Welcome to our Junior Secondary Programs

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

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

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

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

John Clark
Principal
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What Our School is About

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

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

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

Our school community believes in and values:

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

Location
The school is situated at Brisk Street, Charters Towers. See the attached map on page 52, showing the layout of the school.

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

Telephone
Switchboard - (07) 4754 6888
All staff have individual telephone numbers which are distributed to students at the start of each year. If a teacher is unable to take your call, please feel free to leave a message on their message bank service so that they may respond as soon as possible. Teachers are generally available between 8:30 am and 3 pm each school day depending upon lesson delivery and other class obligations.

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

Email
Our school’s email network is for students and their families. Each staff member has a unique email address so that you may contact them. These teacher email addresses are distributed to students at the start of each year. All students are issued with their email address on enrolment. This is the email address the school will use to contact the student.
Administration - ctsde@chartowesde.eq.edu.au

Office Hours
Monday – Friday 8AM – 4PM
Please check with the teacher as to the best times to contact him/her.

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

Eligibility –

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

Categories of Enrolment

Geographic Isolation –

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

a. Where the student’s home –
   i. Is not less than 16km from the nearest applicable school; and
   ii. Is not less than 4.5km from school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable schools;

or

b. Where the student’s home –
   i. Is not less than 16km from the nearest applicable school; and
   ii. Is less than 4.5km from a school transport service approved by the chief executive (transport) or a public service to the nearest applicable school; and

Is –

  a. Not less than 56km from the nearest applicable school using the route travelled by the transport service; or
  b. Not less than three hours travelling time per day from the nearest applicable school using the transport service

Medical Condition –

The student has a physical health problem or is experiencing a social/emotional condition of such severity that the student is unable to attend a local school on a full-time basis for a period in excess of 80 consecutive school days. Documentation to support an application (schedule 3) for eligibility under the medical condition category must include the supply of information from a relevant medical practitioner, registered under the Medical Practitioners Registration Act 2001 and/or registered under the Psychologists Registration Act 2001 concerning the medical condition of the student. This information is to be provided annually in response to advice outlining the services of the distance education provider. Education Queensland will have the right to seek a second opinion.
Itinerant Lifestyle –

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

i. The student’s principal place of residence changes at least twice in the relevant school year or at least 5 times in the period consisting of the relevant school year and school year immediately before or after the relevant school year; or

ii. The student spends at least 60 school days of the relevant school year (consisting of periods of 5 consecutive school days or more) away from the student's principal place of residence; or

iii. The student's principal place of residence is a caravan and the location of the caravan changes at least twice in the relevant school year or at least 5 times in the period consisting of the relevant school year and the school year immediately before or after the relevant school year; or

iv. The place where the student lives changes at least twice in the relevant school year and the student does not have a principal place of residence; and examples of an “occupation” from opening paragraph
   a. Carnival worker, contract harvester or shearer.
   b. The student spends at least 120 school days of the relevant school year in the state.

A resource security fee of $200.00 is charged and will be refunded on return of resources in good condition.

Exclusion –

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

Family Circumstance –

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

Home Based Learners by Choice –

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

Eligibility for enrolment for the grouping above is:

- Age requirements are the same as for all enrolments of Prep and Primary age children
- Families are required to be Queensland residents. Proof of Queensland residency will be required. This may take the form of an electoral roll registration, current rates notice or equivalent documentation
- Educational programmes must be required for a period in excess of 16 weeks (four months)
- For families travelling within Australia and Overseas, proposed travel itineraries should be submitted with the completed ‘Application for Enrolment’ form
- To be eligible for continuing enrolment in the ‘travelling’ category, parents must provide a continuing update of their travel plans. Children of families resident in one area within Australia for three months or more are no longer considered eligible for enrolment and should attend a local school
- A home based learner by choice fee per student per annum is applicable as well as a resource security fee of $200 (per student). The resource security fee is refundable upon return of resources in good condition.

School Based Learners –

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.

School Fees – Non-State School Enrolments –

A fee per subject will apply to all non-State School enrolments at a Distance Education centre.

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

1. Complete the Student Enrolment Application form. This form is available from the school or from our website www.chartowesde.eq.edu.au

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

3. Send all applications directly to the school. The school’s address for enrolments is:
   Principal (Enrolments)
   School of Distance Education
   P. O. Box 685 Charters Towers, QLD 4820.

   Enrolment materials may be faxed to the school on (07) 4754 6800 or emailed to lgrif38@eq.edu.au

Enrolment Agreement

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

Accident Policy

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

At CTSDE our curriculum is delivered on-line through the use of Web conferencing (Collaborate) and a Learning Management System called Blackboard. For a student to effectively interact with these programs it is suggested that they purchase a laptop computer to allow portability and that its internet connection will need to be of the following standard.

