Primary School
Handbook
Preparatory – Year 6
2021
Welcome to Our Great School

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

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

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

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

John Clark
Principal
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What our School is about

The School of Distance Education provides a comprehensive education through the personalised integration of distance schooling services.

This educational service is accomplished through:

- The provision, enrichment, supplementing and monitoring of curriculum materials;
- Teaching through the mediums of the Internet, text and audio-visual materials, computers and telephone;
- The provision of support materials that include audio and visual resources, manipulative materials, books, digital learning objects and computer software;
- The provision of a range of interesting books and resources from the School’s Resource Centre;
- Face to face contact with students through visits to the school, outreach activity days, mini-schools, workshops, inreaches and excursions;
- Learning activities and experiences provided on-line in both synchronous and asynchronous approaches;
- The provision of means by which students can be introduced to concepts and experiences from outside their immediate environment;
- The provision of assistance to parents, home tutors and schools through training opportunities and support networks; and,
- The conducting of extracurricular activities for students.

School of Distance Education - Charters Towers

Brisk Street, Charters Towers, QLD 4820
Phone: (07) 4754 6888 – Fax: (07) 4754 6800
School E-mail 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;
- Respect for the needs of the students and the community
- Well-resourced programs
- Development of children’s potential to the fullest
- Each child experiencing many and varied forms of success
- Enjoyable learning
- Excellence in teaching
- Parent involvement in the education process
- Development of the home tutor’s skills and interest
- Realistic standards of achievement for each student
- The principles of social justice
- A wide variety of learning experiences
- Independent learners
- Basic mastery of literacy and numeracy skills
- Cooperative learning amongst teachers, home tutors, parents and students
- Acknowledgment of all participants’ roles and responsibilities
- Learning which is meaningful, purposeful and related to real life experiences
- Positive self-esteem
- Appreciation of the arts
- The necessary social skills and courtesy to interact in our society
- Integration of technology into daily life.
Contacting our School

Location
The school is situated at Brisk Street, Charters Towers. See the attached map on page 67, showing where the school is in relation to the town.

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

Telephone
Switchboard 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 8:30 am and 3 pm each school day depending upon lesson delivery and other class obligations.

Fax
Our school has two fax machines – one for administration purposes and one to quickly get work to teachers.
Administration 07 4754 6800
Teachers 07 4754 6842

Email
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. All students are issued with their email address on enrolment. This is the email address the school will use to contact the student.
Administration - ctsde@charterstowerssde.eq.edu.au

Office hours
Monday – Friday 8am – 4pm
Please check with the teacher as to the best times to contact him/her.

Visiting the school
Parents and students are welcome to visit the school to discuss any general aspects of your child’s schooling. It is important, however, that appointments are arranged prior to the visit so that we can ensure the information required and the teachers to be seen are available. For further details on visiting our school, read the section, ‘Student Incidental Visits’.
Enrolment

Eligibility for enrolment in this School of Distance Education is detailed below:

Preparatory Year

Prep is the first year of school and provides the foundation for your child’s education. From 2017, it is compulsory for Queensland children to undertake Prep prior to Year 1. Prep is a full-time program in primary schools. Children attend Monday – Friday, generally from 9 am to 3 pm.

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

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

Parents should discuss their concerns with the Principal of the school in which they plan to enrol their child. Placement of a child into their first year of school is dependent upon the child having the necessary skills to engage in learning.

Parents of compulsory school age children have a legal obligation to ensure that their children are enrolled in school and attend for every day of the education program in which they are enrolled.

Enrolment in, and full-time attendance at Prep, fulfils this obligation.

Age requirements

<table>
<thead>
<tr>
<th>Birth date</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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<tbody>
<tr>
<td>Child born 01 July 2014 to 30 June 2015</td>
<td>Prep</td>
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<tr>
<td>Child born 01 July 2015 to 30 June 2016</td>
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<td>Prep</td>
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<tr>
<td>Child born 01 July 2016 to 30 June 2017</td>
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<tr>
<td>Child born 01 July 2017 to 30 June 2018</td>
<td></td>
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<td></td>
<td>Prep</td>
</tr>
</tbody>
</table>

Eligibility is extended to:

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

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

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

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

Enrolment procedures

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

Primary age requirements

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

Categories of enrolment

Geographic Isolation

According to the Education (General Provisions) Regulation 2000, schedule 3, a student is deemed to be living in a remote area:

a. Where the student’s home -
   i. Is not less than 16km from the nearest applicable school; and
   ii. 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; or
b. Not less than 56km from the nearest applicable school using the route travelled by the transport service; or

   c. 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 3) 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 within Queensland 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 resource security fee of $200.00 is charged and will be refunded on return of resources in good condition.

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 his or her 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 gives the chief executive a medical certificate stating that fact.
**Home Based Learners by Choice**

Students not meeting the criteria for any of the above six 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 the relevant documentation to the school. Contact the Parent Liaison Officer for further information.

**Children Travelling within Australia and Overseas**

Eligibility for enrolment for this grouping is:

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 families 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 as well as a resource security fee of $200 (per student). The resource security fee is refundable upon return of resources in good condition.
Enrolment process

1. Complete the Student Enrolment Application form. This form is available from the school or from our website [www.charterstowerssde.eq.edu.au](http://www.charterstowerssde.eq.edu.au)

2. Include all documentation relevant to the particular category of enrolment as stated on the Application form, including:
   a. Proof of date of birth
   b. Transfer or verification by previous Principal
   c. Copy of most recent school report
   d. Any guidance reports
   e. Student Enrolment Application
   f. Schedule 1 Status Nomination Form (Pink form)
   g. Medical Statement completed by a medical practitioner - for Medical Students only
   h. Itinerary for Travelling families
   i. Proof of Queensland residency for Travelling families
   j. Application for International students
   k. Family Remittance Form (where applicable)

3. Send all applications directly to the school. The school’s address for enrolments is:
   **Principal (Enrolments)**
   The School of Distance Education
   PO Box 685
   Charters Towers, QLD 4820.
   Enrolment materials may be faxed to the school on (07) 4754 6800 or emailed to admin@charterstowerssde.eq.edu.au

4. ACER Testing Required upon enrolment

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 form.

Accident Policy

Parents are advised that the Department of Education Training and the 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 Web conferencing and an online Learning Management System.

