

# Distance Ed

## Prep – Year 12 Handbook

2026

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# Welcome To Our Great School!

We are proud to provide a high-quality, flexible and inclusive education for students from primary through to senior schooling. Our school community reflects a diverse range of backgrounds, with students learning from remote communities, rural districts, regional towns and urban centres across Queensland.

Learning is delivered through a flexible and integrated model that combines curriculum materials, online lessons, digital learning tools, and ongoing support through email, phone contact and teacher visits to regional centres. This approach ensures students can access a supportive and engaging learning experience, regardless of their location or individual circumstances.

Supported by dedicated staff, modern facilities and quality programs, our school is committed to fostering both academic achievement and personal development. We aim to help every student grow, succeed and thrive through a meaningful and relevant education.

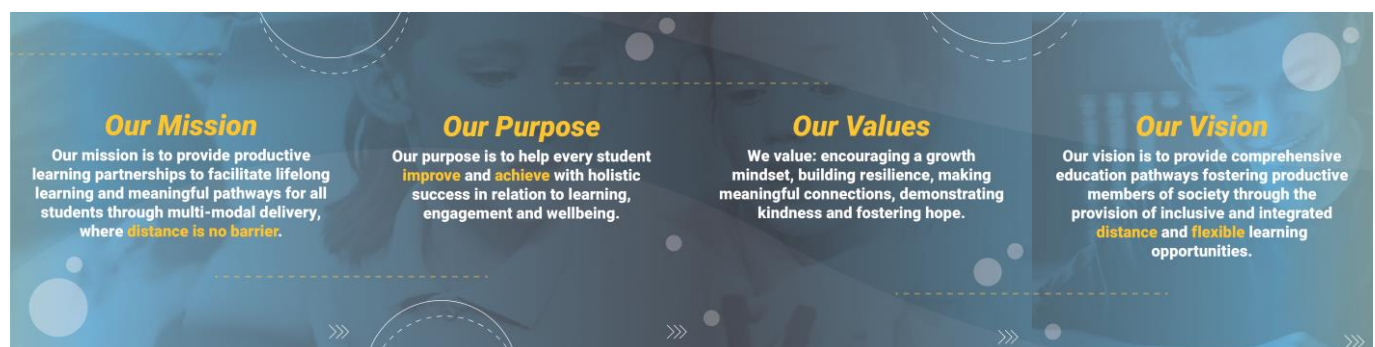
We hope this handbook is a helpful guide and look forward to welcoming your family into our supportive and connected school community.

## What Our School Is About

The School of Distance Education delivers a comprehensive and high-quality education through a personalised and flexible distance learning model. This is achieved through:

- Delivery and ongoing support of curriculum materials.
- Multi-modal teaching methods, utilising internet platforms, printed and audio-visual materials, computer-based tools and telephone communication.
- Access to a wide range of support materials, such as digital learning objects, books, audio and visual resources, learning kits and educational software.
- A well-resourced school Resource Centre, offering diverse and engaging learning materials to support student development.
- Face-to-face learning opportunities, including school visits, Outreach activity days, Inreach programs, workshops and excursions.
- Opportunities to explore concepts and experiences beyond students' immediate environments, broadening their educational horizons.
- Support for parents and home tutors, including training sessions and access to support networks.
- A variety of extracurricular activities, encouraging student engagement, creativity and connection within the school community.


## Values and Beliefs



## School Terms 2026

Term 1	Term 2	Term 3	Term 4
27 January – 2 April	20 April – 26 June	13 July – 18 September	6 October – 11 December


# Directory

 07 4754 6888

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

 15 - 23 Brisk Street, Charters Towers

 [charterstowerssde.eq.edu.au](http://charterstowerssde.eq.edu.au)

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

 **Office Hours:**  
**Monday – Friday, 8:00am – 4:00pm**

**Teacher Hours:**  
**Monday – Friday, 8:30am – 2:30pm**

## Administration Contact

An answering service operates outside of school hours. Enquiries received during this time will be responded to as soon as possible.

## Staff Contact

All teachers and administration staff have individual telephone extensions and email addresses, which are provided to students at the start of the school year or upon enrolment.

Our school's primary method of communication is via email.

## Visits to the School

Students and their families are welcome to visit the school. Visits must be arranged in advance by contacting the student's teacher by phone or email. As teachers may be involved in other school activities, at least 48 hours' notice is generally required to ensure staff availability.

## School Administration Team

Position	Name	Contact
Main Contact	Front Office	<a href="mailto:ctsde@charterstowerssde.eq.edu.au">ctsde@charterstowerssde.eq.edu.au</a> 07 4754 6888
Parent Liaison Officer	Michele Brown	<a href="mailto:mbrow540@eq.edu.au">mbrow540@eq.edu.au</a> 07 4754 6888
Enrolments Officer	Alyson Rainbow	<a href="mailto:awill238@eq.edu.au">awill238@eq.edu.au</a> 07 4754 6840
Induction Officer	Sophie Baron	<a href="mailto:sbaro10@eq.edu.au">sbaro10@eq.edu.au</a> 07 4754 6849
IT Help	Jade Matthews	<a href="mailto:jmatt273@eq.edu.au">jmatt273@eq.edu.au</a> 07 4754 6801
IT Support	Daniel Brooks	<a href="mailto:dbroo152@eq.edu.au">dbroo152@eq.edu.au</a> 07 4754 6910
Finance Officer	Kate Hodgetts	<a href="mailto:khodg136@eq.edu.au">khodg136@eq.edu.au</a> 07 4754 6825
Mailroom Aide	Natalie Adcock	<a href="mailto:nadco11@eq.edu.au">nadco11@eq.edu.au</a> 07 4754 6819
Business Manager	Lana Harrison	<a href="mailto:lharr535@eq.edu.au">lharr535@eq.edu.au</a> 07 4754 6957
FLIQ Administration	Ann-Maree Hando	<a href="mailto:ahand56@eq.edu.au">ahand56@eq.edu.au</a> 07 4754 6887

## School Leadership Team

Position	Name	Contact
Principal	Pamela Prichard	<a href="mailto:ppric10@eq.edu.au">ppric10@eq.edu.au</a> 07 4754 6888
Deputy Principal – Primary	Katie Baumgart	<a href="mailto:kmoor186@eq.edu.au">kmoor186@eq.edu.au</a> 07 4754 6888
Deputy Principal – Junior Secondary	Navdeep Singh	<a href="mailto:nsing55@eq.edu.au">nsing55@eq.edu.au</a> 07 4754 6888
Deputy Principal – Senior Secondary	Sarah Jenkins	<a href="mailto:sjenk42@eq.edu.au">sjenk42@eq.edu.au</a> 07 4754 6888
Deputy Principal – Inclusion	Gina Sanders	<a href="mailto:gsand27@eq.edu.au">gsand27@eq.edu.au</a> 07 4754 6888
Head of Department – English	Angela Mroz (Acting)	<a href="mailto:amroz1@eq.edu.au">amroz1@eq.edu.au</a> 07 4754 6991
Head of Department – Mathematics	Deb Brownson	<a href="mailto:dbrow112@eq.edu.au">dbrow112@eq.edu.au</a> 07 4754 6937
Head of Department – Science	Kate Ruthenberg	<a href="mailto:kruth22@eq.edu.au">kruth22@eq.edu.au</a> 07 4754 6802
Head of Department – Humanities	Angela Mroz	<a href="mailto:amroz1@eq.edu.au">amroz1@eq.edu.au</a> 07 4754 6991
Head of Department – Digital Innovations, HPE and Tech	Amanda Cuming	<a href="mailto:acumi0@eq.edu.au">acumi0@eq.edu.au</a> 07 4754 6843
Head of Department – Art	Kathy Macdonald	<a href="mailto:klmac0@eq.edu.au">klmac0@eq.edu.au</a> 07 4754 6942
Head of Department – Languages	Yukari Doi	<a href="mailto:yxgwo0@eq.edu.au">yxgwo0@eq.edu.au</a> 07 4754 6875
Head of Department – VET	Carly Szerstuk	<a href="mailto:crsze0@eq.edu.au">crsze0@eq.edu.au</a> 07 4754 6946
Head of Department – Inclusion Prep – Year 6	Helen Brooks	<a href="mailto:hbroo18@eq.edu.au">hbroo18@eq.edu.au</a> 07 4754 6918
Head of Department – Inclusion Years 7 – 9	Blue Chan	<a href="mailto:hlcha1@eq.edu.au">hlcha1@eq.edu.au</a> 07 4754 6862
Head of Department – Inclusion Years 10 – 12	Emili Skowronski	<a href="mailto:eskow2@eq.edu.au">eskow2@eq.edu.au</a> 07 4754 6882
Head of Department – Student Services Prep – Year 6	Allan Georgee	<a href="mailto:ageor29@eq.edu.au">ageor29@eq.edu.au</a> 07 4754 6826
Head of Department – Student Services Years 7 – 9	Evelyn Ellis	<a href="mailto:eeell0@eq.edu.au">eeell0@eq.edu.au</a> 07 4754 6846
Head of Department – Student Services Years 10 – 12	Rochelle LeBoutillier	<a href="mailto:rlebo1@eq.edu.au">rlebo1@eq.edu.au</a> 07 4754 6904
Head of Department – Student Services VET Years 10 - 12	Stacey Alloway	<a href="mailto:sallo8@eq.edu.au">sallo8@eq.edu.au</a> 07 4754 6906
Head of Department – Flexible Learning Initiative QLD	Ros Ferguson	<a href="mailto:rferg41@eq.edu.au">rferg41@eq.edu.au</a> 07 4754 6856
Head of Department – Curriculum	Rebecca Sorrensen	<a href="mailto:rnsor0@eq.edu.au">rnsor0@eq.edu.au</a> 07 4754 6879

# Enrolment

## Eligibility and Requirements

School-aged individuals who undertake home-based learning, whether due to limited access to local schools or by personal choice, may be eligible to enrol at our school. Before an enrolment can be accepted, proof of date of birth must be sighted (e.g., birth or baptismal certificate, passport or clinic card). To be considered for enrolment the student must meet the following requirements:

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

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

## Categories of Enrolment

### Geographic Isolation

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

1. the person's principal place of residence
  - a. is at least 16km from the nearest applicable school; and
  - b. is at least 4.5km from a school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable school; or
2. the person's principal place of residence
  - a. is at least 16km from the nearest applicable school; and
  - b. is less than 4.5km from a school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable school; and
  - c. is –
    - i. at least 56km from the nearest applicable school using the route travelled by the transport service; or
    - ii. at least 3 hours travelling time a day from the nearest applicable school using the transport service.