Phone Requirement

During Collaborate sessions your options are the following:
- **VOIP** - using USB Headset with Microphone is preferred or
- **Telephone** – using telephone headset set with a mute button.

Recommended features of telephone equipment:
1. Telephone headset connection.
2. Headset with 2 ear pieces and microphone – this frees up the student’s hand to work on the lesson material, eliminates the fatigue of wedging a telephone hand piece on the shoulder and sound directly to both ears improves the student’s engagement in the lesson. Microphone ensures consistent voice level from the student.
3. “Press to talk” switch – this will activate the microphone when pressed and background noise is eliminated when the student is not speaking.

Note: some headsets use a mute button instead of ‘press to talk’. We do not recommend these units.

Computer System Requirements

For a student to effectively interact with these programs it is suggested that they purchase a laptop computer to allow portability with the following standard:

**Windows 7(or Windows 8) operating system**

If you want to run Windows 7 or 8 on your PC, the following is what is required:

- 1 gigahertz (GHz) or faster 32-bit (x86) or (64-bit) processor
- 1 gigabyte (B) RAM (32-bit) or 2 GB RAM (64-bit)
- 16 GB available hard disk space (32-bit) or 20 GB (64-bit)
- DirectX 9 graphics device with WDDM 1.0 or higher driver

**Note:** Students in Years 7-12 may hire a tablet from the school at a cost of $130.00 per year. These tablets may be used by the student for Collaborate lessons and for digital school work. The tablets do not have a DVD slot but do have one USB port.
Microsoft Office

All state school students from Prep–Year 12 can now download multiple free copies of the Microsoft Office 2013 Suite to their personal home and mobile computer equipment.

Students who want the free software will need an active Managed Internet Service (MIS) login, school email account and password — those who don’t should contact their school’s MIS Administrator, Mrs Rosemary Hughes. The administrator will help students activate their MIS login.

Currently, MS Office Suite 2013 is available for students’ personal equipment only — not equipment which is part of a school network.

The link is provided:

https://portal.office.com/OLS/MySoftware.aspx

Sign in with your email address: xtoom0@eq.edu.au
It will take you to an EQ logon page which you use just the logon and password (as you would for iconnect/elearn or webmail)

Then it will take you to:

Click on install.
Our Learning Programs – Years 7, 8 & 9

For all students in Years 7, 8 and 9:

1. Students in Years 7, 8 and 9 have compulsory subjects outlined in the Courses Offered section on the following pages.

2. All subjects will offer some audio/teleconferencing, virtual classroom support.

3. Most subjects will be delivered on CD/DVD with printable documents. Where materials are presented in CD/DVD no resource fee applies. Where the module is delivered in CD/DVD, yet a student needs the school to provide a printed copy because of special circumstances, a resource fee will be charged. Some subjects may be delivered on-line (via the internet), with no paper copy available.

Languages –

It is compulsory for students in Years 7 and 8 to study another language. Our school is offering Japanese and Chinese. Japanese and Chinese are offered as an elective in Years 9 and 10.
# Courses Offered

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### Languages

#### Japanese or Chinese

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

Students are assessed in a variety of ways including:

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

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

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

Learning Materials –

Students are supplied with learning materials which are appropriate for their level of development. A range of support materials is also provided. These materials are in the form of books, computer software and other materials.

Learning materials for secondary students are provided in a combination of three ways:

- DVD
- Paper Format
- Blackboard (access through the .internet)

In order to complete a full program of study, students will generally be required to engage with all three formats.

Normal subject fees apply as approved under the school’s endorsed Resource Scheme. To assist families in the transition to Information and Communication Technologies (ICTs) in Learning, our school has significantly reduced, on a trial basis the subject fees for those resources provided in DVD or CD-ROM format. This should be a substantial financial saving for most families. Please refer to the section of this Handbook titled ‘Resource Scheme’ for further details.

Students are required to have a personal computer and Internet access in order to receive full service from the school.

All students in Years 7 and 8 participate in Languages. Students may study either Japanese or Chinese.

Home Tutors and Teachers – A Working Partnership

The vital element in the operation of distance learning programs for younger students in the secondary courses is the need for teachers and Home Tutors to work closely together to support and guide the student in her/his learning program. This is achieved by teachers and home tutors keeping in regular contact with one another either through letters, telephone calls, e-mail or some alternative form of communication. Gradually, the student will become independent in his/her learning; however, initially there is a need for supervision and assistance to be provided in the home or learning situation.