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 – 10.9 Mavericks, 10.10 Yosemite, 10.11 El Capitan or later version
  - *Chromebooks and iPads are not supported*

**Memory (RAM)**
- 8GB RAM minimum

**Storage**
- 128GB Hard Disk Drive minimum
  - Solid State drives are better 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 (eg. Logitech H340)
  - *Surround Sound Gaming Headsets are not compatible and will not work.*
  - Noise cancelling feature provides clear communication.

**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.
**Printer / Scanner / Multifunction Device**

USB or networked devices are ideal

Scanner to scan documents or photos etc.

Printer:

- **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)

**Internet Connection**

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

**Telephone**

Landline – you can dial in for audio conferencing (optional)

Headsets, splitters to connect two headsets ad speaker phone options are available for specific phones.

*For most up to date options available to you, consult your phone provider company.*
Our learning programs

Resources

Our school has a wide range of resources which cater for families enrolled within the program. Resources for the Preparatory Year program are covered under the school’s Resource Hire Scheme. Under this scheme parents may choose to participate by paying an annual resource fee and having all materials provided or undertake to provide the required resources themselves while receiving the core materials from the school.

Primary program

This school works with young people in age appropriate groups. The primary section of the school has its own curriculum and teaching leader, the Head of Department, who manages, and is responsible for that sector of the school. The Head of Department is the first point of contact for information regarding activity within a Group.

Diversity of enrolments

The primary section of our School of Distance Education caters for a wide range of children who for various reasons are unable to attend a local school.

Learning materials

Children are supplied with learning materials which are appropriate for their level of development. A range of support materials is also provided. These materials are in the form of books, papers, or forms of digital materials (i.e. USB, DVDs, etc).

Returnable work (i.e. assignment booklets /activities) will be provided in electronic format so that students may return work to their teachers on a daily or several times a week basis.

In each year level there are 8 units of work for Years 1-6 for Maths and English, 4 units of work for Science, 1 units of History and 1 unit of Geography and HASS (Humanities and Social Sciences).

Tutor and teachers – A working partnership

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

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

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

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

- On enrolment students and families are invited to attend the school to be introduced to their teacher/s and the teaching/learning materials
- 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
- Our school also offers a formal skilling and training program for our home tutors. This program leads to a Certificate III in Education Support. Participation in this program is voluntary, i.e. at the tutor’s discretion.
Contact with our School

Curriculum materials

When returning materials to be marked, please ensure the student’s name is clearly marked on the materials. Student’s work will need to be completed regularly. Avoid sending a large batch of work in at the one time as this will restrict the teacher’s ability to offer detailed advice and support.

The preferred method of returning student work is by email on a regular basis. Where the digital activities are used teachers can provide rapid (note that all feedback for summative assessment should occur within five working days) comment and assistance to the student. Paper ‘returns’ may occur, however teacher support will take several weeks due to slower delivery times and the volume of work requiring attention.

Lessons

Daily lessons by teleconferencing, virtual lessons, etc. are available to the students. It is expected that when students are to be absent from virtual lessons, they will notify their class teacher.

Telephone

Students or tutors may contact teachers on direct telephone lines between 9.00 am and 3.00 pm each day or as negotiated with their class teacher. An answering service operates outside of these hours and your enquiry will be answered as soon as possible.

E-Mail

Students or tutors may contact teachers through the e-mail network at any time.

Teachers e-mail addresses are made available in February of each year, and on enrolment at other times of the year.

An Education Queensland email address will be issued to each student from the School or your previous State School. The Home Tutor’s email address is used for school correspondence.

Visits to the school

Students and their families are welcome to visit our school. Please telephone before hand to arrange details of the visit with the teacher concerned. For several days each year, special class and school activities are conducted at the school’s complex in Charters Towers. Incidental visits to our school require students to notify their teacher except in emergent situations. A set of teacher contact times exist for such visits and these are detailed in this booklet.
Field Services – Outreaches

The provision of field services is an important part of the operation of our school. These activities aim to provide social contact, learning support and general access to a range of cultural and educational experiences for our students. These also provide important opportunities for teachers to work with students, assess their progress and evaluate students’ learning programs.

Eligible students are invited to attend a range of field services throughout the year. Contact the school if you would like more information about which field services you may be eligible to attend.

A calendar of school events will be forwarded to all students at the start of each year, or upon enrolment.

School Inreach programs

At certain times during the year, students are invited to Charters Towers to participate in a structured learning experience. Information is forwarded to families throughout the year.

Mini-Schools

Mini-schools are offered to students in the Primary areas twice each year:

These are held at set times each year. The minischools generally run for five days at a time – at Tutor School in Term 1 and in Term 4. Further information is made available throughout the year.

Information about the mini-schools is communicated through the DIRT, weekly notices and notices from the Primary Head of Department.

At certain times during the year, students are invited to Charters Towers to participate in a structured learning experience. Dates for each event are provided in the school events calendar.

Inreach days are when a range of school/learning activities are held at the school in Charters Towers. Forward notice is given to parents, tutors and students so that they can plan to attend. Prior notice to the school of the students attending is necessary so that materials and the program can be successfully organized.

Tutor school

This event is generally held in the last week of February each year in Charters Towers. It provides the opportunity for tutors and parents to meet together 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.
During the tutor school, a primary student program is also offered. Students attend classes each day with their teachers and are accommodated on the school campus with their teachers. Information about this activity is communicated through the DIRT, weekly notices and notices from the Primary Head of Department.

**Mailing**

Curriculum materials for a school year are packaged and delivered or posted in one mailing per semester 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. Example:

1 Postpak / box = $7.15 per 1kg

Every kg after that is only $1.10 per/kg if posted in one large parcel or box.

For 5kg of mail you would send it all in one large parcel or box and it would cost the school $12.65 whereas five smaller envelopes would cost $35.75.

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

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

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.