### Medical Condition

The student cannot attend a state school, other than a school of distance education, for more than 80 consecutive school days because of the person's state of health. Documentation to support an application (Schedule 2: Medical Form) for eligibility under the medical condition category must include the supply of information from a relevant medical practitioner, registered under the Medical Practitioners Registration Act 2001 and/or registered under the Psychologists Registration Act 2001 concerning the medical condition of the student. This information is to be provided **annually** in response to advice outlining the services of the distance education provider. Education Queensland will have the right to seek a second opinion.

### Itinerant Lifestyle

A person has an itinerant lifestyle if the nature of the occupation in which the person or a parent of the person is engaged:

1. the person'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 the school year immediately before or after the relevant school year; or
2. the person spends at least 60 school days of the relevant school year (consisting of periods of 5 consecutive school days or more) away from the person's principal place of residence; or
3. the person'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
4. the place where the person lives changes at least twice in the relevant school year and the person does not have a principal place of residence; and
5. the person spends at least 120 school days of the relevant school year in the State.

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

## Exclusion

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

1. The person is suspended from a State school under [chapter 12, part 3, division 2](#) on a charge-related ground; or
2. the person -
  - a. is excluded from a State school under [section 291](#), or from certain State schools under [section 298](#); and
  - b. would live in a remote area if the school, or schools, from which the person is excluded were taken not to be a nearest applicable school for the definition *remote area*; or
  - c. the person is excluded from all State schools under [section 298](#);

## Family Circumstance

1. The person cannot attend a State school, other than a school of distance education, because the person is caring for the person's child or a child for whom the person has or exercises parental responsibility; or
2. The person can not attend a State school, other than a school of distance education, because the person is caring for someone, other than a child, on a regular basis; and provides a medical certificate stating that fact.

## Children Travelling within Australia and Overseas

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

- Families are required to be Queensland residents. Proof of Queensland residency will be required. This may take the form of an electoral roll registration; current rates notice or equivalent documentation
- Educational programs 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.

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

## Home Based Learners by Choice

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

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

## School-Based Learners

Our school supports both school-based enrolments and mainstream enrolments, in line with our standard enrolment categories. This flexible approach ensures we can cater to a diverse range of student needs and pathways. Students enrolled in a mainstream school may undertake a course of study through this school. Arrangements for enrolment in this category are through the Principal of the student's base school.

### State School-Based Enrolments

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

### Non-State School-Based Enrolments

An Annual Enrolment Fee will apply to all Non-State School enrolments at a distance education School. Non-State Schools may apply for a fee wavier which will be considered on a case-by-case basis. For further information, contact our school.

# Enrolment Process

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

**Post:**

Principal (Enrolments)  
The School of Distance Education  
PO Box 685 (or) 15 – 23 Brisk Street  
Charters Towers QLD 4820

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

3. Students must complete all mandatory online diagnostic testing.
4. Enrolment interviews are held by the Deputy Principal for all year levels.
5. Enrolments are approved by the Principal.
6. Payment of the Annual Enrolment Fee.
7. Principal approves application.
8. Student must complete the mandatory Induction (induction invitations are emailed to both parents and students).
9. Students are made Active in OneSchool.
10. Log in details are emailed to the parents, with IT Help Sheets. These and curriculum materials are mailed to Primary Schooling families only. Years 7 – 12 learning resources accessed online.
11. Students can now begin lessons.

**Please note:** Allow at least three weeks for the enrolment process to be completed. To help avoid delays, we encourage families to provide all necessary documentation promptly. Our team works hard to ensure students can begin their schooling as quickly as possible.

# Technology Requirements for Students

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

## Operating System:

- Microsoft Windows 11 recommended
- Apple Mac OS 15 sequoia
- *NOTE: Chromebooks and iPads are not supported\**
  - Tablets, iPads and handheld devices can be used short term, or as a backup or when travelling. These devices will not be suitable for long term use as they do not meet the requirements for all aspects of your students' learning.

## Specifications:

- 8GB RAM minimum, 16GB RAM recommended
- 128GB Hard Disk Drive minimum, 256GB + recommended
- Solid State drives are faster but not essential

## Monitor (optional)

- A monitor that supports HDMI connection is recommended as a laptop screen size can be too small for some students.

## Headset

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

## Camera:

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

## USB Ports

- Recommend several USB ports on device 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

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

## Internet Connection

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

## Microsoft 365

While enrolled at Distance Education you can download and install Microsoft Office 365 on up to 5 devices (Mac or Windows) per student account for free. You will need your EQ log in ID and password to access the download link.

The Office suite provided by EQ includes the following programs:

- Outlook
- Word
- Excel
- PowerPoint
- OneNote
- SharePoint
- Class Notebook
- OneDrive

# School Fees and Charges

The School of Distance Education is committed to keeping costs to a minimum while providing high-quality educational resources. Dependent on the category of enrolment, the annual enrolment fee will apply. For more information contact the Parent Liaison Officer. Payment is required during the enrolment process, and the Parent Liaison Officer will advise families of all applicable fees. A statement can be requested from the school's Finance Department at any time. If you have difficulties making payments to the school, please phone our Finance Department on (07 4754 6888) to discuss payment options.

## Payment Methods

<b>The Accounts Section</b>	The School of Distance Education, Charters Towers PO Box 685, CHARTERS TOWERS Qld 4820
<b>Direct Deposit Details</b>	Commonwealth Bank, Charters Towers. <i>Please quote invoice number or surname in reference.</i> <b>Name:</b> The School of Distance Education Charters Towers General Account <b>BSB:</b> 064805 <b>Account:</b> 0009 1251
<b>BPOINT Details:</b>	<b>Phone:</b> 1800 BPOINT (1800 276 468) <b>Enter CRN</b> – (Customer Reference Number) found on invoice/statement. Cash amount and card details must not be sent through the post.

## Learner By Choice Fee

The Learner by Choice fee is set annually by the Department of Education and can be found on our school's website. The payment of this fee must be forwarded with the enrolment application or have negotiated a payment schedule with the school. Students may seek a waiver from the education charges by supplying the relevant documentation to the school. Application forms for seeking a waiver of this fee can be obtained from the Parent Liaison Officer. During the duration of your child's enrolment, you may be eligible for a refund or payment.

## Stationery and Required Resources

All curriculum related learning materials are provided by the school at no cost. However, families are required to supply some additional resources for their child's learning, such as stationery and equipment. Details of this stationery and required items are outlined in the 'Required Resources' sections of this handbook for Primary, Junior Secondary and Senior Secondary students.

## The Student Resources Scheme

The Student Resource Scheme (SRS) is an optional program that helps families access learning resources that are not funded by government allocations. While schools provide many learning materials, government funding does not cover items intended for individual student use, such as textbooks, specialist resources, or personal devices. These items are ordinarily the responsibility of families to supply. The SRS offers a convenient and cost-effective option for parents to access these required resources through the school. The SRS includes essential subject-specific costs, including mandatory online services required to complete course content.

Parents who choose to participate pay an annual fee based on their selected payment arrangement. Where a student enrolls part-way through the year, a pro-rata fee may apply.

Families who do not participate in the SRS are responsible for providing all required resources themselves, as outlined by the school. Parents may choose to join or opt out of the scheme in future years by submitting a new Participation Agreement Form, which will replace any previous agreement.

Participation in the scheme is optional. If you choose not to participate, a list of the required resources can be obtained from the School Office.

## Mailing Charges

The school provides free postage for sending and returning materials within Australia for all continuing school-age students.

