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

Office hours

Monday – Friday, 8am – 4pm

Telephone

Administration: 07 4754 6888

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

Fax

Administration: 07 4754 6800

Our school has one fax machine for administration purposes.

Email

Administration - ctsde@charterstowerssde.eq.edu.au

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

Visits to the school

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

Enrolment

Charters Towers School of Distance Education Senior Schooling Pathways offers enrolment to students who are home based learners seeking access to senior schooling.

Eligibility

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

Categories of enrolment

Geographic Isolation

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

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

Medical Condition

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

Itinerant Lifestyle

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

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

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

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

Exclusion

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

Family Circumstance

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

Home Based Learners by Choice

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

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

Children Travelling within Australia and Overseas

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

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

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

School Based Learners

State School Enrolments

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

Please Note: School-based enrolment forms must be received by CTSDE by end of Week 6 Term 4, 2024.

Non-State School Enrolments

A Fee per subject will apply to all non-State School enrolments at a Distance Education Centre. Non-State Schools may apply for a fee waiver which will be considered on a case-by-case basis. For further information, contact the school.

Enrolment process

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

2. Send all applications directly to the school via email, fax or mail:

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

Fax: (07) 4754 6800

Email: ctsde@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)

Contact with our School

Online lessons

Daily lessons by teleconferencing or virtual lessons are available to the students. It is expected that when students are to be absent from virtual lessons, they will notify the school. All lessons are recorded for easy access at a later time, if required. Attendance in all virtual lessons is expected.

Telephone

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

Student Notices

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

Field Services

Inreach Programs

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

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

Outreach Programs

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

Website

Our school has a website (www.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.

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

Attendance: Work Return

Regular return of school work

Attendance at Charters Towers School of Distance Education means completing the assigned work for the program as set out in each subjects Work Rate Calendar. Attendance at scheduled lessons or engaging with recordings of scheduled lessons is expected.

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

Generally, we would expect that students spend the same amount of time studying a subject as they would in their local mainstream school.

Typically, this is between 5 and 8 hours per week per subject. When returning work, keep the following points in mind:

- Ensure work is returned regularly and make use of email when practical and possible
- Try to avoid sending a large batch of work at once as this restricts the teacher's ability to offer detailed service and support. All subjects are accompanied by a Work Rate Calendar, which details when work should be submitted.
- Ensure the student's name, the teacher's name and the name of the subject is on each piece of work.
- Where videos, USB and so forth are being sent to school, ensure the student's name, teacher's name, subject and task are clearly written on the media.
- Make sure all assessment tasks sent via Australia Post have completed lesson attachment form.
- In Year 10, 75% of student work must be completed to fulfil attendance requirements.
- In Years 10, 11 and 12, 75% of formative student work (i.e., work to be sent), and ALL summative assignments and exams must be completed to be awarded a grade and credit for the subject.

Regular contact allows the teacher to monitor student progress, give prompt guidance and feedback and support the parent/home tutor. Where students or families experience difficulty maintaining this schedule, they must contact their teacher or the relevant Head of Department responsible for the subject.

Mailing

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

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

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

Where there is a consistent misuse of this pre-paid service, the service may be suspended from that student or family.

If you are dropping materials off during office hours, please register your returned work at the front counter of the office. Please assist where possible by dropping items to the school if you are in Charters Towers, however, if you are coming to town during out of school hours, there is a mail slot for smaller parcels located on the mailroom door.

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

You must sign in at the front office before visiting the mailroom.

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

Postpak

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

Included in the pack is:

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

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

Mailroom Procedures

The school does NOT pay for express postage and only provides registered post if sending legal documents and items of monetary value (gift card, etc). The school does NOT track posted items. While curriculum boxes are only posted each term/semester, mail is still posted throughout the term at the teachers' request. It is important to be aware of the procedures for updating postal addresses which can be found in the 'Mailing Address Policy' subheading.

Mailing Address Policy

Overseas Student:

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

Travelling/Itinerant Lifestyle:

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

School Fees and Charges

Dependent on the category of enrolment the annual enrolment fee will apply, for more information contact the PLO. A security deposit of \$200.00 applies for travelling/itinerant enrolments and is refundable at the end of the enrolment period.

Student Resource Scheme

A resource fee per student is payable each calendar year. This payment is refundable pro rata. A receipt is issued.

Year 10 – \$98.00

Year 11 – \$80.00

Year 12 – \$80.00

Mailing Charges

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

Materials Costs

Most learning materials are provided free of charge. A list of materials to be purchased by parents is provided. A security deposit applies to Mobility enrolments. Please complete the Family Remittance Form provided and forward it along with payment and the Enrolment Form to the school.

Loss or damaged of returnable school resources

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

Payment Methods

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

Accounts Section

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

Direct Deposit details

Commonwealth Bank, Charters Towers.

BSB: 064805

Account: 00091 251

Name: The School of Distance Education Charters Towers General Account

Please quote invoice number or surname in reference.

BPOINT Details:

Phone: 1800 BPOINT (1800 276 468)

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

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

If you have difficulties making payments to the school, please phone the Accounts Section on (0747546888) to discuss payment options.

Fee schedule

Year 10

Subject	Resource Fee	Additional Fees
General Resource Fee	\$98 per annum	Nil
English	\$22 per annum	Nil
Mathematics	\$22 per annum	Nil
Science	\$46 per annum	Nil
Health and Physical Education (HPE)	\$22 per annum	Nil
Technology / The Arts	\$22 per annum	Art Kit \$300 (optional)
Music	Nil	Nil
History / Geography / Economics & Business	\$22 per annum	Nil

Year 11 and 12

Subject	Resource Fee	Additional Fees
General Resource Fee	\$80 per annum	Nil
English	\$66 per annum	Nil
Essential English	\$66 per annum	Nil
Mathematical Methods	\$66 per annum	Nil
General Mathematics	\$66 per annum	Nil
Essential Mathematics	\$66 per annum	Nil
Biology	\$66 per annum	Practical (Field Investigation)
Chemistry	\$66 per annum	Nil
Science in Practice	\$66 per annum	Nil
Psychology	\$66 per annum	Nil
Ancient History	\$66 per annum	Nil
Modern History	\$66 per annum	Nil
Geography	\$66 per annum	Practical (Field Investigation)
Business Studies	\$66 per annum	Nil
Information and Communication Technology	\$66 per annum	Nil
Visual Arts in Practice	\$66 per annum	Art Kit \$300 (one time purchase)
Social and Community Studies	\$66 per annum	Nil

Vocational Education and Training (VET)

Subject	Resource Fee	Additional Fees
CHC24015 Certificate II in Active Volunteering	\$66 per annum	Students are required to complete 20 hours of work placement. Any costs incurred during completion of work placement will be at the student's expense.
FSK20119 Certificate II in Skills for Work and Vocational Pathways	\$66 per annum	Nil
AHC30122 Certificate III in Agriculture	\$800 for full course	Students are required to complete 160 hours of work placement. Any costs incurred during completion of work placement will be at the student's expense.
BSB30120 Certificate III in Business	\$66 per annum	Nil
SIT30122 Certificate III in Tourism	\$66 per annum	Students are required to complete 80 hours of work placement. Any costs incurred during completion of work placement will be at the student's expense. SITHFAB025 (Elective) to be sourced and paid for by student.

Other SDE Charges

Other SDEs have specific charges per subject. These are confirmed by these SDEs on student enrolment. It is suggested students investigate other SDE websites for charges.

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

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 is 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, via teleconferences or school events.

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

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

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

- Purchased reading and Resource Centre 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 activity 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

Student Council

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

School Council

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

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

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

Chaplaincy

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

Special activities

Inter-house activities

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

Swimming carnivals

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

Athletics carnivals

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

War Cries:

SHELTON (Green)

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

TRAEGER (Red)

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

End of year Celebration Day

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

Student Code of Conduct

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

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

This may be downloaded from the school's website.