The mailroom is a secure area and not available to students and tutors. Please ask for your mail at the front counter.
Website

Our school has a website which provides information to students, families and the general public. This website contains:

- The purpose, organisation, location and structure of our school
- Diary of school events
- Electronic lodgement of enrolment enquiries
- A list of approved and educational websites
- School documents that can be downloaded
- Contacts at the school (E-mail addresses)
- Examples of students' work
- Student and family resources

The schools website address is:  [www.charterstowerssde.eq.edu.au](http://www.charterstowerssde.eq.edu.au)

Newsletters

**DIRT**

The School’s newsletter is called DIRT. It stands for “Deliberations, Information, Revelations and Tales”. The aim of DIRT is to 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 DIRT. Contributions for editorial consideration can be sent to the Parent Liaison Officer.
Education support

Access to Education Support programs is made through referrals from:

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

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

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

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

- **Independent Learning Materials** for each subject/year level in the form of a Student Activity/Lesson Book and accompanying Tutor Guide Book as well as additional support materials in the form of books, papers and digital materials (USB, DVD)
- **Online Lessons** through the use of web conferencing and an online Learning Management System, focussing on Mathematics and English.
- **Additional assistance and contact** via email, telephone and other media
- **Face to Face contact** with students through organised individual school visits, Outreach activity days (3 day/outreach area – Term 2 and Term 3), Mini-schools (2 x 5 days - Term 1 and Term 4)

Additional Support

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

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

1. **Differentiated and Explicit Teaching (for all students)**

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

   - Key lessons in the teaching and learning sequence that focus on particular content descriptions (understanding and/or skills) and cognitive demands
   - Focus on the literacy and language demands
   - Reasonable adjustment to the conditions of summative assessment tasks including any special provisions for individual students
   - Effective pedagogical practices that respond to the specific learning needs of groups and individual students
   - Formative assessments that monitor student progress and provide feedback on student learning
• Monitoring tools, such as the P – 10 Literacy continuum and Early Start that track progress and inform differentiation
• Opportunities for collaboration with support staff

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

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

3. **Intensive Teaching (for a small number of students)**
Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understanding and skills. It includes explicitly teaching discrete understanding and/or skills from particular content descriptions. **In the Distance Education setting these are:**

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

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

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

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**Languages**

**Japanese or Chinese**

Study of languages is a compulsory component of Years 5, 6, 7 and 8. It is essential that you attend all lessons as requested by your teacher, and complete all set tasks, as you would for other subject areas. As with any lesson, notify the teacher prior to the lesson if you are unable to attend. If you make an incidental visit to the school, it is a good idea to arrange to see the Language teacher at this time.
School fees and charges

Payment methods
Payment is required with the enrolment application. The Parent Liaison Officer will advise you of the fees to be paid.

Payment can be made by cheque, direct deposit, money order or credit card. Cheques and money orders are to be made payable to the School of Distance Education - Charters Towers and forwarded to:

The Accounts Section
The School of Distance Education, Charters Towers
PO Box 685
Charters Towers Qld 4820

Direct Deposit details
Commonwealth Bank, Charters Towers.
BSB No: 064805
Account No. 00091 251
Name: The School of Distance Education Charters Towers General Account

Please quote invoice number or surname in reference.

Cash should not be sent through the post. An official receipt will be issued for all monies received.

If you have difficulties making payments to the school, please phone the Accounts Section on (07)47546888 to discuss payment options.

Material 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 with payment and Enrolment form to the school.

<table>
<thead>
<tr>
<th>Material</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Kit</td>
<td>$100.00</td>
</tr>
<tr>
<td>Science Kit Year 1</td>
<td>$ 5.95</td>
</tr>
<tr>
<td>Science Kit Year 2</td>
<td>$ 4.95</td>
</tr>
<tr>
<td>Science Kit Year 3</td>
<td>$ 15.95</td>
</tr>
<tr>
<td>Science Kit Year 4</td>
<td>$ 14.95</td>
</tr>
<tr>
<td>Science Kit Year 5</td>
<td>$ 25.95</td>
</tr>
<tr>
<td>Science Kit Year 6</td>
<td>$ 27.95</td>
</tr>
</tbody>
</table>
Loss or damage of returnable school resources

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

Mailing Charges

The school sends material free of charge and pays the return postage for all continuing school age students resident in Australia.

Oversea Students

Students travelling overseas must pay a mail delivery fee to the school. For further information, see the ‘Schedule of Charges’ on the back of the Family Remittance Form.

The school will accept responsibility for dispatch of mail to the Australian address given at enrolment or at subsequent official notification. Any redirection costs for mail will be the responsibility of the family.

Itinerant Students

Mobile families must provide a postal location within Australia to which all their mail will be sent.

Itinerant families must provide a postal location within Australia to which all their mail will be sent.
School community

Parents and Citizens’ Association

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

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

The Associations 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

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 activities shed, amenities block and storage area

Parent Liaison Officer

The role of the Parent Liaison Officer (PLO) is an integral part of school life. This role can only be successful if it is used to its best advantage and this can be achieved by communication and sharing. 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 one
- Be available via the telephone
- Be available for face to face contact
- Contributes to Tutor School 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:

Phone: 07 4754 6888 or email: admin@charterstowerssde.eq.edu.au
Student Council

This student group was 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.

Chaplaincy

The school has a chaplaincy program to support students. 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 purpose of this two day carnival is to offer our children the opportunity to learn about the events. 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 is one of friendly inter-house competition. The Inter-house Athletics Carnival is held over two days – check the annual calendar for specific dates. Students are selected from this carnival 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
To celebrate the successes of the school community, the Student Council conduct a formal celebration activity before the breakup celebrations. This is usually held the week before the school officially breaks for the year.

Dates for all of these special days can be confirmed in the school calendar found on the school’s website.
Responsible behaviour management

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

Our school has clearly stated consequences for acceptable and 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

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be happy and enjoy school</td>
<td>- Treat others as you would like to be treated</td>
</tr>
<tr>
<td></td>
<td>- Respect other classes’ lesson times and do not interfere</td>
</tr>
<tr>
<td></td>
<td>- Respect your peers, teachers, your home tutors and adults</td>
</tr>
<tr>
<td>To grow as an individual</td>
<td>- Access our school’s services</td>
</tr>
<tr>
<td></td>
<td>- Set a good example for younger students in our school</td>
</tr>
<tr>
<td></td>
<td>- Respect the rights of others</td>
</tr>
<tr>
<td>To have a pleasant and safe environment</td>
<td>- Take care of all equipment and facilities</td>
</tr>
<tr>
<td></td>
<td>- Keep the home classroom and school grounds clean and tidy</td>
</tr>
<tr>
<td></td>
<td>- Be sensible when using the school’s equipment such as the Internet and computer</td>
</tr>
<tr>
<td>To be well respected in our communities</td>
<td>- Set a good example when on excursions</td>
</tr>
<tr>
<td></td>
<td>- Be polite to all people</td>
</tr>
<tr>
<td></td>
<td>- To display respect for ourselves and others</td>
</tr>
<tr>
<td>To be safe from harassment</td>
<td>- Don’t harass others</td>
</tr>
<tr>
<td></td>
<td>- Report harassment whether to your or other</td>
</tr>
</tbody>
</table>
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 to 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 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 his/her 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 completion planners
- Encourage your student to attend virtual lessons or to listen to the recordings
- Encourage your student to seek direct assistance from his/her 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, outreaches, mini- schools) by the nominated dates.
- If your student is leaving the school please contact the Primary Head of Department
- Problems affecting return of work must be reported to the school immediately so that alternative arrangements can be made.