## Items for Sale

Our school has a variety of items for sale. 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 only. Materials available for sale, including GST, are listed below:

Teaching Aides	Price	Year Level
Writing Time F Prep – Adventures in Handwriting	\$15.40	Prep
Think Mentals 1 – Maths Strategies and Practice	\$16.70	Year 1
Soundwaves 1 – Shiny Shell	\$19.80	Year 1
Soundwaves 2 – Trotting Tigers	\$19.80	Year 2
Words and Sounds Dictionary - Crazy Kites	\$8.80	Year 3
Soundwaves 3 – Seals Swim Seals Slide	\$19.80	Year 3
Soundwaves 4 – Zebra in a Zoo	\$19.80	Year 4
Soundwaves 5 – Lizards Like Lollipops	\$19.80	Year 5
Soundwaves 6 – Jumping Jellyfish	\$19.80	Year 6

## School Uniforms

Blue School Shirts	\$33.00	All
Blue Broad Brim Hats	\$11.00	All
House Shirt - Short Sleeve Kids	\$25.00	All
House Shirt - Short Sleeve Adults	\$30.00	All
House Shirt - Long Sleeve Shirt	\$35.00	All
House Shirt - House Bucket Hat	\$15.00	All

## Cookbook

Another Helping of Generation of Bush Cooking	\$28.00	Available to the general public as well as students.
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## Student ID Cards

Student ID Cards are available free of charge for continuing students enrolled in our school. To obtain a student ID card, send through a photo (shoulders up) to [ctsde@charterstowersssde.eq.edu.au](mailto:ctsde@charterstowersssde.eq.edu.au). The photograph must be clear, taken against a plain background and should not be a selfie. Please ensure the photo is taken by another person. Once your photo is submitted, our school will create the ID card, and it will be posted to you. \*Please note that ID cards expire on 31 December of the current year.

# Financial Assistance

## Textbook Resource Allowance

In 2026, the school will cover all costs exceeding the Textbook and Resource Allowance (TRA). This means there will be no out-of-pocket costs for families, with CTSDE funding any additional resource requirements. The operation of the scheme was approved by the school's P&C Association at its meeting in February 2026.

## ICT Subsidy Scheme

Schools of Distance Education administer the Distance Education ICT Subsidy Scheme, which provides financial assistance to help eligible families with the cost of computer equipment. The subsidy is available to students enrolled in a geographic isolation or medical category. Geographically isolated students are also eligible for an additional subsidy for subscribing to an Internet service.

## Hardware Subsidy

### (Geographically Isolated and Medical Enrolments)

The annual Hardware Subsidy of **\$472** for students currently enrolled in an SDE in the distance/geographically isolated and medical categories, is to assist with upgrading, enhancing or purchasing computer equipment for enhancing student learning. These payments occur annually in April and October. Newly enrolled students will be eligible for the subsidy following six months of continuous enrolment. These subsequent payments will be made in October.

## Broadband Subsidy

### (Geographically Isolated Enrolments)

The Broadband Subsidy of **\$517** for students currently enrolled in an SDE in the distance/geographically isolated category, is to assist with offsetting the costs of broadband Internet access and download charges for the home classroom. Distance education students enrolled in the geographically isolated category for a minimum period of six months (continuous) and who either have access to broadband Internet or who commit to getting broadband Internet access during the school year are eligible to receive the subsidy.

## Commonwealth of Australia

### Assistance for Isolated Children Scheme

A federal government Allowance is available for students who are:

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

For full and up to date details:

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

### Abstudy (Aboriginal & Torres Strait Islander Students)

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

## Youth Allowance

Youth Allowance is available to eligible students and Australian Apprentices aged 16–24 who are studying or training full time. Applicants must meet residence, income and assets requirements, and be enrolled in an approved course or apprenticeship.

Some 16–17-year-olds may qualify if they are independent, need to live away from home, or have completed Year 12. Eligibility for full-time secondary students under 18 is limited to specific circumstances.

You can find out more on the Services Australia website.

# Contact with our School

## Email

Each student is required to have a nominated Home Tutor. The school recommends using one dedicated Home Tutor email address for all school communication related to the student's learning. This helps ensure important messages are kept in one place and are not missed among personal emails. Any sensitive or personal communication will be directed to the student's parents or carers.

Students are issued with their Department of Education (EQ) email address at the time of enrolment, and this will be used for all student correspondence.

Each teacher and staff member have a unique email address, which is provided to students at the beginning of the school year, upon enrolment, or when updates occur.

## Lessons

The school's learning management system is QLearn, which is used to access online lessons, course materials, schedules and resources.

All lessons are delivered online via Microsoft Teams and are recorded to support flexible learning. While lesson recordings are available, students are strongly encouraged to attend live lessons whenever possible to remain engaged and keep up with their learning program.

As all courses require internet access to download materials and submit work electronically, it is important that families ensure they have reliable and consistent internet connectivity before enrolling.

## Student Notices and Assemblies

Notices about upcoming events and activities such as Field Services, Inreaches, and Outreaches are communicated to Home Tutors via email by the Parent Liaison Officer. Student notices are also published on QLearn.

Primary assemblies are held periodically throughout the term, with dates and times communicated in advance.

Weekly assemblies for Years 7-12 are held each Monday at 8:30am on MS Teams.

## Website

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

- The purpose, organisation, location and structure of our school
- Calendar of school events
- Contacts at the school
- Student and family recourses

## Newsletters (D.I.R.T.)

The school's newsletter, D.I.R.T. (Deliberations, Information, Revelations and Tales), is published four times each term and emailed to home tutors.

The purpose of D.I.R.T. is to share learning programs, highlight school events and achievements, reflect on past activities and inform the school community about upcoming initiatives. It also addresses relevant educational topics and offers support resources for students and tutors.

Parents, students and staff are encouraged to contribute. Submissions for editorial consideration can be forwarded to the Parent Liaison Officer.

## Attendance and Work Return

Work returns are regularly scheduled submissions of work throughout the term in addition to assessments. Due dates for work returns and assessments are indicated on the Work Rate Calendar for each subject, available through QLearn. Work returns and assessments are to be submitted via QLearn. Failure to submit work as per the Work Rate Calendars will be considered truancy.

Regular return of work allows teachers to monitor progress, provide timely feedback and support both students and their home tutors. If a student or family is having difficulty keeping up with this schedule, it is essential they contact the class teacher or the relevant Head of Student Services. Students are expected to allocate an equivalent amount of time to each subject, consistent with mainstream schooling expectations.

## Who and How to Contact?

If you have a question or concern, follow this process:

### **The Child's Teacher**

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

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

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

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

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

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

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

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

### *If you are still concerned: Principal*

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

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

## Mailing

Curriculum resources for the school year are packaged and delivered to students each term.

Envelopes and Business Reply Paid slips can be requested from the school. The school covers postage within Australia when families make reasonable efforts to package materials appropriately. Please use the Business Reply Paid slips and wrap parcels carefully before sending them. For multiple items, using a Postpak is more economical.

Consistent misuse of the prepaid mailing service may result in suspension of this privilege for the student or family. If returning materials during office hours, please register them at the front office. Families in Charters Towers are encouraged to drop off items in person when possible. For after-hours drop-offs, a mail slot for smaller parcels is located on the mailroom door.

Mail is forwarded to families weekly. If visiting Charters Towers, please check with office staff for any waiting mail. Calling ahead allows parcels to be prepared for collection. Visitors must sign in at the front office before accessing the mailroom.

## Postpak

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

Included in the pack is:

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

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

## Mailroom Procedures

The school does NOT pay for express postage and only provides registered post if sending legal documents and items of monetary value (gift card, etc). The school does NOT track posted items. While curriculum boxes are only posted each term, mail is still posted throughout the term at the teachers' request. Should your address change after enrolment, please notify the school by contacting the office or by sending an email to your child's teachers to update your records accordingly.

### Overseas Student:

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

### Travelling/Itinerant Lifestyle:

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

## Curriculum Resources

Curriculum boxes will be provided to students in Prep – Year 6 at the beginning of each term or upon enrolment depending on subject requirements, examples include library and curriculum books, Science Kits and Art Kits.

If you are notified those resources are overdue:

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

Caring for resources and/or reporting damage:

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

Damage/Loss of resources:

- Families are responsible for the care of all returnable school resources. If any items are lost or returned in a damaged condition, a replacement fee will be charged on the depreciated value of the item.

# Lesson Expectations and Information

**Note:** Access to a computer, home tutor email and the internet is essential for success in distance education.

## Student Expectations for Online Learning

At the School of Distance Education, students are expected to engage fully with their learning through regular attendance and active participation in online lessons. The school day runs from **8:30am to 2:30pm**, and students are required to either attend live lessons or view recordings if absent.

Students are also expected to:

- Stay engaged in all subjects each term.
- Plan for regular weekly study time (around 4–6 hours per subject).
- Work through lesson materials and practice activities before starting assessments.
- Submit work online via QLearn and keep tasks clearly labelled.
- Keep in touch with your teachers and ask for help promptly if needed.
- Complete all assessment tasks and work steadily across all subjects in accordance to the subject Work Rate Calendar.

## Lesson Attendance and Participation

- Students must be punctual and ready to answer their name during the initial roll call.
- If unable to attend a lesson, students should notify the school beforehand.
- All online lessons are recorded to support students who are absent or wish to revise key concepts.
- Lessons are delivered via our online learning management system MS Teams

## Required Materials for Each Lesson

Before each lesson begins, students should be prepared with:

- An exercise book or workbook
- Writing tools (pencil, eraser, sharpener, pens, etc.)
- Ruler
- Scientific calculator
- Any additional items requested by the teacher

## Online Learning Protocols

To ensure lessons run smoothly and all students benefit, the following protocols should be observed:

- Speak clearly and at a moderate pace
- Raise your digital 'hand' before speaking
- Use respectful, school-appropriate language
- Allow others to speak and respect their opinions
- Inform your teacher if you're having difficulty with a task
- Discuss personal matters or complex questions (e.g., assignment help) with the teacher after the lesson via a scheduled call or message

## Roll Class

The Roll Class Teacher:

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

## Preparing Yourself

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

- Textbooks and resource materials
- School information: teachers' telephone numbers and email addresses
- Lesson timetable which displays allocation of teachers and a list of your specific subjects for the term
- Communication and welcome from your teachers
- Work Rate Calendar for each enrolled subject

## Receiving and Managing Materials

- **Term 1 materials** are sent before the school year begins.
- **Terms 2 - 4 materials** are sent at the end of the previous term.
- Students enrolling mid-year will receive their materials upon enrolment.