Rights and responsibilities

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

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

Students Expectations

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

Thoughtful

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

Responsible

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

Accountable

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

Cooperative

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

Kind

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

Tutors

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

Tutors of this school will be:

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

Tutors of this school are entitled access to:

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

Parents/tutors should expect:

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

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

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

Staff members

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

Roles of tutors

Supervision and guidance

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

Communications

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

Resources

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

Attendance requirements

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

Using the Internet/web/technologies

The use of the Internet as a learning tool underpins all of the learning programs used in 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 World Wide Web for resources and learning interactions with their teachers and other students.

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

Mobile phones

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

Our school's policy is clear:

- Mobile phones are not to be evident during any instruction, learning program, class or school activity.
- Students should have all their electronic equipment switched off and out of sight during classes and other group activities.
- Students are discouraged from bringing mobile phones to Inreaches, however, prior arrangement may be negotiated with the coordinators.
- All phones are held by the school unless needed.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- The school accepts no responsibility for student mobile phones during school activities.

Resource Scheme

Purpose of the Scheme

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

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

Benefits of the Scheme

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

Participation in the Scheme

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

Textbook and Resource Allowance

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

Resource Centre and eLibrary

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

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

Borrowing Procedures

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

Hours

Telephone: (07) 4754 6809

Email: library@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 student's personal interests and reading choices are supported.

We also provide:

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

How to borrow

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

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

Length of loans

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

Returns

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

Queensland State Schools eBooks Digital Library

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

Start reading eBooks in 5 easy steps:

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

Assessment policy

This policy provides information for teachers, students, home tutors and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. **Refer to Appendix 1 for the full assessment policy.**

Completed work

Completed student work must be returned to the school for assessment and teaching/learning purposes. Students will return completed work in two ways: paper-based or digitally.

Digital return of work

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

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

Files not supported

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

Reports

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

The student report templates include:

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

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

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

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

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

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

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

Financial assistance

The following types of allowances are available:

Commonwealth of Australia

Assistance for Isolated Children Scheme

A federal government Allowance is available for students who are:

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

For full and up to date details:

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

Abstudy (Aboriginal & Torres Strait Islander Students)

Telephone: 13 2317

Fax: 07-3393 8177

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

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

Youth Allowance/Austudy

Youth Allowance may be available to students aged 16-24 who are studying on a regular, full-time basis. Assistance may also be available for students over 15 who are homeless, orphans or refugees, or where other special circumstances exist. Students aged **25 and over** are still able to apply for **Austudy** benefits.

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

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

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

Telephone: 13 2490

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

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

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

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

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

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

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

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

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

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

Textbook Allowance

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

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

Technology Subsidies

Annual Computer Hardware Subsidy

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

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

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

Annual Broadband Subsidy

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

When is the subsidy paid?

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

Required resources

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

Writing materials and equipment

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

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

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

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

Textbook Suppliers

American Bookstore (new & used books)

173 Elizabeth Street, Brisbane Qld 4000

Phone: (07) 3229 4677

Fax: (07) 3221 2171

Email: nollie@americanbookstore.com.au Mail Orders: 1800 177 395 Qld Country only

SEQUEL (Country Orders Welcome)

255 Montague Road, West End Qld 4101

PO Box 5360, West End Qld 4101 Phone: (07) 3255 1488

Fax: (07) 3255 1644

Email: sequelpl@ozemail.com.au

Test Traders (second hand books)

173 Elizabeth Street, Brisbane Qld 4000

Phone: (07) 3221 7838

Fax: (07) 3221 2171

Free call: 1800 812 336

Email: nollie@americanbookstore.com.au

Barrier Reef Books

Corner Fulham Road & Hugh Street, Gulliver Qld 4812

Phone: (07) 4779 2511

Fax: (07) 4725 1838

email: wenta@austarnet.com.au

Carroll's Newsagency

106 Victoria Street, Mackay Qld 4740

PO Box 74, Mackay Qld 4740

Phone: (07) 4957 3915

Fax: (07) 4957 3671

Munro's Bookshop

24 East Street, Rockhampton Qld 4700

PO Box 93, Rockhampton Qld 4700

Phone: (07) 4927 3277

Fax: (07) 4922 2696

Items for sale

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

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

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

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

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

School colours

Royal Blue and Gold

Student ID cards

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

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

Bank Details

Direct deposit to account:

BSB No: 064 805

Account No: 00091 251

Name: Charters Towers School of Distance Education

Please quote invoice number or surname in reference if applicable.

Absenteeism

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

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

Attendance at Charters Towers School of Distance Education means completing the assigned work for the program as set out in each subjects Work Rate calendar. Attendance at scheduled lessons or engaging with recordings of scheduled lessons is expected.

Absentee procedures

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

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

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

Cancellation Procedures

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

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

Truancy

Each parent of a child who is of compulsory school age or in the compulsory participation phase has the legal obligation to ensure their child is enrolled and attends a school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse.

This legal obligation to ensure their child attends school also applies to parents whose child is enrolled in a school of distance education.

Attendance requirements at SDEs are unique as students do not generally physically attend the school. A student is taken to 'attend' the SDE by completing and consistently returning their assigned work.

If a student has been identified as not completing work or keeping up with the Work Rate Calendar, parent/s are notified by email, telephone or SMS. Parents are required to contact the class teacher to discuss ways of re-engagement. If parent/s fail to contact the school a Letter of Concern will be issued by the HOD.

If truancy progresses you can be issued with a Form 7, alleged failure to ensure you child participates full-time within the educational program provided. A proposed meeting by telephone with the Deputy Principal will be scheduled. The purpose of the meeting is to discuss with the parent/s their obligation.

Failing to comply with the Form 7 without a reasonable excuse, could result in a truancy progression to a Form 8. Parents may be prosecuted if they do not fulfil these legal obligations. An authorised officer from the school may seek consent from their regional director to refer a parent/s to the Queensland Police Service to consider prosecution.

Life, work and school

Our school offers support to students understanding their secondary schooling. Studying by distance education can be difficult for students, and the primary role of the pastoral care teacher is to help students deal with everyday issues such as the management of time and workload. Pastoral care teachers are often the first point of contact with the school – arranging incidental visits to the school, notification of attendance at field services, camps and other school events, and the notification of emergent issues such as illness or absence from school.

Students will participate in an ongoing course aimed at preparing them for the completion of their formal schooling, life after school and the world of work. **This is a compulsory element of the curriculum.**

With the new “earning or learning” laws now in force, all students must remain in school until they turn 16 or complete Year 10. After that, students must be engaged in Full time learning activities (through a school for example) or must be in full time employment until they turn 17. Being prepared for the world of work is an essential skill that this course will help all students to develop, whatever their intended future pathway involves.

Senior Pastoral Care involves:

1. Senior Education and Training Planning (SET Planning)
2. Study skill and exam preparation

Completion of a recognised VET qualification in Years 10 – 12 is recorded on, and counts toward the 20 points necessary to attain, the Queensland Certificate of Education (awarded to students on completion of 20 credit points, generally at the end of Year 12). Other elements of the course are designed to help students prepare for the transition from school to work or further studies.

Some elements of the course will be delivered by the pastoral care teacher, while other will be taught by specialist teachers and may be integrated into other core learning (e.g., English modules).

Our learning programs – Years 10, 11 & 12

Our school offers a unique means of furthering learning into senior secondary levels (i.e., Years 10, 11 and 12), allowing students to select courses in which they are interested and which meet their specific needs, while not restricting them to the offerings of any one educational institution.

By working in partnership with a number of education providers, we offer the widest possible range of senior schooling options to students. The full range of subjects and courses offered by our school may be found in the course selection booklet.

It is the school’s role to manage each individual’s learning program, ensure materials and teaching standards are appropriate and that each student receives the level of support they need.