Resources

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

Attendance requirements

Attendance at this school is recorded by return of required work and contact with the school. Students who do not submit work on a regular basis will be deemed as truant and further action on the part of the school may be necessary.
Using the Internet/web

The use of the Internet as a learning tool underpins many of the learning programs used in this school. Like any community based resource there are actions that parents and students must be aware of when using the Internet. Parents and tutors are encouraged to:

a. Ensure students are aware of the risks and benefits 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 such 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 unique 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 e-mail 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 telephones by students is restricted during school activities. Our school’s policy is clear:

Mobile telephones 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 Minischools, however, prior arrangement may be negotiated with Minischool coordinators. All phones are held by the school unless needed.

When using mobile telephones students must display courtesy, consideration and respect for others.

Mobile telephones should not be used in any manner or place that is disruptive to the normal routine of the school.

In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

The school accepts no responsibility for student mobile phones during school activities.
Resource Centre (Library)

When students enrol with our school in the Distance and Home Schooling categories they become eligible to borrow from the Resource Centre. Students are encouraged to make regular use of the Resource Centre for both their educational and recreational needs. A wide range of resources is available for loan. Travelling students are not eligible for library services.

Borrowing procedures

The Library Resource Centre in our school contains a wide range of resources for use by students, home tutors, parents and teachers. These materials are available to support the learning and teaching of our community and also to assist in the important recreational activity of reading for enjoyment.

Telephone: (07) 4754 6809
Facsimile: (07) 4754 6800
Email: library@charterstowerssde.eq.edu.au

Hours

The Library Resource Centre is open from 8.30 am until 3.00 pm 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

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, fax or e-mail 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 though. 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 and are a burden on the school. Lost or damaged resources must be replaced or paid for.

Prep Year

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

Primary

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

Returns

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

Queensland State Schools eBooks Digital Library

Queensland State Schools, eBooks digital library is a collection of eBooks and audio books which may be downloaded to computers or compatible mobile devices.
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:

Digital return of work

Students are encouraged to return work in digital format directly to their teacher through email.

When returning work digitally ensure:

- You keep a copy on your computer
- Teacher's email address is correct
- You request a 'delivery receipt' from your email package
- Documents are in **one of the following formats** with your name on each page's header section
  - .doc or .docx (Word Documents)
  - .xls or .xlsx (Excel Spreadsheet)
  - .pdf (Adobe Acrobat Format)
  - .ppt (PowerPoint)
  - .rtf (Rich Text Format)
- Pages are consecutively numbered.

Paper based work

This method uses Australia Post, Couriers or fax transmissions. If returning work in this way, please ensure:

- Work has a cover sheet with student's name and contact details, teacher's name and subject title
- Work is secured with a staple
- Student name is at the top of each page
- Pages are consecutively numbered.

Students must complete work regularly and send worksheets or tasks to the subject teacher in accordance with the work rate calendar. Submitting large amounts of work in one subject at the same time, does not allow effective teaching to occur as errors are continued rather than corrected.

Fax number for return of work: (07) 4754 6842

Return of work

The school accepts the return of work in various formats e.g. digital, paper, audio.
Audio files
Audio work will be accepted in the following formats:

- WOW
- MP3 digital format

Digital MP3 files may be returned as an email attachment up to 30 MB in size or on a 'flash drive'.

Visual files
Images are to be in one of the following formats: .gif .jpg

Digital images and Video files may be returned as an email attachment (if under 3.2 Mb in size) or CD-ROM or on a ‘flash drive’. Remember to consider the size of images you are using; images should be no more than the size of a standard photograph.

Video files must be in MP4 or AVI format with the following minimum settings:

- 150 kbps or greater OR
- Display size 320 x 240 Video files may be sent to the school in CD-ROM, or DVD or on a ‘flash drive’ / USB drive.
Lesson expectations

Virtual lessons

Students need to be punctual and ready to answer names on the first roll call. If there are any messages, these should be indicated at this time.

- Lesson printout for the day.
- Any other items the teacher has requested

Students need to remember the learning management system conventions –

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

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

Feedback

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

Year 3 and Year 5 NAPLAN Test

- Literacy - Reading, writing, proofreading for spelling, punctuation and grammar errors. Numeracy - number, space and measurement through problem solving.
- Students complete these tests totally independently. Year 3 and 5 students need to be allowed to complete a large proportion of their unit work independently including reading and understanding the instructions to prepare them for this assessment.
- The NAPLAN test will be completed by all Year 3 and 5 students in May of each year. Your class teacher will advise you at the beginning of the year when the dates of the NAPLAN tests are.

Curriculum DVDs/USBs

The digital resources for some subjects are provided to you on a DVD or a USB. Using this resource to run the learning objects is often more reliable than the Internet and will save you some broadband time.
Reports

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

The requirements for reporting are specified in the P-12 Curriculum, Assessment and Reporting Framework.

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents and the community, so that parents understand;

- The learning expectations for the student
- The student’s achievement against expected standards
- How well the student is engaging with the expected learning
- How the student may be able to improve.

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

Written reports

The student report includes:

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.

Preparatory

Applying The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

Making Connections The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations.

Working With The student can work with the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
Exploring
The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts facts and procedures. The student applies a varying level of skill in situations familiar to them.

Becoming Aware
The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts facts and procedures. The student is beginning to apply skills in situations familiar to them.

N
Insufficient evidence to make a judgement.

Years 1 and 2

Very High
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.

High
The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.

Sound
The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them, in some contexts.

Developing
The student is developing knowledge, skills and understanding and is able to apply them, with support, in some contexts.

Support Required
The student requires significant support to develop knowledge, skills and understanding.

N
Insufficient evidence to make a judgement.

Years 3 to 6

A
Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

B
Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

C
Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.

D
Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

E
Evidence in a student’s work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes.

N
Insufficient evidence to make a judgement.
Effort and Behaviour for Years 1 - 6 are reported for each student against the following rating.