Once received:

- Check that you've received the correct subject materials.
- Store and organise materials so they're easy to locate.
- Check with your teacher to ensure you have everything you need.

## Student Timetables

All students are provided with a weekly timetable outlining their scheduled lessons. Junior Secondary and Senior Secondary students can access and download their timetable through OneSchool, with instructions available on the school's website. Primary students will receive their timetable from their Roll Class Teacher upon enrolment.

## Student Diaries

Student diaries are provided for students in Years 7–12 to support effective organisation and time management. Diaries may be used to plan online lessons, track work submissions and assessment deadlines, and record important school events. When used alongside a weekly timetable, the diary supports students to plan and manage their learning responsibilities proactively.

# Work Rate Calendars

Each subject includes a Work Rate Calendar that outlines the expected weekly, and in some cases daily, learning tasks. Teachers carefully plan and structure the curriculum each year, breaking it into manageable sections and scheduling lessons and assessments evenly to ensure all curriculum requirements are completed within the school year. Work Rate Calendars support effective time management by helping students plan their learning on a daily, weekly and term-by-term basis. As online learning often requires a higher level of independent organisation than families may initially expect, developing strong time-management skills is essential. All students are provided with a Work Rate Calendar for each enrolled subject.

## How Does a Work Rate Calendar Work?

A Work Rate Calendar functions similarly to a standard calendar and is read in the same way. It provides a clear overview of learning expectations and key dates for each subject.

Each Work Rate Calendar includes the following information:

- Subject name
- Year level and term
- Weekly breakdown of the term
- Dates for each week
- Required learning tasks
- Deadlines for work submission
- Details of work to be submitted
- Assignment due dates (Years 10–12)
- Examination weeks (Years 10–12)
- Important school events (e.g. camps and external examinations)

Work Rate Calendars are accessible through QLearn. If you are unable to locate your Work Rate Calendar, please contact your teacher for assistance.

## Completed Digital Return of Work

Students are required to submit their work digitally through the QLearn portal. When submitting, please ensure that:

- You keep a copy of your work on your computer.
- Your files are in a common, accessible digital format compatible with QLearn.

## Files Not Supported

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

# Getting Organised: Sample WRC

Charters Towers School of Distance Education

## Work Rate Calendar (WRC) 2026

**Subject: Ancient History**

**Year 11**

**Term 1**

It is important that all students follow the **WRC** in conjunction with **QLearn Class Resources** and other assigned materials. All students should **attend scheduled lessons**. Variations and differentiated instruction: At certain times a teacher may access different resources, make minor amendments to topics or adjust **'Work Return'** depending on the ability and needs of the different students in the class. Announcements about any of these minor adjustments will be made in QLearn and/or via email.

**Public Holidays** Monday 26 January – Australia Day Holiday, Friday 3<sup>rd</sup> April – Good Friday Public Holiday

**School Holidays** Saturday 4 April – Sunday 19 April

### Assessment / Work Return

Attendance at CTSDE means completing assigned work (Work Returns) as per school attendance policy.

**Supervised Assessment** Please be aware that summative exams need to be supervised by your official exam supervisor in years 10-12.

**Non-Supervised Assessment** Students and Home Tutors are required to sign the declaration on the front of the task sheet confirming that all non-supervised assessment is their own work.

**Work Return** These are regular send in tasks that assist us to support students and provide feedback.

Key	Legend			Work Return		Summative Assessment	
	WR	AT	AT C	AT D	AT F	AT E	
The WR/AT code refers to: term/item number	Work Return	Assessment Task	Assessment Task Checkpoint	Assessment Task Draft	Assessment Task Final	Assessment Task Exam	

### Year 11 Ancient History

Week	Dates	Unit/ Topic	Lesson description	Independent Work	Work Return
1	(26 Jan – Australia Day) (27-28 Jan – Tutor Development) 26 Jan – 30 Jan.	Unit 1 Topic 1: Investigating the ancient past	L1: <b>Monday - No lessons due to Public Holiday. Tuesday - No lessons due to Tutor Development Days.</b> L2: Online lesson - Getting started. L3: Introduction to Ancient History and familiarisation with QLearn History vs Archaeology	<ul style="list-style-type: none"> <li>Complete Work Return task &amp; submit in QLearn by 5pm Friday.</li> </ul>	<b>WR 1.1</b> Get-to-know-you activity Due 5pm Fri 30 Jan
2	2 Feb – 6 Feb		L1: Why discovery is sometimes about destruction L2: Evaluating evidence L3: Analysing ancient evidence and making judgments– how to use the “Critical analysis of a source” document	Texts to read that will develop your understanding: Antiquity 1 Ch1-Ch7 Senior Ancient History for Qld Ch 1-Ch2	
3	9 Feb – 13 Feb		L1: Significance of human remains L2-3: Analysing secondary evidence – how to interpret secondary written sources - how to use the “Critical analysis of a source” document	Texts to read that will develop your understanding: Antiquity 1 Ch1-Ch7 Senior Ancient History for Qld Ch 1-Ch2	<b>WR1.2</b>
4	16 Feb – 20 Feb		L1-2: Writing a paragraph response using evidence (TE8L) L3: Cross referencing sources	Texts to read that will develop your understanding: Antiquity 1 Ch1-Ch7 Senior Ancient History for Qld Ch 1-Ch2	
5	(T1 Inreach) 23 Feb – 27 Feb	Unit 1 Topic 2: Believe, ritual and funerary practices	L1: Egypt Geographical location and time period L2: Understanding an Independent source investigation; How to use JSTOR L3: Beliefs About Death & the Afterlife; Beliefs, Rituals and their Significance and Influence	Texts to read that will develop your understanding: Antiquity 1 Ch8 Senior Ancient History for Qld Ch 6 6.7-6.9 The Ancient World Transformed Y11 Ch7	<b>WR2.1</b> Quiz QLearn Fri 27 Feb 5pm
6	2 Mar – 6 Mar		L1: Attitudes & beliefs about death & the afterlife L2: Writing a KIQ L3: Researching (JSTOR and Museum sites) & writing SubQs	Access JSTOR and research!!	
7	9 Mar – 13 Mar		L1: Egyptian gods and symbolism L2: The afterlife: What evidence do we have? L3: Independent source investigation discussion	Access JSTOR and research!!	<b>WR2.2</b> Initial KIQ Monday 9 May 5pm
8	16 Mar – 20 Mar		L1: Funeral ceremonies, the Book of the Dead and grave goods L2: Mummification L3: APA referencing	Access JSTOR and research!!	
9	23 Mar – 27 Mar		L1: Selecting & analysing sources L2: Analysing sources L3: Critical analysis within the ISI – what to include in the analysis and what to include in the historical argument	Access JSTOR and research!! Analysing sources	<b>WR2.3</b> SubQs Monday 23 Mar 5pm
10	(3 Apr – Swim Carnival) 30 Mar – 3 April		L1: Writing a historical argument L2: <b>Thursday – No lessons due to CTSDE Swimming Carnival.</b> L3: <b>Friday – No lessons due to Public Holiday.</b>	Access JSTOR and research!! Analysing sources	

# Attendance, Engagement and Truancy

Regular participation in schooling is a legal requirement for students at compulsory school age. School Principals are responsible for monitoring and authorising student absences in line with relevant legislation. If the student is unable to attend a lesson, students should notify the school beforehand. Absences are considered unauthorised unless approval is granted by the school.

For students studying in a distance education school, attendance is demonstrated through the regular completion and return of schoolwork. Students who do not submit work in line with their Work Rate Calendars, without an approved reason, may place their enrolment at risk. Families will be notified if concerns arise regarding a student's level of engagement.

Parents and carers are legally responsible for ensuring their child is actively participating in their education program. This includes supporting their child to complete required work and return it to their teachers as scheduled.

If difficulties with attendance or work completion occur, families are encouraged to contact the student's teacher as early as possible to discuss support options and make alternative arrangements where appropriate. While the school will work with families to resolve issues, ongoing non-participation may result in truancy and required reporting to relevant authorities in accordance with legislation. The school is required to provide attendance and engagement information to government agencies where applicable. In some cases, insufficient participation may impact eligibility for government financial assistance, such as Youth Allowance or Assistance for Isolated Children.

Where a student is at risk of being classified as truant, the relevant Head of Student Services will contact parents or carers to provide guidance, support and advice.

Further information can be found in the school's Managing Student Absences Policy on the school website.

## Reports

Report Cards are issued at the end of each semester. An interim report is also issued at the beginning of Term 2.

**The student report templates include:**

- **Subject Areas:** Each student's report will contain achievement information about each learning area studied.
- **Achievement Codes:** These codes describe the student's overall achievement for each learning area studied against what is expected at the time of reporting.
- **Effort and Behaviour:** Are reported for each student. Written comments outline what a student has achieved and provide advice on areas for improvement.

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

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

**Detailed descriptions of the reporting scales for Primary, Junior Secondary and Senior Secondary are outlined in the relevant sections of this handbook.**

## Parent Teacher Interviews

Parent Teacher interviews are held throughout the year to support student learning and progress. Parents and carers are encouraged to contact their child's teacher at any time if they have questions or concerns about their child's learning, progress or wellbeing, or if they wish to discuss what their child is currently working on. Parents will be contacted prior to the Parent Teacher's Interviews to organise their sessions.