Students are encouraged to work closely with their pastoral care teacher, who is assigned to provide advice regarding courses, teacher support and liaison with other course providers when needed.

As part of our school’s endeavour to ensure each student has a successful experience with senior schooling, the process used to manage course selection, learning and assessment will focus on the relationship between a student and their assigned pastoral care teacher and class teachers.

Learning materials

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

Learning materials for secondary students are provided in one of two ways:

- Digital texts
- Online quizzes
- Online lessons and recordings

Please refer to the section of this Handbook titled ‘Resource Scheme’ for further details. Students are required to have a personal computer and Internet access in order to receive any services from the school, as all curriculum and learning materials are to be accessed through Qlearn.

Tutors and teachers – A working partnership

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. This adult is known as the Home Tutor.

A Home Tutor's responsibilities include:

- Monitoring the regular return of student work to the school
- 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 students' teachers to maximize the students' learning outcomes
- Providing encouragement and discipline to ensure success

Many of the students in the senior secondary school will have attained independence in both managing and planning their learning programs. Others may still need assistance in their program organisation.

Where students in senior secondary courses work with a tutor there is a need for teachers and tutors to work closely together to support and guide the student 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.

Gradually, it is expected the student will become more independent in their learning; however, initially there is a need for supervision and assistance to be provided.

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

Role of Tutors

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

A Home Tutor's responsibilities include:

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

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

Parent and Tutor Development Program

To support parents and home tutors, this program operates in the following way:

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

Senior School essentials guide

Welcome to Years 10, 11 and 12

To help make this year a good year for you, we have put together the following Senior School Essential Guide containing a series of Senior Schooling essentials that may help you get started, stay organised, fulfil your study commitments and successfully complete your studies this year.

It is important to develop good study habits and a positive and supportive relationship with your teachers.

Working closely with your home tutor and/or parent is also essential - they are your closest support network, and will often be able to help you.

At the beginning of each semester/term or upon enrolment, you will receive the following:

- Textbooks and resource materials (online)
- School information: teachers' telephone numbers and email addresses
- Lesson timetable
- Contact from teachers
- Allocation of teachers for the semester's subjects
- A list of your selected subjects for each term
- Assessment Schedule
- Work Rate Calendar for each enrolled subject

Lessons

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

Lessons are conducted through the use of an online learning management system. Lessons give students the opportunity to:

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

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

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

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

Year 10 overview

The State Schools Strategy 2021–2025 underpins planning for teaching, learning and assessment, ensuring that students are purposefully engaged in learning and experience success.

During students' Junior Secondary years, they engage in learning that helps develop abstract and sophisticated thinking skills that are necessary for their Senior Secondary years. Year 10 provides students with the foundation to make the best possible choices about their transition to senior studies. During Year, 10 Charter Towers School of Distance Education helps students to recognise and build on their strengths and interests, and to identify areas where more support may be needed. Importantly, Year 10 is a time for making informed decisions about future pathways.

Compulsory schooling requirement

It is compulsory for young people to stay at school until they complete Year 10 or turn 16, whichever comes first. After a young person completes Year 10 or has turned 16, they will be required to participate in education or training:

- For two years beyond Year 10 or turning 16; or
- Until they have gained a Queensland Certificate of Education (QCE); or
- Until they have gained a Certificate III; or
- Until they turn 17; or
- Until they obtain paid employment for a minimum of 25 hours per week.

During this period a young person must participate in full-time learning. Flexible arrangements will apply. It will be an offence for parents to fail to ensure participation in one or more of these options. More information can be found at <https://education.qld.gov.au/schools-educators/other-education/home-education/senior-secondary>

Year 10 Subject offerings

All Year 10 students must complete six subjects. Year 10 subject offering provides an opportunity for students to prepare for their senior years of schooling and pathways. All General and Applied subjects are mapped against the Australian Curriculum Year 10 achievement standards.

More information about each subject can be found in Year 10 to 12 subject selection booklet.

Line	Subject Options	
A	Mathematics	
B	English	
C	Science	
D	HPE (1 lesson per week)	
E	Certificate II Skills for Work and Vocational Pathways	
F	Semester 1: History	Semester 2: Option 1. Geography Option 2. Economics & Business
G	Option 1. Digital Technologies Option 2. Visual Arts Option 3. Certificate II in Active Volunteering	

Subject selection process

Students should indicate the elective they have chosen on the Year 10 subject selection form.

Note: A student may select an elective offered by another provider. In this case the student must contact the other provider, enrol in the course and provide the school with proof of enrolment. Certificate courses completed in Year 10 contribute towards the Queensland Certificate in Education in Year 12.

Supervised assessment

Most subjects require that students complete at least some of their assessment items under supervised conditions, to prove authenticity. All students in Years 10 - 12 are required to nominate an appropriate exam supervisor. Please complete the Nomination of Exam Supervisor Form found in Enrolment Application Form 2. More are on the *Supervisor Nomination Form* and details will be forwarded to students on enrolment.

SET Plans

During Semester 2 of Year 10, students will develop a Senior Education and Training Plan (SETP) which will guide their pathway through Year 11 and 12 and beyond. The SET plan is a key component of a school's career education program and maps out a plan of action to put students on track for success in Senior Secondary, post-school education and work. The plan is developed in partnership with parents/carers and revised during Years 11 and 12

Vocational Education and Training (VET)

VET courses are based on specific units of competency, with the successful completion of a number of units of competency leading to qualification.

Results for units of competency are 'Competent' and "Not Yet Competent". Where students have been deemed "Not Yet Competent" on an assessment item, that item (or an alternative) will need to be attempted and submitted again, until the student has gained competence in the particular skill or knowledge being assessed.

In Year 10, Certificate II in Work Skills and Vocational Pathways is a compulsory subject. On successful completion of the certificate, student will receive 4 points towards their QCE. Assessment instruments in Certificate II in Work Skills and Vocational Pathways will be focused on 'real world' situations, and will reflect current work practices. More information regarding this certificate can be found in the Year 10, 11 and 12 Course Selection Handbook.

Certificates will be issued upon the successful completion of the course and payment of all outstanding invoices.

You must create a USI on enrolment.

Structured Work Placement

Qualifications that include mandatory work placement require students to source an employer in the industry. Once you have identified/nominated an employer and spoken to them about completing work placement, the school will liaise with the employer to organise your placement and complete the work experience documentation, including a risk assessment and work experience agreement.

The school will contact the employer at key junctures to ensure throughout the course, continued mutual suitability of the work placement arrangements for both students and employers.

Vocational placements that meet the definition under the Fair Work Act 2009 are lawfully unpaid.

Assessment

Students are assessed in a variety of ways including:

- Progress through learning materials
- Check lists
- Observations at field services, practicums, etc
- Criteria and competency-based assessment.

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

- Unit and assessment task feedback provided by each teacher that highlights the success and areas requiring further attention by a student. This is provided for the work returned by the student
- Telephone contact either instigated by teacher or parent
- Semester One reporting through the provision of a written report and access to a parent- teacher interview
- Semester Two reporting through the provision of a written report and access to a parent – teacher interview
- The written reports provided at the end of each semester reflect the Australian Government's mandated format, A – E ratings

Year 11 and 12 Overview

Senior schooling

Studies in Year 11 and 12 aim to prepare young people for adult independent life, further study, employment or training. The school offers a range of flexible pathways to enable each student to reach their goals and develop useful and meaningful skills.

A full-time student load is 5 subjects from any of our Authority, Authority-Registered or VET subjects. Students may select more than 5 subjects if they wish to. Students who select fewer than 5 subjects may find that this impacts on their eligibility for Centrelink Allowances such as Youth Allowance and Austudy, as well as their ATAR/QCE eligibility and ability to fulfil university entry requirements.

Senior over three years – variable progression

For students with exceptional circumstances, it is possible to complete senior schooling over three years. If you feel this is the best option for you, you must negotiate this extended learning path with the Senior Secondary Deputy Principal.