- Excellent
- Very good
- Satisfactory
- Needs attention
- Unacceptable

Written comments outline what a student has achieved and provide advice on areas for improvement.
Required resources
All Primary Years required resources

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

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

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

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

Materials to be supplied by students for Prep Year
(In addition to the Required Resources for all Primary Years)

Items available through the school:
- Soundwaves Foundation Pack – National Edition
- Writing Time F Book (Queensland’s Beginner’s Alphabet)

General Resources:
- 13 x scrapbooks
- 2-3 wallet folders (that are able to enclose work and USBs)
- 3 ring binders (optional)

Resource Kits:
- OPTIONAL Blue Box – this box is available for $100 hire fee. Due to the size and weight, this box is only available for collection (it cannot be posted). These resources are listed inside the Blue Box.
Materials to be supplied by students for Year 1

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

Items available through the school office:
- Soundwaves Student Book: Year 1 – National Edition
- Soundwaves Words and Sounds Book

General Resources:
- Set of unifix cubes – 100
- Attribute blocks
- Set of 3D wooden shapes
- Counters – 100
- 6 x Year 1 red and blue lined writing books (one for each subject area)
- 2 x grid books (1cm grid)
- 6 x wallet folders (one for each subject area)
- Bundling materials (paddle pop sticks and rubber bands)
- Display folder for reading resources

Resource Kits:
- Science Tool Kit Resources – listed in the Starter Kit Booklet for Year 1
- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 1

Materials to be supplied by students for Year 2

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

Items available through the school office:
- Soundwaves Student Book: Year 2 – National Edition
- Soundwaves Words and Sounds Book (from Year 1)

General Resources:
- Set of unifix cubes – 100
- Attribute blocks
- Set of 3D wooden shapes
- Counters – 100
- MABs – ones, tens and hundreds blocks
- Measuring scales
- Balance scales
- 1 kg weight
- Dictionary
- Primary Atlas
- 6 x A4 Year 3 red and blue lined writing books
  – for English, Science, HASS
- 2 x grid books (1cm grid)
- 4 x Lever arch folders with plastic sleeves - for unit books
- Display folders – for Audio materials
- Bundling materials (paddle pop sticks and rubber bands)

Resource Kits:
- Science Tool Kit Resources – listed in the Starter Kit Booklet for Year 3
- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 3

Materials to be supplied by students for Year 3

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

Items available through the school office:
- Soundwaves Student Book: Year 3 – National Edition
- Soundwaves Words and Sounds Book

General Resources:
- Set of unifix cubes – 100
- Attribute blocks
- Set of 3D shapes
- MABs – ones, tens and hundreds blocks
- Measuring scales
- Balance scales
- 1 kg weight
- Dictionary
- Primary Atlas
- 6 x A4 Year 3 red and blue lined writing books
  – for English, Science, HASS
- 2 x grid books (1cm grid)
- 4 x Lever arch folders with plastic sleeves - for unit books
- Display folders – for Audio materials
- Bundling materials (paddle pop sticks and rubber bands)

Resource Kits:
- Science Tool Kit Resources – listed in the Starter Kit Booklet for Year 3
- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 3
Materials to be supplied by students for Year 3

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

Items available through the school office:
- Soundwaves Student Book: Year 3 – National Edition
- Soundwaves Words and Sounds Book (optional from Year 2)

General Resources:
- Set of unifix cubes – 100
- Attribute blocks
- Set of 3D shapes
- MABs – ones, tens and hundreds blocks
- Measuring scales
- Balance scales
- 1 kg weight
- Dictionary
- Primary Atlas
- 6 x A4 Year 3 red and blue lined writing books – for English, Science, HASS
- 2 x grid books (1cm grid)
- 4 x Lever arch folders with plastic sleeves - for unit books
- Display folders – for Audio materials
- Bundling materials (paddle pop sticks and rubber bands)

Resource Kits:
- Science Tool Kit Resources – listed in the Starter Kit Booklet for Year 3
- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 3

Materials to be supplied by students for Year 4

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

Items available through the school office:
- Soundwaves Student Book: Year 4 – National Edition

General Resources:
- Set of 3D shapes
- Protractor (180o)
- Compass
- Measuring jugs
- Containers
- Tape measure
- Dictionary (from Year 3)
- Thesaurus (from Year 3)
- Primary Atlas (from Year 3)
- Water bottle
- 6 x A4 Year 5 lined exercise books – for English, Spelling, other subjects
- 3 x A4 botany books – for Science, HASS
- Clear contact to cover books - optional
- 2 x A4 grid books (1cm grid)
- 6 x A4 ring binders (3 or 4 rings)
- A4 plastic sleeves/pockets
- 1 x A4 display book/folder – for Art
- Shoe box
- Playdough

Digital Resources:
- Windows Movie Maker
Art Resources:
- Acrylic paints
- Paint palettes
- Water containers
- Newspaper
- Apron / Paint shirt
- Cardboard
- PVA glue
- 3 x different colours of cellophane

Resource Kits:
- Science Tool Kit Resources – listed in the Starter Kit Booklet for Year 5
- Mathematics Tool Kit Resources – listed in the Starter Kit Booklet for Year 5

Materials to be supplied by students for Year 6

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

Items available through the school office:
- Soundwaves Student Book: Year 6 – National Edition

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

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

<table>
<thead>
<tr>
<th>Teaching aids</th>
<th>School uniforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribute Blocks – Plastic</td>
<td>School Shirts</td>
</tr>
<tr>
<td>Geometric Shapes - Wooden Shapes</td>
<td>$33.00</td>
</tr>
<tr>
<td>MAB Blocks - Plastic</td>
<td>Hats</td>
</tr>
<tr>
<td>Animal Counters pack of 96</td>
<td>$11.00</td>
</tr>
<tr>
<td>Unifix Cubes pack of 10</td>
<td>Student ID Cards</td>
</tr>
<tr>
<td>Writing Time F Prep</td>
<td>$5.00</td>
</tr>
<tr>
<td>Soundwaves Prep</td>
<td></td>
</tr>
<tr>
<td>Soundwaves Year 1</td>
<td>$19.80</td>
</tr>
<tr>
<td>Soundwaves Words and Sounds Year 1 – tutor copy</td>
<td>$8.80</td>
</tr>
<tr>
<td>Soundwaves Year 2</td>
<td>$19.80</td>
</tr>
<tr>
<td>Soundwaves Words and Sounds Year 2 – tutor copy</td>
<td>$8.80</td>
</tr>
<tr>
<td>Soundwaves Year 3</td>
<td>$19.80</td>
</tr>
<tr>
<td>Soundwaves Words and Sounds (if haven’t already bought from previous year – check with teacher)</td>
<td>$8.80</td>
</tr>
<tr>
<td>Soundwaves Year 4</td>
<td>$19.80</td>
</tr>
<tr>
<td>Soundwaves Year 5</td>
<td>$19.80</td>
</tr>
<tr>
<td>Soundwaves Year 6</td>
<td>$19.80</td>
</tr>
</tbody>
</table>

NB: School colours are as follows:
- Hat - Royal Blue
- Shorts/Skirts - Royal Blue
- Shirts - Royal Blue with Gold collar and trim

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.