# Role of Home Tutors

For students at compulsory school age (under 16 years), an adult, typically a parent or guardian, assumes the role of Home Tutor. In some circumstances, a Home Tutor may be engaged from outside the family; families are encouraged to contact the Parent Liaison Officer for further information. The role of the Home Tutor is essential to the success of students in a distance education setting.

## Supervision and Guidance

- Support the student in organising an appropriate learning environment and accessing required study resources.
- Establish and maintain a consistent daily study routine aligned with the Work Rate Calendars.
- Encourage the timely commencement of tasks and support the student to remain on track with their learning program.
- Monitor and ensure the regular submission of completed work in accordance with the due dates outlined in the Work Rate Calendars.
- Promote attendance at scheduled online lessons or ensure lesson recordings are viewed when live attendance is not possible.
- Guide the student through learning tasks, providing assistance with presentation, editing and task completion where appropriate.
- Encourage the student to seek support from teachers via email or telephone when required.
- Provide ongoing encouragement, motivation and appropriate supervision to support sustained learning progress.
- Familiarise yourself with all course materials and the school's online learning platforms.

## Communication

- Respond promptly to invitations for school events, such as Inreaches and Outreaches, by the nominated deadlines.
- Notify the school immediately if there are issues affecting the return of work or if alternative arrangements are needed.

## Resources

- Ensure all required learning materials are received at the start of each term.
- Return any unused or no longer needed resources to the school promptly.
- Support and encourage your student to access and use library resources.

## Attendance Requirements

Attendance at Charters Towers School of Distance Education includes:

- Completion of all assigned work according to the subject Work Rate Calendars.
- Participation in scheduled online lessons or engaging with lesson recordings if attendance is not possible.

## Using the Internet / Web / Technologies

Online learning is an essential part of our school's programs, and students regularly use the internet to access lessons, resources and digital tools. As with any online environment, it is important that parents, carers and home tutors actively support safe and responsible use.

Parents and Home Tutors are encouraged to:

- Monitor students' online activity.
- Ensure students understand potential online risks and the steps that can be taken at home to minimise these risks.
- Establish clear guidelines for appropriate internet and email use.
- Prepare students to respond safely if they encounter unexpected or inappropriate online content or interactions.

As part of the school's enrolment agreement, parents and carers acknowledge that:

- The internet provides valuable learning opportunities for students.
- Online access connects students to information and resources from around the world.
- The school cannot control all material available online.
- A small portion of online content may be inappropriate, unsafe or offensive.

Teachers uphold their duty of care at all times; however, fostering safe online behaviour also requires students to use digital resources responsibly and make informed choices when navigating the internet.

# School Community

## Teacher's Role

Our teachers work in partnership with Home Tutors and students to support effective learning and engagement. This professional relationship is maintained through:

- Regular communication with Home Tutors and students, primarily via email or telephone.
- Timely marking of student work and the provision of constructive feedback to support progress.
- Prompt responses to enquiries and questions related to learning and assessment.
- The delivery of scheduled weekly online lessons to guide instruction and maintain continuity of learning.

## Parent Liaison Officer

The Parent Liaison Officer is the initial point of contact for families, providing support and guidance throughout the enrolment process.

Effective communication is central to this role, and families are encouraged to contact the Parent Liaison Officer at any time to discuss concerns, seek guidance or provide feedback. The Parent Liaison Officer plays an essential role in supporting families and strengthening connections within the school community.

Key responsibilities of the Parent Liaison Officer include:

- Responding to all enrolment enquiries.
- Supporting families to ensure a smooth and positive transition into distance education.
- Being available for communication via telephone or face-to-face contact.
- Liaising with CTSDE staff on behalf of parents and carers.
- Maintaining communication with the Parents and Citizens' (P&C) Association and sharing relevant information with families.
- Reporting parental concerns to the school as required.
- Providing information about available support services and resources.

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

- **Phone:** 07 4754 6888
- **Email:** [ctsde@charterstowerssde.eq.edu.au](mailto:ctsde@charterstowerssde.eq.edu.au)

## Parents and Citizens' Association

The Parents and Citizens' (P&C) Association supports the operation of our school by contributing to the provision of additional materials, equipment and services that enhance educational opportunities for students. The Association is an active partner in the school's Annual Implementation Plan and plays an important role in supporting the ongoing development and future direction of the school.

All parents are encouraged to become active members of the Parents and Citizens' Association. Meetings are held during Inreach events at the school or via teleconference to ensure families can participate regardless of location.

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

- Encouraging strong collaboration between parents, students, teaching staff and the wider school community.
- Supporting the school by providing additional educational resources and supplementary learning materials.
- Contributing to the provision and improvement of sporting facilities, equipment and grounds.
- Facilitating informed discussion and engagement on educational issues as needs arise.

In its efforts to achieve these aims, the Parents and Citizens' Association has:

- Purchased Resource Centre materials and reading resources on an annual basis.
- Supplied a range of electrical equipment, including refrigerators and other items, to support student activities.
- Contributed to the development of the school oval.
- Funded the construction of an Activities Shed, amenities block and storage facility.

## Student Council

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

## School Council

Our School Council plays an essential role in monitoring and informing our school's strategic direction in a way that achieves the best learning outcomes for all students.

Its role in our school includes:

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

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

## Chaplaincy

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

# Special Activities

## Field Services

### Inreach Programs

At various times throughout the year, students are invited to attend structured learning experiences held at Charters Towers School of Distance Education. These events provide valuable opportunities for students to engage in a range of learning and assessment activities, designed to enhance their educational support.

In particular, the Home Tutor Seminar Program held in late February each year, is a dedicated Inreach that brings together home tutors and parents. This Inreach focuses on exploring effective teaching strategies for the home environment, sharing successful practices and deepening understanding of school and curriculum-related matters.

### Outreach Programs

Outreach Days are scheduled learning events conducted at strategically selected locations across the school's core catchment areas. These sessions facilitate face-to-face learning opportunities and student engagement and are supported by parent led Outreach Co-ordinators, who assist with the planning and organisation of each event. Outreach locations currently include Hughenden, Clermont, Cape River, Ewan, Brisbane (SE QLD) and Townsville.

## Inter-House Activities

Throughout the year, students are invited to participate in a variety of Inter-House activities designed to build school spirit, encourage participation and promote a healthy balance between learning and personal wellbeing. These events provide opportunities for students to engage in friendly competition, develop teamwork skills and connect with their peers across all year levels. Activities may include sporting events, creative challenges and cultural competitions, offering something for every student to enjoy.

### Swimming Carnival

Our annual Inter-House Swimming Carnival is a highlight on the school calendar and encourages students to participate, challenge themselves, and support their House. The focus is on both participation and performance, ensuring students of all abilities feel welcome. Outstanding performers may be selected to represent the school at Inter-School competitions. Where possible, students may also be invited to attend swimming carnivals hosted within their local areas.

### Athletics Carnival

The Inter-House Athletics Carnival is held over two days toward the end of Term 2 and provides students with the chance to experience a wide range of athletic events. The first day typically focuses on skill development and participation activities, while the second day features friendly House competitions. Students who demonstrate strong performance in their events may be chosen to represent the school at Inter-School Athletics competitions later in the year. Students may also have opportunities to participate in athletics carnivals within their local areas.

## Inter-School Activities

Our school proudly participates in a range of Inter-School sporting events each year, including Swimming, Cross Country and Athletics. These carnivals provide students with valuable opportunities to demonstrate their skills, build confidence and represent our school community.

Students who perform strongly at school-based carnivals may be selected to compete at Inter-School competitions, where they participate alongside students from other schools in town. Students may also nominate to participate in these carnivals, even if they were unable to compete in the school-based events due to circumstances such as geographic isolation. Dates and further details for each event are published in the school calendar and communicated to families throughout the year.

## End of year Celebration Day

To celebrate the success of the students and school community, the school conducts a formal Celebration Day. This Celebration Day is held at the end of the year and is followed by a celebratory dinner at the school.

# Library Resource Centre and eLibrary

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

## Borrowing Procedures

The Library Resource Centre allows students to borrow up to ten books at a time. A library bag is required for all loans. Standard loan periods are four weeks; however, extensions or alternative arrangements can be made in special circumstances. Students may return resources earlier if they wish.

To borrow additional books or request an extension, students can contact the library by telephone or email and specify the titles or topics they are interested in.

## Contact

**Telephone:** (07) 4754 6888

**Email:** [library@charterstowerssde.eq.edu.au](mailto:library@charterstowerssde.eq.edu.au)

The Library Resource Centre is open from 8:30am until 4:00pm daily during the school year. Students and parents are welcome to visit our Library Resource Centre when they visit the school.

## 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.

## 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 - SORA

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

Start reading eBooks in 5 easy steps:

- Go to <https://soraapp.com/welcome>
- Select 'Education Queensland'
- Enter your MIS ID
- Search or browse for eBooks
- Sample before you borrow
- Borrow and download

# Policies and Procedures

## Student Code of Conduct

Our school maintains clear behaviour standards that underpin all activities and outline the expectations for student conduct. These standards are essential to ensuring a safe, supportive and disciplined environment where effective learning can take place.

We are guided by a Student Code of Conduct, which clearly defines the responsibilities of all students enrolled at our school. It also emphasises the importance of respectful and meaningful relationships and outlines the standards of behaviour expected from all members of our school community.

Unacceptable behaviour is managed through a structured and consistent process, with clear consequences. Students and families are expected to engage with and follow this process when required.