Careful planning is important

It is important that you discuss your planned course and your subject selection with your parents/carers and the Senior School Deputy Principal. Your SET Plan (developed in Year 10) should be a starting point for planning your senior school course. It is important that the course you select meets your learning goals and aligns with your SET Plan – remember you can modify your SET Plan at any stage.

It is expected that all students participate fully in their chosen course of study. This means that work must be submitted regularly as per the Work Rate Calendar for all subjects, and that all assessment work must be submitted in a timely manner. If assessment tasks cannot be completed by the due dates, formal requests for extensions should be made to the Head of Department – of the relevant subject.

Australian Tertiary Admission Rank (ATAR)

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers.

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

Your school may allow you to study several English, Maths and Language subjects and that's fine, but make sure you discuss the rules with your Year Coordinator or Careers Advisors so you understand what will count towards your ATAR, and what won't.

For more details about changes to subjects and curriculum, visit the [QCAA](#) and [Queensland Government](#) websites. For more information on the ATAR, email atar@qtac.edu.au.

Year 11 and 12 – Queensland Certificate in Education

Students in Years 11 and 12 will be working towards the Queensland Certificate of Education (QCE).

The SET Plan (Senior Education and Training Plan) developed in Year 10 is an integral part of senior schooling, and planning for the QCE.

To be issued with a QCE, young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standards. The QCE recognises a range of learnings, including General and Applied subjects, vocational education (VET), workplace learning and university subjects.

All students in the senior phase of learning (Year 10 - 12) have a learning account, in which subject results and achievements are banked or credited. To be issued with a QCE, a student must have banked 20 credits at the required standard (satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent) and have met literacy and numeracy requirements. A grade of C contributes one (1) QCE point for each Semester successfully completed.

If a student completes Year 12 without achieving a QCE, their learning account remains open, regardless of their age (however credits expire after nine years).

After Year 12, students may report any QCE-related learnings to the Queensland Curriculum and Assessment Authority to be recorded in the learning account. When the student achieves 20 credits, the QCAA will award a QCE the following June or December.

All students are issued with a Senior Statement on completion of Year 12, which details learning undertaken and results attained in the senior phase of learning – regardless of whether or not they have achieved a QCE.

Our school is committed to providing senior schooling that suits individual school-aged learners, helping each learner reach their potential and fulfil their goals.

For more information about the QCE, visit the QCAA website – www.qcaa.qld.edu.au, or contact the school.

To be eligible for the QCE:

- A total of at least 20 points is required (points shown in brackets after subject/certificate on subject selection form)
- A minimum level of literacy and numeracy must be demonstrated
- At least three completed courses of study are required (a complete course is four semesters of the same subject or a complete VET Certificate)
- Up to two VET Certificate I courses may be counted
- Certificate courses completed in Year 10 may be counted.

Note: If a student completes two (2) certificate courses in the same subject area (Certificate I in Business and Certificate II in Business), only the higher certificate will contribute towards the QCE.

QCE credit and duplication of learning

VET and QCE credit

The QCAA recognises completion and partial completion of courses of study and assigns QCE credit appropriate to the amount of learning students have completed. All completed qualifications and Applied subjects are recorded on the statement of results.

Applied subjects and VET qualifications

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning (Agricultural Science and Certificate III in Agriculture).

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g., Certificate II in Business and Certificate III in Business), the highest level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the statement of results.

Planning your Year 11 and 12 course

Think about the subjects you completed in Year 10

Which subjects did you enjoy the most? Which subjects did you do best in? Were there any subjects you really don't want to study anymore? Make a list of subjects you are interested and not interested in.

Look over the SET Plan (Senior Education and Training Plan) that you developed in Year 10.

Is this still right for you? It is okay to change your mind about future plans, but this document is a good way to remind yourself of things you are interested in and good at.

Think about your future plans

What do you want to do after you finish school? Are you thinking about university?

If you are thinking of tertiary study, what area or field do you want to study? Are there prerequisite subjects? If you don't know, find out **now**. You might need to phone the school, talk to a guidance officer, or look on the Internet for more information. Whatever your plans, think about the subjects or knowledge you might need in your future.

Read the subject and VET course overviews in the Course Selection booklet

Try to make your initial selections – you should select an English and a Mathematics subject, regardless of your future plans, as these subjects give you a good base for future work or study.

Decide which subjects you want to study for Year 11 and 12

Remember, you need to complete 20 semesters of General subjects (5 subjects over 2 years and for three of those subjects, four semesters must be completed in each) to be eligible for an ATAR. A full-time student load is generally considered to be 5 or more subjects. This may be an important consideration if you receive, or have applied for government study allowances.

When you have decided on the courses you wish to study, complete the Course Selection form.

Call the Deputy Principal: Senior School to discuss your selection, and to make sure you will be able to achieve your goals through the program you have selected.

Return your enrolment forms to the school

Being successful

Develop a routine

At the start of each term, develop a weekly timetable (for lessons and study time), and a term overview, so you know when work is due.

Work to a schedule - try to keep up to date in all your subjects and contact your teacher if this isn't possible for whatever reason.

Students should work 5 to 6 hours each day that is a 25-to-30-hour school week.

Organise your study space

Try to study in the same area every day.

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

Students use shelves, filing cabinets, plastic storage drawers or cubes, or even cardboard boxes for their materials. Others use filing cabinets, plastic storage drawers or cubes, or even cardboard boxes.

Depending on the space you have at home, you might use one or a combination of these ideas, or you might organise yourself some other way.

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

Make sure you have access to a:

- Desk
- Telephone
- Comfortable chair
- Computer with webcam/USB headset
- The Internet
- Email
- Printer

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

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

Teacher's role

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

- Contacting the home tutor regularly, generally through email or phone.
- Marking student work and giving students feedback as soon as possible
- Replying to emails and questions as soon as possible
- Delivering lessons each week

Home tutors

Home Tutor Talkback will be held at the beginning of each term. All Home Tutors and parents are strongly encouraged to attend.

The home tutor is to ensure students are:

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

Assemblies

Assemblies will be held on a weekly basis. All students are expected to attend.

Roll Class Teacher

The Roll Class Teacher:

- Monitors your overall progress
- Monitors your overall lesson attendance and participation
- Deals with general concerns and issues
- Informs you of school processes, procedures and events
- Discusses timetables, workloads and daily routines.

Getting started

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

Once you have organised your materials into subjects, store them so you can find them easily when you are studying. A list of resources is usually found inside the front cover of a subject.

You can download the subjects from the learning management system.

Student expectations

In Years 11 and 12, we expect you to:

- Complete all your subjects each term (you should be doing between 5 and 7 subjects if you are seeking an ATAR or QCE). Most subjects need at least 4 hours each week
- Study learning materials, complete and correct self-check exercises in each unit before doing assessment activities
- **Send your work as Word documents or scanned documents via Qlearn**
- Contact your teachers regularly, by email or phone, especially if you are having difficulty
- Attend lessons regularly, and let the school know if you will be absent
- When you send work to school through the post, attach a lesson attachment form with your name, your teacher's name, subject, unit number and task clearly label it
- Complete all assessment activities in a subject to be eligible for satisfactory grades
- Work consistently in all the subjects of your current term program, not just in a selected few.

Keeping in touch

Using the phone

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

Leaving messages

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

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

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

Remember that you are communicating with a teacher in a school environment. Always say who you are at the start of phone calls and in messages, and include your name in emails or letters.

Using email

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

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

Email tips

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

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

Appropriate sign-offs include:

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

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

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

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

Dear Miss Wheeler,

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

Yours sincerely,

Billy Campbell.

Timetables and diaries

In Senior School, it is very important that you are able to create your own work schedules and timetables for each subject. Each subject should be allocated 5 - 8 hours per week. This will make a total of 25 - 40 hours per week if you do 5 subjects. It is a good idea to draw up a term timetable and a daily timetable.