Credit Card Facilities available or direct deposit to account. Bank Details are:
- BSB No: 064 805
- Account No: 00091 251
- Name: Charters Towers School of Distance Education

Please quote invoice number or surname in reference.
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.

School terms 2020

Term 1
27 January – 1 April

Term 2
19 April – 25 June

Term 3
12 July – 17 September

Term 4
5 October – 10 December
Absenteeism

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

- The Education Act which makes it compulsory for students under the age of 17 to attend school, unless the Minister authorises an absence. The Minister has delegated this authority to Principals. Absences are unauthorised unless a decision is made to authorise them.

- The Youth Allowance, Austudy and Abstudy Regulations, which render students ineligible for payments if they are absent from school without approval by the school, or if the student has been suspended; and student or parent/guardian supplies information which satisfies the Principal that the absence should be authorized.

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

Absentee procedures

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

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.

Students may cancel their enrolment at any time, but parents or guardians must inform this school in writing. “Cancellation of Enrolment” forms can be found in the Student Information Folder.

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

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

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

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

For further details on the schools’ policy on Managing Student Absences, please check this website: http://www.charterstowerssde.eq.edu.au

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

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

Where a student is in danger of being regarded as truant, the school’s Engagement Officer will contact parents/caregivers to provide information, advice and support.

Where truancy does occur, the situation is passed onto other authorities for legal action.
Preparing yourself

Prepare for each unit

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

1) Check the “Unit materials” to make sure you have received all the materials in the unit package. Do this as soon as you receive the package so that you can notify your teacher immediately if anything is missing.

2) Scan the list of learning outcomes to gain an idea of what is expected that your learner will achieve throughout the unit.

3) Read the unit overview and the lessons. This will give you an idea of what is covered in the unit and will introduce you to the topics.

4) Read the lesson schedule provided by your teacher.

5) Read the assessment schedule.

Prepare for each day

1) Read the information in the lessons.

2) Have a quick look through the day’s activities the day or night before and note any particular features or teaching points to be covered. Once you are confident with the systems and routines within the program, for example, spelling and handwriting, you may find reading only headings and bolded steps will be adequate preparation.

3) Prepare materials needed for the day’s activities. Involve your learner in the preparation and setting up of materials as much as possible. Cooperation and participation by them in these areas will encourage him/her to develop greater independence. If you have two or more children of school age, their involvement will also help lighten your preparation.

4) Look at the days requirements in the lesson schedule provided by your teacher.
Plan your time/establish a routine

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

For example:

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

Organise/reorganise your daily program

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

The way you respond to your learner’s reading affects his/her development of reading confidence and independence. If you listen too critically, your learner may become reluctant to try.

Your learner is trying to become an independent reader. No-one learns something new without making mistakes. Your positive support and guidance is vital.

All readers

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

Note:

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

Reading strategies include:

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

When your learner reads correctly:

- Praise your learner when he/she:
  - Reads a sentence correctly
  - Corrects a mistake himself/herself
  - Gets a word correct after you’ve prompted him/her.

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

- Avoid interrupting the reading, because interrupting the flow is more of a problem than the mistake.
- Wait to give your learner a chance to correct the mistake. If he/she doesn’t correct the mistake, return to this word later (this may be at the end of the sentence or paragraph). At this time let your learner know that although the word he/she used made sense, the real word begins (or ends) with. Ask your learner what he/she thinks it might be.
When your learner makes a mistake that doesn’t make sense and reads on:

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

When your learner stops and can’t continue:

- Wait at least 5 seconds to see if your learner works out the next word.
- Ask your learner to leave the word out and read on:
  - Wait to see if your learner works out the next words
  - If your learner reads on, come back to the omitted word and help him/her to work it out.
- Model reading on for your learner:
  - Point to the beginning letter and run your finger along under the rest of the sentence. Wait again to see if your learner continues. If not,
  - Read the words leading up to the word, but don’t read the word itself. Say the beginning sound of the word and the rest of the sentence.
- Wait again. If your learner still can’t read the word:
  - Say the correct word
  - Read the sentence from the beginning again
  - Talk about the meaning of the word in the sentence
  - Ask your learner to re-read the sentence and read on.

Help

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

If your learner ......

- Reads correctly
  - Offer praise and support

- Makes a mistake that still makes sense
  - Avoid interrupting the reading
  - Wait to give your learner a chance to correct the mistake
  - If he/she doesn't self-correct:
    - Return to the word later and tell your learner that the word he/she used made sense but the real word begins (or ends) with letter _______
    - Ask your learner “What do you think it could be?”

- Makes a mistake that doesn’t make
  - Wait to give your learner a chance to correct the mistake
  - If he/she doesn't self-correct:
    - Ask, “Does that make sense”
    - Model strategies for self-correcting

- Stops and can’t continue
  - Wait to give him/her time to work out the word.
  - If he/she doesn't continue:
    - Ask him/her to read on or model reading on.
    - Come back to the omitted word and help him/her to work it out.
    - If the word is not likely to be known, say it quickly and read on

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

Correcting spelling in your learner’s writing

- As a general rule, you should be expecting your learner to spell known words correctly.
- Point out spelling patterns only if you think your learner will be able to use the information again.
- It is realistic for your learner to identify a few words which are spelt incorrectly. It is not expected that you will point out misspelled words that your learner can't be expected to know. Proofreading becomes an important part of Year 1 work, as the year progresses.
- You may point out sound—letter patterns that your learner has been exposed to in the past, such as those on word family lists.
  - Do this after your learner has finished writing and reading the words out loud.
  - You can help her/him to circle the error and write the whole word correctly above.