All parents and students are encouraged to read the Student Code of Conduct, which is available for download from the school's website.

## Prep – Year 12 Assessment Policy

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

## Research and Plagiarism

With increasing access to online information, there is a growing concern about students copying and pasting material and submitting it as their own work. This is known as *plagiarism*, which occurs when a person uses someone else's words, ideas or work without proper acknowledgment. Plagiarism includes copying content from websites, books or any other source without citing the original author. Further information regarding our school's plagiarism and academic misconduct procedures can be found on our school's website.

## Artificial Intelligence Policy

The CTSDE Artificial Intelligence Policy outlines how AI can be used safely, ethically and responsibly across teaching, learning and assessment. It supports the thoughtful use of AI to enhance learning, creativity and accessibility, while maintaining academic integrity, professional judgement and strong relationships. The policy sets clear expectations around transparency, referencing, data privacy and wellbeing, ensuring AI use aligns with curriculum goals, legal requirements and departmental guidelines. For full guidance on responsibilities, classroom practice, assessment and approved tools, refer to the complete CTSDE AI Policy and Framework on our school's website.

## Finalisation Procedures

Students may finalise their enrolment at any time. Parents must complete and return the Finalisation Form which can be accessed on our school's website. If the student is not yet 17 years old, please ensure that they are participating in an eligible option ("Earning or Learning" more than 25hrs per week). The school will ask for confirmation of this.

**If you have paid the Annual Enrolment Fee you may be eligible for a pro-rata refund. Please contact the school's Finance Officer on 07 4754 6888 for more information.**

## Accident Policy

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

## Mobile phones

Queensland state school students are required to keep mobile phones switched off and 'away for the day' during school hours and school activities, including excursions, camps and sport. Wearable devices, such as smartwatches, may be worn; however, notifications must be disabled. This approach supports student learning, wellbeing, social interaction and safe technology use. Parents and carers can support this policy by reinforcing expectations at home and encouraging balanced and respectful device use.

# Primary Schooling

# Welcome to Primary

## Prep Year

Prep is the first year of school and provides the foundation for your child's education. Prep is a full-time program in primary schools. Children attend Monday – Friday, generally from 8:30am to 2:30pm.

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

Most children commence Prep in the year they become eligible, however parents who are concerned that their child is not ready to start Prep at that time can choose to start their child a year later in the Prep year - the year they become of compulsory school age (6 years and 6 months). Parents should discuss their concerns with the Parent Liaison Officer, Deputy Principal or the school Principal.

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

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

## Age Requirements

Birth date	2026	2027	2028	2029
Child born 01 July 2020 to 30 June 2021	Prep			
Child born 01 July 2021 to 30 June 2022		Prep		
Child born 01 July 2022 to 30 June 2023			Prep	
Child born 01 July 2023 to 30 June 2024				Prep

## Prep Aged Children May Be Enrolled in One Service Only

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

Parents wishing to take up this option should note that such attendance is at the discretion of the Teacher in Charge of the Prep facility or the Principal of that school. Also note this is not a dual enrolment, simply a grace per favour arrangement with the Prep unit.

## Give Kindy the Tick

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

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

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

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

# Learning Materials

Children are supplied with physical and online 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 and digital materials. Returnable work (i.e., assignment booklets/activities) will be provided in electronic format so that students may return work to their teachers on a daily basis or several times a week.

## Lessons Book:

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

## Subject Guide:

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

## Prepare For Each Unit

- Check your materials: As soon as you receive your unit package, ensure all materials are included. Contact your teacher if anything is missing.
- Understand the unit: Read the unit overview, learning outcomes and lesson schedule to get a clear idea of what will be covered.
- Review the Work Rate Calendar: This outlines what work should be completed and when.

# Teacher and Tutor Partnership

Effective distance education for primary-aged children relies on strong collaboration between teachers and tutors. Working closely together ensures that each child receives the support and guidance they need to succeed in their learning program.

This partnership is maintained through regular communication, typically via phone or email. By sharing updates on the child's progress and ensuring schoolwork is returned regularly, teachers can monitor and tailor the learning program to suit the individual needs and abilities of each student.

If tutors encounter any difficulties in understanding the learning material, they are encouraged to contact the teacher promptly so that any issues can be addressed. Likewise, teachers may reach out to the tutor or student to discuss any concerns or aspects of the child's work.

# NAPLAN

## Year 3 and Year 5 NAPLAN Tests:

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

# Languages - Japanese

Study of Languages is a compulsory component of Years 5, 6, 7 and 8. It is essential that students attend all lessons as requested by their teacher, and complete all set tasks, as you would for other subject areas.

# Reporting Scales

## All Learning Areas - Prep to Year 2

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

## All Learning Areas - Year 3 to Year 6

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

## Effort and Behaviour: Prep to Year 2

<b>A</b>	The student has demonstrated a very high level of effort and behaviour this semester.
<b>B</b>	The student has demonstrated a high level of effort and behaviour this semester.
<b>C</b>	The student has demonstrated a sound level of effort and behaviour this semester.
<b>D</b>	The student has demonstrated a developing level of effort and behaviour this semester.
<b>N</b>	Insufficient evidence to make a judgment.

## Effort and Behaviour: Year 3 to Year 6

<b>A</b>	The student has demonstrated an excellent level of effort and behaviour this semester.
<b>B</b>	The student has demonstrated a very high level of effort and behaviour this semester.
<b>C</b>	The student has demonstrated a satisfactory level of effort and behaviour this semester.
<b>D</b>	The student has demonstrated a developing level of effort and behaviour this semester.
<b>N</b>	Insufficient evidence to make a judgment.

# Required Resources

*(Families are expected to provide)*

## All Primary Years Required Resources

- Pencil Case
- Glue/sticky tape
- 2B or HB pencils
- Eraser
- 30cm ruler
- Sharpener
- Stapler and staples
- Scissors – children’s size, left-handed scissors for left-handed students
- Colouring pencils
- Highlighters – three colours
- Felt pens, textas and/or crayons
- Blu-tack
- Sticky notes
- Plastic storage bags
- Library bag
- Mini whiteboard (double sided - blank side and lined side)
- Whiteboard markers (thin and thick)
- Several manila folders
- Scientific calculator

### Electronic/Digital Resources

- Computer/Laptop – connected to internet
- Microsoft Office (Provided free to students)
- Headset with microphone
- Printer
- Scanner
- Digital camera/phone/tablet and tripod
- Laminator (optional)

## All Primary General Resources

### Sporting Equipment

- Balls
- Skipping rope
- Markers

### Art Materials

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

### Recyclable/Collectables

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

## Resources for Prep Year

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

### Items available through the school:

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

### General Resources:

- Scrapbooks x 4
- Wallet folders (that are able to enclose work and USBs) x 2-3
- Ring binders (optional) x3
- Blue lined 18mm A4 exercise book (T2) x 1
- Red and blue lined writing book (T3-T4) x 1

## Resources for Year 1

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

### General Resources:

- Year 1 red and blue lined writing books (one for each subject area) x 6
- Grid books (1cm grid) x 2
- Wallet folders (one for each subject area) x 6

### Visual Art Resources:

- Blank A4 paper
- Coloured pencils
- Paint (yellow, orange, red, blue, green, black, white)
- Fork
- Glue
- Items from the garden (e.g. leaves, flowers)
- Shoebox (Unit 3 science – for diorama)

### Design and Technologies Resources:

- |                        |                                          |                   |
|------------------------|------------------------------------------|-------------------|
| - Cardboard            | - Modelling clay, blu-tack or plasticine | - Glue            |
| - Sticky tape          | - Paperclip                              | - Marbles x 6-10  |
| - Colouring pencils    | - Scrap paper                            | - Popsicle sticks |
| - A carrot or an apple | - Wool                                   | - Alfoil          |
| - Toothpick            |                                          |                   |

## Resources for Year 2

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

### General Resources:

- A4 Year 2 red and blue lined writing books – one per semester if required x 2
- Grid books (1cm grid) – one per semester if required x 2
- Plastic wallet folders (1 per subject) – uses include: unit return, reading group resources
- Colouring pencils (must include red, green, yellow and blue)

### Science Resources:

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

### HPE Resources:

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

### Music Resources:

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

## Year 3

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

### General Resources:

- A4 Year 3 red and blue lined writing books – for English, Science, HASS x 6
- Grid books (1cm grid) x 2
- Display folders – for example, Unit documents (WRC, Schedules, Unit return lists) or Learning Wall posters.
- Dictionary
- Soundwaves Word & Sounds Book (Personal Dictionary)
- Recommended Purchasing Soundwaves 3 Activity Book.
- Thesaurus
- Primary Atlas

## Year 3 Cont.

### Design and Technologies Resources:

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

### Visual Art Resources:

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

## Year 4

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

#### General Resources:

- A4 Year 4 lined writing books x 1
- Blue lined exercise books x 2
- Grid books (1cm grid) x 2
- Display folders x 3
- Document wallet folders x 6
- Primary Atlas (from Year 3)
- Dictionary (from Year 3)
- Thesaurus (from Year 3)
- Set of unifix cubes – 100
- Attribute blocks
- Set of 3D shapes

#### Science Resources:

- Ochre powder (Term 3 Science) – can use chalk dust

#### HPE Resources:

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

## Year 5

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

#### General Resources:

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

## Year 5 Cont.

### Science Resources:

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

### Art Resources:

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

### Design and Technology Resources:

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

## Year 6

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

### General Resources:

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

# Diverse Learning Program and Inclusion

# Welcome to the Inclusion Faculty

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

At CTSDE the Inclusion Faculty consists of a Deputy Principal Inclusion, Inclusion HoDs and a group of teachers who deliver teaching and learning in the Diverse Learning Program.