Getting everything done: term timetables

A term timetable should include:

- When assessment is due
- Any days that you will be unable to do school work
- Special events such as school conferences, family holidays and sports carnivals

Remember to include the name of the subject and details of the assessment due.

Use different colours or shading to signify different things. Red might mean assessment is due or you might assign a different colour for each subject you take.

A term timetable will allow you to see at a glance what you need to do during the term and will help you manage your time so you get tasks completed.

A term timetable will be a combination of all your work rate calendars.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Senior School Conference				
2					Chemistry Exp. 1 due
3					
4					Math unit 14
5	English - task F				
6					Math Unit 15
7					
8		English FT 4.3			Math Unit 16

The weekly timetable should show what you will be working on each day.

It should include:

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

At first you may need to trial your timetables to see if they work for you.

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

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

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

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

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

Diaries

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

Work Rate Calendars

In your curriculum box you would have seen a number of calendars - one for each subject you are doing this year. These are called **Work Rate Calendars** (WRCs) and they detail what work you should be completing each week, or sometimes each day. Each year, teachers sit down and divide up their subjects into weekly 'bites', spreading out lesson work and assessment so you can get everything finished by the end of the year.

Why do we need Work Rate Calendars?

Work Rate Calendars are developed by your teachers to make it easier for you to manage your time each day, each week, each term and each semester. Senior School often involves a lot more work than students imagine at the start of the year, and managing time effectively is a difficult skill to learn. All students receive Work Rate Calendars.

How does a Work Rate Calendar work?

A Work Rate Calendar is basically a standard calendar, and you read it like any other calendar.

It contains this information:

- Subject name
- Year, term and semester
- Each week in the semester
- The dates of each week
- What you should be working on
- When work is to be sent in
- What work is to be sent in
- Due dates for assignments (Yr 10, 11 and 12)
- Dates for exam weeks (Yr 10, 11 and 12)
- Important school dates (e.g., camps, external exams)

Look at the Work Rate Calendar now and make sure you can identify what has to be done and what has to be sent to school each week.

Make sure you have a Work Rate Calendar for every subject - contact your teacher if you can't find your Work Rate Calendar.

Getting organised: sample WRC

Year 12 General English

Work Rate Calendar (WRC) 2020					Term 1
It is important that all students follow the WRC in conjunction with virtual resources and other assigned materials. All students should attend scheduled lessons. Variations and differentiated instruction: At certain times a teacher may access different resources, make minor amendments to topics or adjust Return of Work depending on the ability and needs of the different students in the class. Announcements about any of these minor adjustments will be in learning management system and via email.					
Assessment					Legend
Supervised Assessment		Years 10-12 students: Please be aware that summative exams need to be supervised by your official exam supervisor.			To be completed
Non-supervised Assessment		Students are required to sign the declaration on the front of the task sheet confirming that all non-supervised assessment is their own work.			Summative Assessment
Public Holidays		Monday 27 January – Australia Day Holiday; Friday 10 April – Good Friday; Monday 13 April – Easter Monday			
School Holidays		Saturday 4 April – Sunday 19 April			
Week	Dates	Unit	Topic	Independent work	Work to be completed
1	(27 Jan Australia Day) 27 Jan – 31 Jan	Unit 3: Textual connections / Topic 1: Conversations about concepts in texts	Intro to the unit	Complete reading <i>Schindler's Ark</i> <i>The Boy in the Striped Pyjamas</i> Lesson 1: Texts and Human Experience Lesson 2: Overview of texts	
2	3 Feb – 7 Feb		How texts represent human experience <i>Schindler's Ark</i>	Lesson 3: The human experience – choices and outcomes Lesson 4: Similarities between Oskar and Bruno Lesson 5: Differences between Oskar and Bruno	Formative Task 1.1
3	10 Feb – 14 Feb		Assessment Discussion <i>Boy in the striped pyjamas</i> Distribution of assessment	Lesson 6: Schindler's Choice – buying the factory Lesson 7: Schindler's Choice – Using Jewish Labour Lesson 8: Schindler's Choice – Building the Emalia Camp + Feature article writing	Formative Task 1.2
4	17 Feb – 21 Feb		Characters and their choices Choices and repercussions How choices affect others	Lesson 9: Schindler's Choice – Saving the Jews Lesson 10: The effect of Schindler's Choices Lesson 11: BISP – Father's Choice	Formative Task 1.3
5	24 Feb – 28 Feb		Themes and concepts	Lesson 12: Bruno's Choice – befriending Shmuel Lesson 13: BISP – Entering the camp Lesson 14: The effect of Bruno's choices	IA1 draft due 28/2
6	2 Mar – 6 Mar		Completing Assessment	Lesson 15: Who does not get a choice? Lesson 16: Representations of the Holocaust	IA2 final due 6/3
7	9 Mar – 13 Mar	Unit 3 / Topic 2	Introduction to Topic 2: The Language of Media texts	Lesson 1: Intro to unit Lesson 2: Intro to Unit Lesson 3: Language of media text	
8	16 Mar – 20 Mar		Issues in the media Deconstructing texts	Lesson 4: Language of media texts Lesson 5: Evaluative language Lesson 6: Evaluative language	
9	23 Mar – 27 Mar		Issues in the media Deconstructing texts	Lesson 7: Deconstructing a text Lesson 8: Deconstructing a text Lesson 9: Reading the visuals	
10	30 Mar – 3 Apr		Pupil Free Week		

Research and plagiarism

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

Getting organised: exam supervision

Years 11 and Year 12 students are required to complete some of their assessment tasks under supervised conditions. This is a requirement of the Queensland Curriculum and Assessment Authority (QCAA), and it is **non-negotiable**. Please complete the Nomination of Exam Supervisor Form found in Enrolment Application Form 2.

Which subjects have supervised tasks?

All Year 11 and 12 Queensland Curriculum and Assessment Authority (QCAA), subjects will have at least some supervised tasks.

Authority subjects are subjects like English, General Mathematics, Mathematical Methods, Modern History and Biology. There are many others. If you are not sure whether your subjects will have supervised tasks, contact your teacher now.

Why do some tasks need to be supervised?

It is important that we can say that the assessment tasks you submit are actually your work.

Your grades in Years 11 and 12 can be very important for you - entry to university and your employment prospects are often based on your grades in Years 11 and 12.

It isn’t fair to you or to other students if you cheat on your assessment tasks by getting help, or getting someone else to write your exams and assignments.

What if I don’t have a supervisor?

If you don’t have an exam supervisor, you may not be granted credit (or a level of achievement) for the subjects you are studying. You can contact the school and they can help suggest potential supervisors.

What kinds of tasks are supervised?

Depending on the subject, you may have to be supervised while completing exams, assignments, essays, and even spoken tasks.

Some supervised tasks may be very short (for example, complete and record a 5-minute speech), and others may be much longer (a 2-hour science exam, for example).

Note: External examinations which are completed at the end of Year 12 are **compulsory**. These are externally supervised by personnel approved by QCAA at prescribed location only.

How do exams / tasks get to my supervisor?

Several weeks before a task is due, your nominated supervisor is sent your exam / task, a supervisor declaration form, a letter telling them about the upcoming task, and a postage paid envelope to return your work to school. You will also be sent a letter of notification, or your teacher will inform you of upcoming tasks. Your lesson booklets also tell you when assessment tasks are coming up.

You are expected to contact your supervisor to decide on a date, time and venue to complete the task, making sure it fits in with the due date, and your supervisor's schedule.

After you have completed the task, your supervisor will scan, email and post it to the school.

Who can be an exam supervisor?

Your exam supervisor must be an adult, who is not related to you.

For most students, arranging for a local school (primary or secondary) to supervise your assessment will be the simplest solution.