- Let your learner take the lead. It is not expected that her/his spelling will always be correct. Your learner’s teacher does not expect to see perfect work.
- Accept reasonable suggestions for words that can’t be spelt by listening to the sounds.
- It is important to support your learner’s school environment with word sources that can be used for his/her writing. These should be displayed or within easy reach near your learner’s working area:
  - Personal Dictionary
  - Word Wall
  - Sound Waves Chart
  - Word family charts
  - Spelling sheets
  - Books
Proof reading marks

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

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

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

<table>
<thead>
<tr>
<th>Check spelling</th>
<th>Add a word/letter</th>
<th>Delete a word/letter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>^</td>
<td>/</td>
</tr>
</tbody>
</table>

Errors with Capital letters Under part of word

Grammar Mistake under part of the word

Paragraphing

[ ]

Words that should be joined

Check punctuation . , “ “ ? ! Capital letters

Sometimes, it is useful to use different colours

Student self-check editing guide

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

Example: **Self-check Editing Guide ✓**

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

Using the phone

All teachers have a phone with an 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 ring mobile phones on a regular basis. If you have a mobile phone only, it is your responsibility to make phone contact with the school. Also, 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

“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.

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

- You should use at least two sentences. You need to make sure you clearly convey your message.

- In the formal environment of the school you must use correct language. You must write full words. Do not use abbreviations, slang or SMS language. Only use commonly accepted abbreviations such as ‘etc’. Check with your teacher.

- Appropriate Greetings include:
  
  Dear Ms……
  Dear Mr……

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

Appropriate sign-offs include:

  Yours,
  Yours sincerely,
  Thanking you,
  Regards,

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

- Make sure you check your email for any technical errors such as spelling, punctuation or grammar before you send it. Also check for meaning. Make sure that it says what you want it to say in a respectful and courteous tone.

- Make sure you are clear and courteous in your requests for help. Do not say “hey how do you do question 6?” This is a common sort of email teachers receive. This does not have an appropriate greeting or punctuation and there is no sign-off. Nor does it mention the subject, unit, page number or specific question.

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

  Dear Miss Wheeler,

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

  Yours sincerely,

  Billy Campbell.
Financial assistance

The following types of allowances are available:

Commonwealth of Australia

Assistance for Isolated Children Scheme

A federal government Allowance is available for students who are:

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

For full and up to date details:

- Contact any Centrelink branch or Centrelink Student Service Office for application forms.
- Phone the AIC Scheme Nation Number: **13 23 18** or

Abstudy (Aboriginal & Torres Strait Islander Students)

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:

**Telephone:** 13 2317

**Fax:** 07-3393 8177


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:**

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

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

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

Benefits are provided on the basis that students submit work **consistently** in all subjects from the time in which they enrol. Submitting large amounts of work at one time does not compensate for previous lapses.

We can help students resolve difficulties but only if the school is advised in writing or email so that the problem can be officially recorded and addressed.

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

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

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

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

Annual Computer Hardware Subsidy

Offered as part of the State Government’s support to geographically isolated and medical students, this $250 government subsidy may be used to:

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

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

Annual Broadband Subsidy

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

When is the subsidy paid?

• Families meeting eligibility requirements will be paid in April each year
• Subsequent payments will be made in October each year as newly enrolled families become eligible.
School structure – Who does what and who to contact?

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Role and responsibilities</th>
<th>Who and how to contact…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>• Strategic planning and school policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Accountability for all areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advocacy of school needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Representing Dept of Education</td>
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<tr>
<td></td>
<td>• School governance</td>
<td></td>
</tr>
<tr>
<td>John Clark</td>
<td>Cameron Burke</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:iclar218@eq.edu.au">iclar218@eq.edu.au</a></td>
<td><a href="mailto:cburk20@eq.edu.au">cburk20@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>T.: 07-47546888</td>
<td>T.: 07-47546888</td>
<td></td>
</tr>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>• Operational planning</td>
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<td></td>
<td>• Primary levels</td>
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<tr>
<td></td>
<td>• Languages</td>
<td></td>
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<td></td>
<td>• Special Education</td>
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<tr>
<td></td>
<td>• Understudy of principal’s role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of daily routine of school</td>
<td></td>
</tr>
<tr>
<td>Cameron Burke</td>
<td>Sarah Jenkins</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cburk20@eq.edu.au">cburk20@eq.edu.au</a></td>
<td><a href="mailto:sjenk42@eq.edu.au">sjenk42@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>T.: 07-47546888</td>
<td>T.: 07-47546888</td>
<td></td>
</tr>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>• Operational planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Secondary levels 11 &amp; 12 &amp; VET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Flexible Learning Initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understudy of principal’s role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of daily routine of school</td>
<td></td>
</tr>
<tr>
<td>Sarah Jenkins</td>
<td>Navdeep Singh</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:sjenk42@eq.edu.au">sjenk42@eq.edu.au</a></td>
<td><a href="mailto:nsing55@eq.edu.au">nsing55@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>T.: 07-47546888</td>
<td>T.: 07-47546888</td>
<td></td>
</tr>
<tr>
<td><strong>Head of Department</strong></td>
<td>• Daily operation of primary years</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>• Teaching and learning programs in primary years</td>
<td></td>
</tr>
<tr>
<td>Andrea Franklin</td>
<td>• Primary learning materials</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:afran139@eq.edu.au">afran139@eq.edu.au</a></td>
<td>• Processing of student enrolment and induction into school</td>
<td></td>
</tr>
<tr>
<td>T.: 07-47546922</td>
<td>• Teaching in primary levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student engagement in primary year levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of primary teaching team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Initiate and monitor support to tutors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manage primary curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Head of Department</strong></td>
<td>• Teaching and learning programs in Humanities</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>• Learning materials</td>
<td></td>
</tr>
<tr>
<td>Angela Mroz</td>
<td>• Management of Humanities sector and programs</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:amroz1@eq.edu.au">amroz1@eq.edu.au</a></td>
<td>• Student engagement in the Humanities department</td>
<td></td>
</tr>
<tr>
<td>T.: 07-47546991</td>
<td>• Initiate and monitor support to tutors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manage secondary curriculum across Humanities subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Humanities - History 7-10, Ancient History, Modern History 11-12, Economics and Business, Civics and Citizenship)</td>
<td></td>
</tr>
<tr>
<td><strong>Head of Department</strong></td>
<td>• Teaching and learning programs in Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Learning materials</td>
<td></td>
</tr>
<tr>
<td>Michael Hunter</td>
<td>• Management of Mathematics sector and programs</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:mhunt73@eq.edu.au">mhunt73@eq.edu.au</a></td>
<td>• Student engagement in the Mathematics</td>
<td></td>
</tr>
<tr>
<td>T.: 07-47546878</td>
<td>• Initiate and monitor support to tutors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manage secondary curriculum across Mathematics subjects</td>
<td></td>
</tr>
</tbody>
</table>