In addition to oversight of the Diverse Learning Program, the Deputy Principal Inclusion and the Inclusion HoDs provide support to every member of the school community including teachers, support staff, volunteers, families and students to ensure students can access and participate in all aspects of school life. Additionally, the Inclusion Leaders disseminate information about the Nationally Consistent Collection of Data (NCCD) on school students with disability, school roles, training and moderation sessions and differentiation and reasonable adjustments throughout the school community.

# Welcome to the Diverse Learning Program

The Diverse Learning Program is an example of a tier three support 'Intensive Teaching (for a small number of students)' and consists of classes taught by Inclusion Teachers. It is aimed at students who are achieving well below the expected standard and who are eligible for, or are already on, an Individual Curriculum Plan (ICP). Entry to this program is considered on a case-by-case basis. As a guideline, students must have sufficient academic evidence that demonstrates a need for an Individual Curriculum Plan and through consultation the parent or carer has endorsed this plan. The Diverse Learning Program consists of a range of multi-age classes and the school endeavours to group students on ICPs into bands. Please see below for an overview.

## Primary

Class structure and composition consider age-appropriate student allocations and may differ each year based on demand and enrolments.

- Primary Q Class – lower ICPs e.g. 1-2
- Primary R Class – upper ICPs e.g. 3-4

## Junior Secondary

Classes are usually structured across Years 7-10 and students allocated based on their ICP level. A colour code is used for students to easily identify their class on QLearn. Classes are structured around:

- ICP 1-2 (and Highly Individualised or Prep ICPs when required)
- ICP 3-4
- ICP 5-6
- ICP 7-8 (and 9 when required)

Again, class structure and composition consider age-appropriate student allocations and may differ each year based on demand and enrolments. For example, sometimes it may be more appropriate for a Year 6 student on ICP 1-2 to join a middle year's class in Junior Secondary, rather than join the lower Primary class.

## Senior Secondary

Year 11 and Year 12 students in the Diverse Learning Program usually follow an alternate pathway and obtain a Queensland Certificate of Individual Achievement (QCIA) rather than a Queensland Certificate of Education (QCE). The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers.

## Student Support

Access to student support programs is made through referrals from:

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

Students who are referred for student support may undergo an appraisal/assessment. This process will determine the level of support needed to best meet the educational needs of the student. Our school utilises Multi-Tiered Systems of Support (MTSS) ranging from quality differentiation teaching and learning through to highly individualised curriculum and the use of external specialists.

As a state 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, Science, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), The Arts, Technologies and Languages (mandatory in Years 5-8).

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

- Online Lessons through the use of Teams and QLearn, focussing on Mathematics, English, HPE, Languages, Reading, Systematic and Synthetic Phonics.
- Supplementary Learning Materials may vary across the school and could include hard copy and digital resources.
- Additional assistance and contact via email, telephone and other media
- Face-to-Face contact with students through organised individual school visits, Outreach activity days and Inreaches.

## Additional Support

The diverse learning needs of a school community, cohorts, classes, groups and individuals are identified through school data, diagnostic testing, specialist reports (Guidance Officer, Speech Therapist, Psychologist, Paediatrician, Head of Special Education Services, etc.), formative/summative assessment and student achievement data. This information allows the school to respond to student needs through Differentiated, Focused and Intensive Teaching in line with Education Queensland's Strategic Plan 2025 – 2029 to "support students with disability to engage in learning and improve educational outcomes." In the **CTSDE Primary distance learning context**, the support provided in these tiers comprise of:

### Differentiated and Explicit Teaching (For All Students)

Differentiated and explicit teaching and learning that embraces the principals of Universal Design for Learning (UDL) to assist all students to achieve success. Adjustments implemented will not impact the integrity of the unit being covered. In the Distance Education setting these could be:

- 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 required in the unit to demonstrate success.
- Reasonable adjustment to the conditions of summative assessment tasks including any special provisions for individual students.
- Effective pedagogical practices that respond to the specific learning needs of groups and individual students.
- Formative assessments that monitor student progress and provide feedback on student learning.
- Opportunities for collaboration with support staff.

### Focused Teaching (For Groups or Individuals)

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

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

- Scaffolding tasks

## Intensive Teaching (For a Small Number of Students)

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understanding and skills. It includes explicitly teaching focused 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 focused understanding and skills required.

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

# Junior Secondary Schooling

# Welcome to Junior Secondary

## Learning Materials

Students are supplied with learning materials which are appropriate for their level of development. A range of support materials are also provided.

Learning materials for Junior Secondary students include:

- Digital textbooks
- Online learning platforms
- Online lessons and recordings

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

Students must have a personal computer and internet access to receive services from the school, as all curriculum and learning materials are delivered through our online platforms QLearn and MS Teams.

## Teacher and Tutor Partnership

A key component of successful distance learning for Junior Secondary students is close collaboration between teachers and Home Tutors to support and guide the student's learning. This partnership is maintained through regular communication via telephone, email or other convenient methods.

While the goal is for the student to gradually become more independent, supervision and support remain essential within the home or learning environment.

If Home Tutors encounter any difficulties understanding any part of the student's learning program, they should promptly contact the teacher to resolve these issues. Likewise, teachers may reach out to the Home Tutor or student to discuss any aspect of the student's progress or work.

## NAPLAN

- Students complete these tests **totally independently online**. Year 7s and 9s need to be able 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 participating Years 7 and 9 Students. Your class teacher will advise you at the beginning of the year when this will occur.
- **Literacy** - Reading, writing, proofreading for spelling, punctuation and grammatical errors.
- **Numeracy** – number, space and measurement through problem solving.

## Languages - Japanese

Study of Languages is a compulsory component of Years 5, 6, 7 and 8. It is essential that students attend all lessons as requested by their teacher, and complete all set tasks, as you would for other subject areas.

Japanese (standard) will be offered in Year 9. Entry into this class requires previous study of Japanese in Years 7-8 and requires approval from the Head of Languages.

## School-Based Learners

Our Junior Secondary sector supports both school-based enrolments and mainstream enrolments, in line with our standard enrolment categories. This flexible approach ensures we can cater to a diverse range of student needs and pathways. Students enrolled in a mainstream school may undertake a course of study through this school. Arrangements for enrolment in this category are through the Principal of the student's base school.

# Our Learning Programs – Years 7 to 9

Students in the Junior Secondary sector are required to complete the compulsory core subjects listed in the table below. All subject courses are delivered online using MS Teams, with no paper copy available.

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

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

# Assessment

Students in the Junior Secondary sector are assessed in a variety of ways including:

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

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

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

## Reporting Scales

<b>A</b>	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.
<b>B</b>	The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.
<b>C</b>	The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them, in some contexts.
<b>D</b>	The student demonstrates limited knowledge, skills and understanding and is able to apply them, with support, in some contexts.
<b>E</b>	The student demonstrates very limited knowledge, skills and understanding.
<b>N</b>	Insufficient evidence to make a judgement.

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

### Behaviour Scales

<b>A</b>	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
<b>B</b>	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
<b>C</b>	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
<b>D</b>	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
<b>E</b>	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.
<b>N</b>	Insufficient evidence to make a judgement.

### Effort Scales

<b>A</b>	The student is a model learner, demonstrating personal commitment, persistence and adaptability.
<b>B</b>	The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
<b>C</b>	The student typically demonstrates personal commitment, persistence and adaptability in their learning.
<b>D</b>	The student sometimes demonstrates personal commitment, persistence and/or adaptability in their learning.
<b>E</b>	The student required frequent encouragement to persist and persevere with learning.
<b>N</b>	Insufficient evidence to make a judgement.

# Required Resources

## Writing Materials and Equipment

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

**Calculators:** These are allowed to be used in all subjects. It is recommended by this school that a student who is doing Maths or Science in Years 11-12 buys a scientific calculator. Students who are uncertain about the correct calculator to purchase are advised to contact their teacher.

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

## Materials to be Supplied by Students for Years 7 – 9

### General Resources

- Blue lined exercise books – one for each subject
- Ring binder folders or display folders – one for each subject
- Pens, pencils, eraser
- Sharpener
- Ruler
- Highlighters – 3 colours
- Stapler and staples
- Paperclips
- Glue/sticky tape
- Student Diary and/or Wall Planner
- 1cm grid paper exercise book
- 1 Box A4 Plastic sleeves
- Glue/sticky tape
- Scissors – children's size, left-handed scissors for left hander
- Colouring pencils
- Several manila folders
- Scientific calculator
- Protractor
- Highlighters
- Blu-tack
- Plastic storage bags
- Dictionary
- Thesaurus
- Atlas

### Electronic/Digital Resources:

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

### Maths:

- Scientific Calculator (if applicable)
- Protractor
- Compass
- Ruler
- Two dice – with dots
- Pack of playing cards



# Senior Secondary Schooling

# Welcome to Senior Secondary

## A Flexible Pathway to Senior Schooling

We offer an alternative pathway to senior schooling for students who prefer to learn from home or within a work-based environment. This flexible approach supports many of our students in achieving success, both in further education and in the workforce. All students must remain in school until they turn 16 or complete Year 10. After that, students must be engaged in full time learning activities (through a school for example) or must be in fulltime employment until they turn 17.