If you cannot attend a local school to sit your assessment, your supervisor should be employed in a professional job. Contact the school if you need more advice on suitable exam supervisors.

Make sure you contact your exam supervisor before EACH supervised task to arrange a time to complete your assessment.

School structure

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

Who and how to contact?

If you have a question or concern follow this process:

The Child's Teacher

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

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

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

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

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

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

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

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

If you are still concerned: Principal

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

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

Who and how to contact?

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

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

Administrative Assistance

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

Acronyms

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

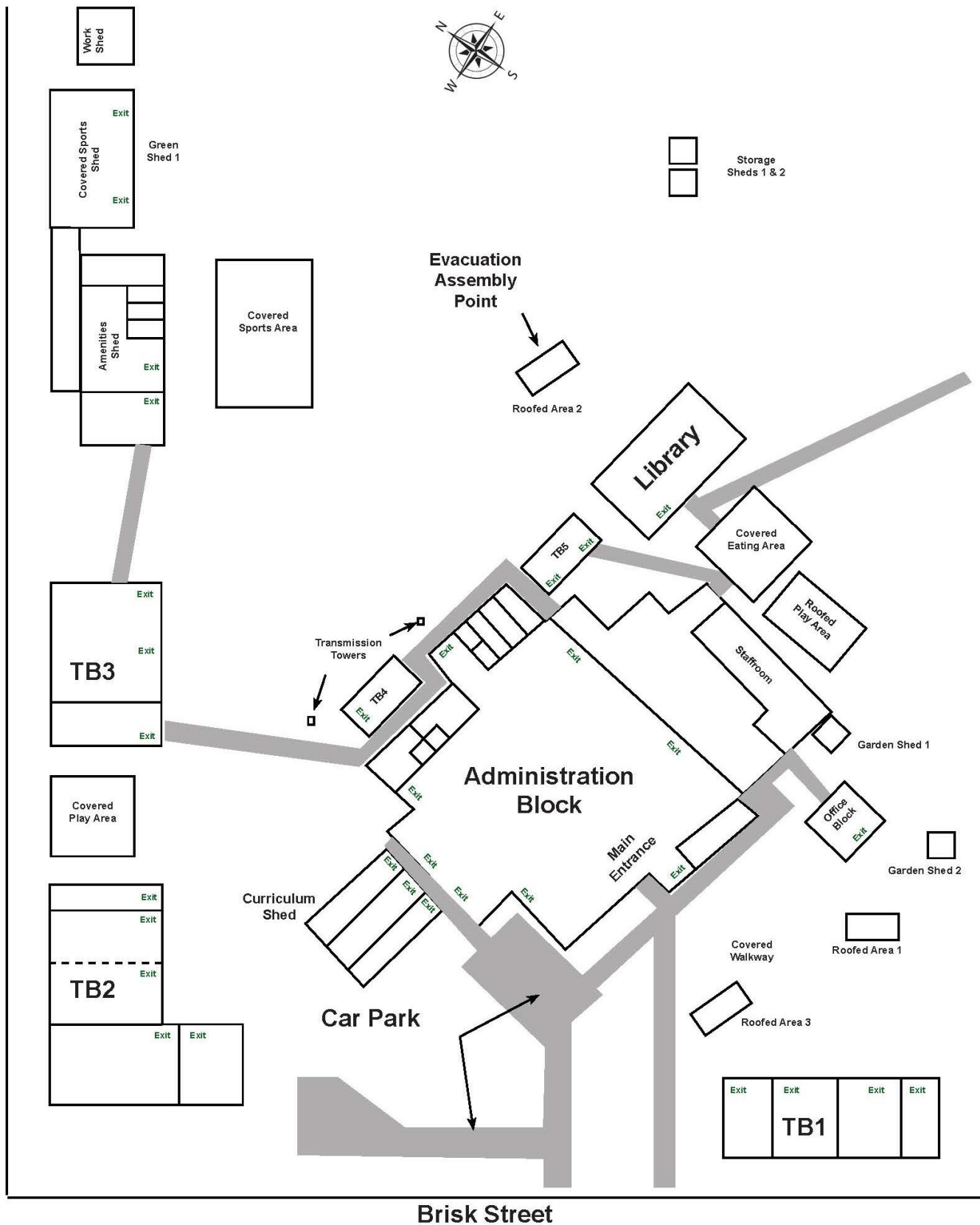
AADES	Australasian Association of Distance Education Schools	HPE	Health and Physical Education
ABSTUDY	Aboriginal Study Assistance Scheme	HRE	Human Relationships Education
ACEA	Australian Council for Education Administration	ICPA	Isolated Children's Parents' Association
ACER	Australian Council for Educational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

Contacts

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

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

Map of school facilities



Diagrammatic Only
Not to scale

Appendix 1 Assessment Policy

Scope

This policy provides information for teachers, students, home tutors and parents/ caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. The Charters Towers School of Distance Education community is committed to enabling opportunities where students are encouraged to achieve their best.

The scope of this policy includes: Australian Curriculum P-10 learning areas; Senior Applied, Applied (Essential), General and General (Extension) subjects; Short Courses; and VET qualifications. The processes, procedures, roles and responsibilities are designed to support staff, students, home tutors and parents / caregivers to work together to build capacity as students work towards summative assessment completion and ensure the integrity of assessment. The framework for the policy relating to Years 11 and 12 is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

The framework for the policy as it applies to P – 10 is developed from school-based policies and procedures, and the P-12 Curriculum, Assessment and Reporting Framework and associated documents. The policy applies to all subjects across all faculties.

Purpose

Charters Towers School of Distance Education is committed to an educational philosophy that encourages all students to achieve personal excellence by participating and engaging in their learning and assessment. This policy is designed to build capacity as students work towards summative assessments in Prep through to Year 12, and towards completion of a QCE or QCIA in the Senior phase of learning.

The Assessment Policy exists in order to ensure that students, staff, home tutors and parents/ caregivers have clear and consistent guidelines for the setting, completion and collection of all assessment instruments which enhance access, participation and equity of outcomes for the range of students across all year levels.

This assessment policy:

- provides information to students, home tutors and parents/ caregivers about expectations for assessment and their responsibilities.
- includes guidelines for teachers and information for all staff about expectations and their roles and responsibilities
- is communicated clearly to teachers, students, home tutors and parents/ caregivers
- is enacted consistently across all subjects and year levels within the school
- is based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum P-10 and QCAA guidelines, syllabuses and QCE and QCIA policy and procedures handbook.

Purpose and Principles of Assessment

Purpose of assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment information has multiple uses, including:

- Feedback to students, such as:
 - clear, specific, meaningful and timely feedback about responses to particular tasks, allowing reflection on the learning process and collaboration to support future learning and development
 - enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and life-long learning.
- Feedback to parents/ caregivers, such as:
 - evidence of student learning underpinning the provision of reports and advice for further progress, and framing formal and informal conversations between teachers, parents/caregivers, and students.
- Feedback to teachers, such as:
 - diagnostic evidence of students' strengths, ways of learning, areas of development, depth of knowledge and conceptual understandings, which informs the teacher about what students can do and what subsequent teaching is required to progress student learning
 - refinement of quality teaching, by supporting teacher reflection and professional learning
 - provision of information for certification
 - measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Principles of Assessments

Charters Towers School of Distance Education's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, presentation or task that allows students to demonstrate the objectives as described by the syllabus or curriculum.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards and continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learnt and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable and/or repeatable

Promoting and ensuring academic integrity

Charters Towers School of Distance Education promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity in our context.

The following procedures are to be applied in this context.