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
- **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
- **Still concerned…**
<table>
<thead>
<tr>
<th>Head of Department</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **English**        | - Teaching and learning programs in English  
                    - Learning materials  
                    - Management of English sector and programs  
                    - Student engagement in English  
                    - Initiate and monitor support to tutors  
                    - Manage secondary curriculum across English subjects |
| Nicholas Blauw     | njbla0@eq.edu.au |
| T.: 07-47546913    |                  |
| **Science**        | - Teaching and learning programs Science  
                    - Learning materials  
                    - Management of Science sector and programs  
                    - Student engagement in Science  
                    - Initiate and monitor support to tutors  
                    - Manage secondary curriculum Science subjects |
| Narelle D'Arcy    | ndarc2@eq.edu.au |
| T.: 07-47546893    |                  |
| **VET**            | - Teaching and learning programs VET  
                    - Learning materials  
                    - Management of VET sector and programs  
                    - Student engagement in VET  
                    - Initiate and monitor support to tutors  
                    - Manage secondary curriculum VET subjects |
| Wendy Rea          | wrea4@eq.edu.au  |
| T.: 07-47546888    |                  |
| **Languages**      | - Teaching and learning programs in Languages  
                    (Mandarin, Japanese, etc.)  
                    - Language learning materials  
                    - Management of Language sector and programs  
                    - Student engagement in this year level  
                    - Initiate and monitor support to delivery schools and tutors |
| Yeongmin Gwon     | yxgwo0@eq.edu.au |
| T.: 07-47546889    |                  |
| **Flexible Learning Initiative** | - 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 |
| Tracy Burke        | tburk27@eq.edu.au|
| T.: 07-47546847    |                  |
| **Special Education** | - Teaching and learning programs for students with recognised/verified special needs  
                                  - Specific learning materials (Individual learning plans)  
                                  - Management of sector and programs  
                                  - Student engagement in these endorsed programs  
                                  - Initiate and monitor support to tutors |
| Karen Smith        | ksmith291@eq.edu.au |
| T.: 07-47546829    |                  |

---

**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  

**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
### Administrative Assistance

| BUSINESS MANAGER  | - Management of support areas and finance  
|                  | - Supervision of support staff  
| Kate Hill        | 07 4754 6810  

| FINANCE OFFICER  | - Financial administration  
|                  | - Family accounts  
| Suzanne Wright   | 07 4754 6825  

| FRONT OFFICE STAFF  | - Reception/telephone  
|                     | - Purchasing of school uniforms, curriculum items and souvenirs  
| Chris Peckett       | 07 4754 6888  
| Kalista Sorensen    |  
| Tylen Gibb          |  

| MAILROOM AIDE  | - Mail collection  
|               | - Enquiries  
| Natalie Adcock | 07 4754 6819  

| CURRICULUM AIDE  | - Curriculum boxes  
|                  | - Missing curriculum items  
| Clancy Hyde      | 07 4754 6818  

| TELELESSONS  | - Lesson dial in 4754 6888  
| Jade Matthews  | 07 4754 6801  

| COMPUTER HELP  | - Assistance with email  
|               | - Assistance with software  
| Jade Matthews  | 07 4754 6801  

| PARENT LIAISON OFFICER  | - Enrolment information  
|                          | - Rural and family support agency service, parent email, DIRT  
| Michele Brown            | 07 4754 6894  
|                          | - General enquiries  
|                          | - Tutor support  

| STUDENT DATA  | - Enrolment input  
| Alyson Rainbow | - Statistical reports  
| Tahnee Wallace | - OneSchool administration  
| 07 4754 6888  |  

| SUPPORT SERVICES  |  
| Contact Parent Liaison Officer for information on:  
| - Tutor support  | - DIRT Newsletter  
| - Share concerns | - Towers Talk  
| - Liaise with school staff for parents | - Parent email notices  
| - Enrolment Enquiries | - Knowledge of support services  

THE SCHOOL OF DISTANCE EDUCATION  
CHARTERS TOWERS  
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## Acronyms

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

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

**Indigenous Issues**
- Aborigines Welfare Fund 1800 803 097
- Child Care Information Service 1800 637 711
- Child Support Enquiries 131 272
- RAFS Teams:
  - Nth Qld Field Coordinators 07 4092 6426
  - Emerald 07 4658 1104
  - Longreach 07 4658 1104
  - Remote Family Care Service 1800 887 769

**Counselling**
- Parent Help Line 1300 301 300
- Kids Help Line (Non Govt) 1800 551 800
- Relationships Aus (Dist. Counselling) 1800 176 002
- Women’s Info link 1800 177 577
- Social Worker (Charters Towers) 4787 5422

**Domestic Violence**
- Domestic Violence 1800 811 811
- Telephone Service

**Drugs**
- Alcohol and Drug Information Service 1800 177 833
- Drug Arm Support Line 1300 656 800

**Allowances**
- Centrelink Qld Rural Call Centre 13 23 18
- ABSTUDY 13 23 17
- Parent Liaison Officer 4754 6888

**Families, Youth and Community Care**
- Crisis Care 1800 177 135
- Gaming Machine Community Benefit Fund 1800 633 619
- General Enquiries 1800 811 810
- Frontier Services 1800 687 769
- Lifeline 131 114

**Fire**
- Rural Fire Ban Information 1902 270 555

**Health**
- Child Imunisation Line 1800 671 811
- Medicare Information 132 011
- Pharmaceutical Benefits 1800 020 613
- Health Information Line 07 3236 4833
- The Women’s Health Centre 1800 017 676
- Community Health 4787 0361
- RFDS 4743 2802

**Hotlines**
- Drought (Primary Industries) 1800 808 555
- Natural Resources 1800 240 691
- Justice of the Peace Enquiries 1800 639 409
- Legal Aid Telephone Service 1300 651 188
- State Ombudsman 3005 7000

**Legal**
- Country Link 1800 026 222
- Office of Rural Communities 1800 803 788