## What is the Pathway Program

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

### This educational service is accomplished through:

- Flexible learning and training methods
- Providing, enriching, supplementing and monitoring learning materials
- Teaching via internet, teleconferencing, audio-visual resources and computers
- Supplying support materials such as physical resources, books and software
- Offering access to resources from the school's Resource Centre and other information collections
- Face-to-face contact through school visits, Outreach and Inreach programs, workshops and excursions
- Introducing students to concepts and experiences beyond their immediate environment
- Supporting parents, home tutors and schools with training opportunities and support networks

## School-Based Learners

Our Junior Secondary sector supports both school-based enrolments and mainstream enrolments, in line with our standard enrolment categories. This flexible approach ensures we can cater to a diverse range of student needs and pathways. Students enrolled in a mainstream school may undertake a course of study through this school. Arrangements for enrolment in this category are through the Principal of the student's base school.

# Required Resources

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

**Calculators:** These are allowed to be used in all subjects. It is recommended by this school that a student who is doing Maths or Science in Years 11-12 buys a scientific calculator. Students who are uncertain about the correct calculator to purchase are advised to contact their teacher.

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

### Materials to be supplied by all students:

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

# Learning Materials

Students are supplied with learning materials which are appropriate for their level of development. A range of support materials are also provided.

Learning materials for Junior Secondary students include:

- Digital textbooks
- Online learning platforms
- Online lessons and recordings

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

Students must have a personal computer and internet access to receive services from the school, as all curriculum and learning materials are delivered through our online platforms QLearn and MS Teams.

# Teacher and Tutor Partnership

Where students are of compulsory school age, i.e., less than 16 years of age, an adult (generally the parent or guardian) accepts responsibility for the student's work at home.

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

Where students in senior secondary courses work with a tutor there is a need for teachers and tutors to work closely together to support and guide the student in their learning program. This is achieved by teachers and tutors keeping in regular contact with one another either through telephone calls or email.

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

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

# Our Learning Programs – Years 10, 11 and 12

Our school offers a flexible pathway for senior secondary education (Years 10, 11, and 12), allowing students to choose courses that match their interests and individual needs without being limited to the offerings of a single institution.

Through partnerships with multiple education providers, we provide students with access to a broad range of senior schooling options. The complete list of subjects and courses is available in the course selection booklet.

The school is responsible for managing each student's learning program, ensuring that materials and teaching standards are appropriate, and providing the necessary support for every student to succeed.

Students are encouraged to work closely with their roll class teacher, who offers guidance on course selection and provides teacher support. All secondary students also have access to our school's Industry Liaison Officer who liaises with other course providers as needed.

To help students have a successful senior schooling experience, our course selection, learning and assessment processes emphasise a strong partnership between the student, their roll class teacher and subject teachers.

# Reports

## Description of Reporting Scales:

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

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

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

## Year 10 Overview

The State Schools Strategy 2021–2025 guides the planning of teaching, learning and assessment to ensure students are actively engaged and achieve success.

During their Junior Secondary years, students develop critical thinking skills that prepare them for Senior Secondary studies. Year 10 serves as a foundation for making informed decisions about their senior education pathways. At Charters Towers School of Distance Education, Year 10 students are supported in recognising their strengths and interests, while identifying areas where additional help may be needed. This year is essential for guiding students toward confident and well-informed choices about their future.

## Compulsory Schooling Requirement

It is compulsory for young people to stay at school until they complete Year 10 or turn 16, whichever comes first.

After a young person completes Year 10 or has turned 16, they will be required to participate in education or training:

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

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

## Year 10 Subject Offerings

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

**More information about each subject can be found in the Years 10 - 12 subject selection booklet.**

CORE / Elective	Subject Options	Duration
CORE	Mathematics	Full Year (3 Lessons per Week)
CORE	English	Full Year (3 Lessons per Week)
CORE	Science	Full Year (3 Lessons per Week)
CORE	HPE	Full Year (3 Lessons per Week)
CORE	Certificate II Skills for Work and Vocational Pathways	Full Year (3 Lessons per Week)
CORE	History	One Semester (3 Lessons per Week)
<b>Electives (group 1)</b>	<b>Option 1.</b> Geography <b>Option 2.</b> Economics and Business <b>Option 3.</b> Agricultural Science	One Semester (3 Lessons per Week)
<b>Electives (group 2)</b>	<b>Option 1.</b> Digital Technologies <b>Option 2.</b> Visual Arts <b>Option 3.</b> Certificate II in Active Volunteering <b>Option 4.</b> Design and Technologies <b>Option 5.</b> Media Arts <b>Option 6.</b> Japanese	Full Year (3 Lessons per Week)

## Subject Selection Process

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

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

## Supervised Assessment

Most subjects require that students complete at least some of their assessment items under supervised conditions, to prove authenticity. All students in Years 10 - 12 are required to nominate an appropriate exam supervisor. Please complete the *Supervisor Nomination Form* found in Enrolment Application Form 2. The *Supervisor Nomination Form* and more details will be forwarded to students on enrolment. Please refer to the 'Getting organised: exam supervision' section of this handbook for more information.

## SET Plans

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

# Year 11 and 12 Overview

## Senior Schooling

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

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

## Senior Over Three Years – Variable Progression

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

## Careful Planning Is Important

Please discuss your planned course and subject choices with your parents or carers, as well as the Deputy Principal Senior Secondary. Your SET Plan, created in Year 10, should serve as the starting point for planning your senior school studies. It's important to select courses that align with your learning goals and SET Plan. Remember, you can update your SET Plan at any time.

All students are expected to fully engage in their chosen courses. This includes submitting work regularly according to the Work Rate Calendar for each subject and meeting all assessment deadlines. If you are unable to complete an assessment task on time, you must formally request an extension from the Head of Department for the relevant subject.

## Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the standard pathway to tertiary study for Queensland Year 12 students. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers.

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

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

Your school may allow you to study several English, Maths and Language subjects and that's fine, but make sure you discuss the rules with The Deputy Principal Senior Secondary or Industry Liaison Officer so you understand what will count towards your ATAR, and what won't.

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

## Year 11 and 12 – Queensland Certificate in Education

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

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

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

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

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

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

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

Our school is committed to providing senior schooling that suits individual school-aged learners, helping each learner reach their potential and fulfil their goals. For more information about the QCE, visit the QCAA website – [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au), or contact the school.

### To be eligible for the QCE:

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

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

# Getting Organised: Exam Supervision

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

## Which Subjects Have Supervised Tasks?

All Years 11 and 12 Queensland Curriculum and Assessment Authority (QCAA) subjects include at least one supervised assessment task. These tasks apply to a wide range of subjects, including English, General Mathematics, Mathematical Methods, Modern History and Biology, among others. If you are unsure whether a particular subject requires supervised assessment, please contact your teacher for clarification.

## Why Do Some Tasks Need to be Supervised?

It is important that we can say that the assessment tasks you submit are your work. Your grades in Years 11 and 12 can be very important for you - entry to university and your employment prospects are often based on your grades in Years 11 and 12. It isn't fair to you or to other students if you cheat on your assessment tasks by getting help, or getting someone else to write your exams and assignments.

## What If I Don't Have a Supervisor?

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

## What Kinds of Tasks Are Supervised?

Depending on the subject, you may have to be supervised while completing exams, assignments, essays and even spoken tasks. Some supervised tasks may be very short (for example, complete and record a five-minute speech), and others may be much longer (a two-hour science exam, for example).

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

## How Do Exams / Tasks Get to My Supervisor?

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

You are expected to contact your supervisor to decide on a date, time and venue to complete the task, making sure it fits in with the due date and your supervisor's schedule. After you have completed the task, your supervisor will scan, email and post it to the school.

## Who Can Be an Exam Supervisor?

Your exam supervisor must be an adult, who is not related to you. For most students, arranging for a local school (primary or secondary) to supervise your assessment will be the simplest solution.

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

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

# Vocational Education and Training (VET)

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

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

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

**You must create a USI on enrolment.**

## Fees and Charges

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

### Other SDE Charges

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

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

## Structured Work Placement

Qualifications that include mandatory work placement require students to source an employer in the industry. Once you have identified/nominated an employer and spoken to them about completing work placement, the school will liaise with the employer to organise your placement and complete the work experience documentation, including a risk assessment and work experience agreement. The school will contact the employer at key junctures, to ensure throughout the course, continued mutual suitability of the work placement arrangements for both students and employers. Vocational placements that meet the definition under the Fair Work Act 2009 are lawfully unpaid.

## Assessment

Students are assessed in a variety of ways including:

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

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

- Unit and assessment task feedback provided by each teacher that highlights the success and areas requiring further attention by a student. This is provided through the work returned by the student
- Telephone contact either instigated by teacher or parent
- Semester 1 reporting through the provision of a written report and access to a parent-teacher interview
- Semester 2 reporting through the provision of a written report and access to a parent-teacher interview
- The written reports provided at the end of each semester reflect the Australian Government's mandated format, A – E ratings

# QCE Credit and Learning Duplication

## VET and QCE Credit

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

## Applied Subjects and VET Qualifications

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

## QCE Credit and Qualifications from the Same VET Training Package

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

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE. All completed qualifications are recorded on the statement of results.

## VET Credit Transfer and QCE Credit

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

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

# Planning Your Year 11 and 12 Courses

## Think about the subjects you completed in Year 10

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

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

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

## Think about your future plans

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

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

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

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

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

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

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

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

## Return your enrolment forms to the school



**School of Distance Education - Charters Towers**

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Phone: (07) 4754 6888

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

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

**A.B.N. – 85 860 181 354**

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