	Policy and procedures
Location and communication of policy	<p>The school assessment policy is located on the school website at https://chartersowerssde.eq.edu.au and in the school handbooks. All questions regarding this policy should be directed to the Deputy Principal of the relevant year level. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in roll classes.</p> <p>Relevant processes will be outlined and revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during senior education and training (SET) planning • when the assessment schedule is published • when each task is handed to students • in the DIRT newsletter and by email in response to phases of the assessment cycle • during HT Inductions • during HT Talkback – start of the year process • embedded as part of assessment tasks.
Expectations about engaging in learning and assessment	<p>Charters Towers School of Distance Education has high expectations for academic integrity and student participation and engagement in learning and assessment for all year levels. Schools, teachers, home tutors, parents/caregivers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • communicate with their teacher(s) if they are having difficulty • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>QCAA Academic Integrity Courses</p> <p>To emphasise the importance of sound academic practices, QCAA provide an academic integrity course.</p> <ul style="list-style-type: none"> • Teachers of Year 11 and 12 General, Applied, and Applied (Essential) subjects are required to complete the QCAA Academic Integrity course. • Year 10, 11 and 12 students are required to complete the QCAA Academic Integrity course for students. Students may be directed to revisit the course at intervals. <p>Senior Phase of Learning</p> <p>Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p>
Due dates	<p>School responsibility</p> <p>Charters Towers School of Distance Education is required to adhere to QCAA and P-12 CARF policies for gathering evidence of student achievement on or before the due date. This is achieved through checkpoints, drafts and final responses.</p> <p>Due dates for checkpoints, drafts, and final responses will be published in the assessment schedule by the end of Week 3 of the school year, or at enrolment. These dates will also be published in individual subject (Secondary) or year level (Primary) work rate calendars (WRC).</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • provide sufficient working time for students to complete the task • allow for internal quality assurance processes and reporting timeframes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students, home tutors and parents/ caregivers • be consistently applied

- give consideration to allocation of workload across year levels.

Student and Home Tutor responsibility

Students and home tutors are responsible for:

- accessing due dates via the assessment schedule or work rate calendar
- recording due dates in their diaries/ calendar
- planning and managing their time to meet the due dates
- informing the school of the student's specific support needs as communicated from their health specialist/s
- submitting all assessments and drafts by due date via QLearn to their teacher*
- informing the school as soon as possible if they have concerns about meeting due dates
- consulting with class teachers for the provision of reasonable adjustments where appropriate
- [Years 11-12] being aware of the requirements for applying for AARA (Access Arrangements and Reasonable Adjustments)
- [Years 10-12] arranging exam supervisors for assessment completed under exam conditions
- [Year 12 General subjects] arranging Variation to Venue for external examinations if unable to attend on campus at Charters Towers School of Distance Education.

NB * Where the assessment is not due within the scheduled lesson, the assessment must be received by 5.00pm on the due date. This **must** be via QLearn.

Applications for extensions to due date

In cases where students are unable to meet a due date due to illness or misadventure (i.e. unforeseen circumstances), they will be required to:

- seek an extension through the relevant Head of Department and/or classroom teacher as soon as possible
- submit a completed extension request form and provide other relevant supporting documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Heads of Department can approve up to one (1) week extension to due date. Deputy Principals will assess applications that require more than one week of extension.

Copies of the medical report template, extension application and other supporting documentation are available from the school website and subject/ year level QLearn courses. A separate Extension Request application must be made for each assessment item.

Extensions are not available for known events (for example, sporting competitions, religious activities/reasons, holidays). In these cases, the student must negotiate to submit their work before the due date.

If an extension is approved, a new due date for the task will be specified. If no response is submitted by the new due date, the most recent evidence will be graded.

If, on the published due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.

All final decisions are at the principal's discretion.

<p>Submitting, collecting and storing assessment information</p>	<p>Assessment instruments will provide information about Charters Towers School of Distance Education’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Secondary (Years 7-12) All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via QLearn and through the school’s academic integrity software (Turnitin).</p> <p>Where the assessment is an examination, the student will be:</p> <ul style="list-style-type: none"> • [Year 7-Year 9] supervised by an adult. The examination will be sent to the student and/or the adult directly via email. The supervising adult will scan and submit assessment as instructed by the teacher. • [Years 10-12] supervised by a nominated exam supervisor approved by the Deputy Principal of Senior Schooling. The examination will be sent directly to the exam supervisor. The exam supervisor will scan and email the completed exam to the subject teacher on or before the due date and post the original copy in the envelope provided by the school. <p>Draft and final responses for all internal assessment will be collected and stored in a digital folio. For senior secondary students live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments will be stored in secure locations on the Charters Towers School of Distance Education’s network.</p> <p>Primary (Years P-6) All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via QLearn and through the school’s academic integrity software (Turnitin), unless directed otherwise by the teacher.</p> <p>Failure to submit assessment If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. For senior secondary this result will be reported to the QCAA (as required) and contribute to the overall subject result.</p> <p>If there is not sufficient evidence available on or before the due date to support a judgement of achievement, the student will not receive a result for the assessment item, and an overall subject result may not be allocated.</p> <p>Technology failure will not be considered a valid reason for lack of submission. Incomplete submission of assessment may result in draft work or existing evidence being used to determine a result. Students are responsible for backing up information.</p>
<p>Appropriate materials</p>	<p>Charters Towers School of Distance Education is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>
<p>Scaffolding</p>	<p>Scaffolding is a separate process to drafting. Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response • support students to develop their independence in completing assessment. <p>Scaffolding may be provided to the whole class or to individual students. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>School responsibility Charters Towers School of Distance Education Heads of Department manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability.</p> <p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts

	<ul style="list-style-type: none"> • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating how they match to performance descriptors • using visual frameworks or graphic organisers to plan responses. <p>Scaffolding assessment in Years 11 and 12 may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response.
<p>Checkpoints</p>	<p>School responsibility Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship • identify where students need support to complete their assessment • contact the teacher if they need assistance. <p>Teachers will notify Heads of Departments and home tutors by phone, email or SMS on the next working day if checkpoints are not met or raise concern as per the Non-Return of Work (NROW) Procedure. Non-submission of work will be recorded in OneSchool as a behaviour incident.</p> <p>Student responsibility Students will:</p> <ul style="list-style-type: none"> • work on assessment during designated class and own time • show evidence of progress at scheduled checkpoints • ensure evidence is authenticated as their own work • back up their work electronically to ensure that data is not lost. <p>Home Tutor Responsibly Home tutors will: Ensure that student is submitting their work at check points.</p>
<p>Drafting</p>	<p>Drafting is a preliminary version of an assessment response. It is a way in which students receive valuable feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process. Types of drafts may differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development.</p> <p>Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed in alignment with the task criteria • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, instrument-specific or syllabus standards, or the instrument specific marking guide (ISMJ) or guide to making judgement (GTMJ). For example, students may be advised to:</p>

	<ul style="list-style-type: none"> • consider other aspects of the text, report, performance or activity they are creating or responding to • develop their response to show more awareness of the audience • give priority to the most important points by rearranging the sequence and structure of ideas • conduct further investigation to support an argument or communicate meaning • edit their response to meet task requirements such as word length or page count • include more accurate referencing. <p>Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:</p> <ul style="list-style-type: none"> • written feedback • verbal feedback • feedback provided through questioning • a summary of feedback and advice to the whole class. <p>Teachers will notify Heads of Departments and home tutors by phone, email or SMS on the next working day if drafts are not submitted or raise concern as per the Non-Return of Work (NROW) Procedure. Non-submission of work will be recorded in OneSchool as a behaviour incident.</p> <p>Student responsibility Students are responsible for submitting a draft on or before the due date and for making use of the teacher-provided feedback to revise their work.</p> <p>Home Tutor Responsibly Home tutors are responsible for ensuring that student is submitting draft on or before the due dates.</p> <p>Extension requests of the due date for a draft or checkpoint should be negotiated directly through the teacher.</p> <p>Submission of drafts after the draft due date will impact on the extent of feedback that the teacher is able to reasonably provide.</p>
<p>Managing response length</p>	<p>Students must adhere to assessment response lengths as specified by curriculum documents.</p> <p>The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length will be made available by the subject teacher. • Feedback about length is provided by teachers at draft dates and/or checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus/curriculum, the school will mark only the work up to the required length, excluding evidence over the prescribed limit and, annotate any such student work submitted for confirmation purposes (senior secondary) to clearly indicate the evidence used to determine a result.</p>
<p>Authenticating student responses</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Charters Towers School of Distance Education uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Where the assessment instrument is an examination, the exam supervisor and student are both required to sign the authentication declaration.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p> <p>Charters Towers School of Distance Education uses the APA Style of referencing. The APA Referencing Guide is located on the school website and is explicitly taught in lessons.</p>

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

Charters Towers School of Distance Education is committed to reducing barriers to success for all students. Along with the Queensland Curriculum and Assessment Authority (QCAA), we recognise that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. These barriers may be in relation to their ability to read, respond to or participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

At Charters Towers School of Distance Education, AARA's are to be applied in circumstances that may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The school will distinguish between:

- AARA for Extensions due to illness and misadventure or other unforeseen circumstances beyond control (eg death of a family member). Heads of Department may approve up to 5 days extension. Longer than 5 days must be approved by Deputy Principal. Extension request forms must be submitted in all circumstances.
 - Year 12: Supporting documentation MUST be provided to the school (eg medical certificate or other supporting evidence). Extensions due to illness and misadventure must be reported to QCAA by the school.
- AARA for Reasonable Adjustments for short and/or long-term conditions.

Students are NOT eligible for AARA on the following grounds:

- Unfamiliarity with the English language;
- Teacher absence or other teacher-related difficulties;
- Matters that the student could have avoided (e.g. misreading an exam timetable, misreading instructions in exams);
- Matters of the student's or parent's own choosing (e.g. family holidays).

Where circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for single or multiple assessment events. Refer to the *Charters Towers School of Distance Education AARA Policy and Procedures*.

Applications for AARA For Years 11 and 12

In Senior Schooling, the school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>.

The school principal or principal's delegate manage all approval of AARA's for students.

Managing non-submission of assessments by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and due dates. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. Non-submission of work will be recorded in OneSchool as a behaviour incident.

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result for that assessment may only be awarded if there is sufficient evidence available on or before the due date (e.g. class work, a draft, rehearsal notes, screenshots of student work, teacher observations) to support a judgment of achievement against the relevant standards.

Late submissions will not be graded unless an extension has been approved by the relevant Head of Department or Deputy Principal.

In circumstances where a student response is judged as not-rated (NR), the student may not meet the requirements for that subject.

Non-Submission of Assessment for Prep – Year 10

This result will contribute towards the calculation of the student's end of semester grade.

If there is insufficient evidence available on or before the due date to support a judgment of achievement, the student will not receive a result for the assessment item and will not have a complete folio of work.

If a student has not had the opportunity to submit a complete folio of work, the teacher will make a balanced judgment of achievement for an end of semester grade based on the available evidence.

	<p>For Unit 1 and 2, QCAA General and Applied subjects (Year 11) Assessment in Units 1 and 2 has been planned to provide, across all tasks, sufficient evidence of achievement of the unit objectives.</p> <p>If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will contribute towards the determination of satisfactory completion of the unit.</p> <p>If there is not sufficient evidence available on or before the due date to support a judgment of achievement, the student will not receive a result for the assessment item, and will not have completed the unit.</p> <p>A student who does not satisfactorily complete Unit 1 or Unit 2 does not gain credit for that unit towards their QCE. As a consequence, their QCE eligibility may be at risk, and the school may require the student to reconsider their senior pathway to maintain eligibility.</p> <p>For Units 3 and 4, QCAA General and Applied subjects (Years 11–12) In order to receive an overall subject result from QCAA, a student must complete Units 3 and 4 as a whole by providing responses to each of the summative internal assessments and the external assessment (where relevant) for the subject.</p> <p>If a student does not achieve an overall result for a subject, they will not gain credit for Units 3 and 4 of that subject towards their QCE, and the subject will not contribute towards ATAR calculations. As a consequence, their QCE and/or ATAR eligibility may be at risk.</p> <p>VET (Years 10–12)</p> <p>VET qualifications are made up of Core and Elective units of competency. VET assessment is competency-based, which means that in order to achieve a full VET qualification, a student must be deemed 'competent' in all units of competency. A student will be deemed 'competent' in a unit of competency once all required knowledge and skills have been demonstrated.</p> <p>Under the Standards for RTOs 2015 there is a required volume of learning that must occur for each qualification level. This must be undertaken with observation of the student's developing skills and competencies by the trainer/assessor occurring over time.</p>
<p>Internal quality assurance processes</p>	<p>The School of Distance Education Charters Towers' quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs, Task Specific Marking Guides and GTMJJs) are used to make judgments about student work and are not modified.</p> <p>Years 11 and 12 Provisional Results and Confirmation Processes All marks for summative internal assessment for General, General (Extension) and Applied (Essential) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review processes</p>	<p>The School of Distance Education Charters Towers' internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p> <p>Internal review processes are facilitated and monitored by Heads of Department.</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>See also: <i>External assessment administration guide</i> (provided to schools each year)</p>	<p>Charters Towers School of Distance Education will provide an assessment venue at the school for students to sit their external assessment.</p> <p>Where a student is unable to sit their external assessment at the school, the student will need to arrange and apply to sit the examination at an appropriate venue through the school principal with supporting documentation. This process is called a Variation to Venue. The application for a variation to venue will be endorsed by the principal and submitted to QCAA for approval.</p>

Applications need to be made in the year in which the student will be sitting the external assessment and are to be received by QCAA by the date indicated in that year. Applications may incur a fee.

Each case will be assessed on its own merit. Reasons for applying for an alternate examination venue may include:

- geographically isolated
- representing country or state for an official duty
- feasibility of travelling to the school in the case of schools of distance education.

Reasons not considered valid grounds for applying for an alternate examination include:

- events such as family holidays, birthdays and weddings.

See the QCE and QCIA policy and procedures handbook (Section 10.4.1) for further information on alternate venues for external examinations.

Managing academic misconduct

Charters Towers School of Distance Education is committed to supporting students to complete assessment, to submit work that is their own, and minimise opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

For all instances of academic misconduct

At monitoring:

- The teacher will clearly indicate to the student the section/s of suspected academic misconduct and the need for the student to significantly amend the work.
- The teacher will notify the relevant Head of Department of concerns.
- The teacher will inform parent/ caregiver of concerns and record contact in OneSchool.

At submission:

- The student will be interviewed and given the opportunity to prove ownership or authenticity of work.
 - If academic misconduct is proven the Head of Department will make a judgement that a result is awarded based on the work completed that is original student work, received on or before the due date; or
 - If there is no original work attributed to the student, the student profile will be annotated to reflect this.

The following are some examples of academic misconduct along with the procedures for managing them:

	Types of Misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment, sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam, copies another student's work during an exam.

Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self- plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/caregiver or any person in a supporting role to complete or contribute significantly to the response.
Procedures for Managing Academic Misconduct	
Authorship Issues	When authorship of student work cannot be verified or aspects of a response are not entirely a student's own work, Charters Towers School of Distance Education teachers will provide an opportunity for the student to verify their authorship of submitted work.
All Academic Misconduct	Judgements will be made using available evidence that is verifiably the student's own work and has been submitted under the conditions specified in the assessment instrument. Where there is no available evidence that is verifiably the student's own work that meets the criteria of the assessment task, students will be awarded a Not-Rated (NR).
Academic Misconduct (Examinations)	For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR). Where appropriate, the school's Student Code of Conduct policy will be implemented.

Related school policy and procedures

SDE – *Responsible Behaviour Plan; Student Use of Digital Devices Policy; Managing Student Attendance Policy; APA Referencing Guide*