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

Role of Home Tutors –

Where students are of compulsory school age, i.e. less than sixteen years of age, an adult, generally the parent or guardian accepts responsibility for the student’s work at home. A Home Tutor’s responsibilities include:

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

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

**Parent and Home Tutor Development Program -**

To support parents and Home Tutors this development program operates in the following way:

- On enrolment students and families are invited to attend the school to be introduced to their teacher/s and the teaching/learning materials
- Parents and Home Tutors will undergo an induction with their student’s teachers once enrolled
- A parent/tutor school is conducted in Charters Towers in the last week of February every year for all families
- At outreach activities, Home Tutors have the opportunity to participate in forums, training workshops or speak with teachers.
- Individual contact between the teacher and home tutor is encouraged.
- Our school also offers a formal skilling and training program for our home tutors. This program leads to a Certificate III in Education Support. Participation in this program is voluntary, i.e. at the tutor’s discretion.
Contact with our School

Audio/Collaborate Lessons –

Audio/Collaborate Lessons are available for students under the age of eighteen. For some students, audio/Collaborate lessons are a standard service, while some students will be responsible for the costs involved in attending these lessons. Eligibility for audio/Collaborate lessons is based on the student’s category of enrolment. Please contact the school if you are unsure of your entitlement. All Collaborate lessons are recorded for easy access at a later time, if necessary.

Telephone –

Students or Home Tutors may contact teachers on direct telephone lines between 8:30 am and 3 pm each school day, or at other times as negotiated with teachers. All teachers’ telephones have message bank and enquiries will be answered as soon as possible.

Email –

Students or Home Tutors may contact teachers by e-mail at any time. Teacher e-mail addresses will be issued in February of each year, and on enrolment at other times of the year. An Education Queensland address will be issued to each student from the School or your previous State School. The Home Tutor email address is used for school correspondence.

Visits to the School - Incidental Visits –

Students and their families are welcome to visit our school. Please telephone or email your student’s Pastoral Care teacher beforehand to arrange details of visits with your teachers. At certain times during the year, teachers may be unavailable due to minischools, outreaches or other activities, so it is important to make arrangements for incidental visits in advance. Particularly in the secondary school, where students may need to see several teachers, 48 hours’ notice is required to ensure a suitable program can be arranged, and that teachers will be available.

Field Services – Outreaches

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

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

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

School Inreach Programs –

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

These are held at set times each year. The minischools generally run for five days at a time. Further information is made available throughout the year.

Newsletters –

School Newsletter – DIRT:

This newsletter is the School's regular written communication. It stands for “Deliberations, Information, Revelations and Tales”. The aim of D.I.R.T. is to share past happenings and future activities of the School of Distance Education and its community, to address general education topics and to provide avenues of assistance to students and tutors. There are five publications each term emailed to families and may be accessed from the school’s website.

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

Weekly Notices –

Weekly notices are emailed to all guardians (i.e. parent or independent student) emails at least once each week. These contain current information related in some way to students or broader community activities.

Curriculum Materials

Depending on the subjects and courses students select, a range of different curriculum materials and learning resources may be provided to students.

Students typically receive a DVD containing printable versions of their lesson booklets/units/modules. Some units are delivered via paper-based materials, and others are delivered via Blackboard courses. In the majority of cases, lesson booklets or units are supplemented with a range of other materials including (but not limited to) CDs, text books, magazines, novels, plays and newspapers.

Web-Based Courses – E-Learning

Learning programs are accessed through the World Wide Web. The School of Distance Education, Charters Towers makes use of Education Queensland’s Learning Place and Blackboard for the delivery of online courses. (http://education.qld.gov.au/learningplace).

On enrolment, all students are issued with a username and password, which enables them to access online courses, the school library and other learning and support materials. Where courses are delivered online, students need access to the Internet to avail themselves of these resources. Where courses are delivered online, students have access to instructional materials, learning resources, chat groups, email connections and discussion boards.

Teachers and students make use of these online communications and resources as an integral part of the schooling experience.

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

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

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

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

Students are responsible for ensuring continued and regular communication with the school. Failure to regularly return completed work by students is regarded as truancy.
School Fees and Charges

Resource Scheme Costs

This schedule details the subject costs that students would be expected to contribute if they wish to participate in the Resource Scheme.

If you do not wish to participate in the scheme a list of resources required may be obtained from the School Office.

Resource Fee –

A Resource Charge per student is payable each calendar year.
Year 7 - $85.55
Year 8 – $85.55
Year 9 – $97.65
This payment is refundable pro rata. A receipt is issued.

Administration Fee –

Admin Charge of $22.00 per student is payable each calendar year. This payment is non-refundable.

Loss or Damage of Resources –

Loss of learning materials or materials returned in an unacceptable state will incur a replacement cost.

Cleaning Fee –

A fee of $22 will be charged if you return the school’s telephone in a soiled and unhygienic state.

Mailing Charges –

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

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

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

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

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

Payment Methods

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

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

The Accounts Section –

The School of Distance Education, Charters Towers
PO Box 685
Charters Towers Qld 4820
**Account Details for Direct Deposit are –**

Commonwealth Bank, Charters Towers.

BSB No: 064805

Account No. 091-251

Name: The School of Distance Education Charters Towers General Account

Please quote invoice number or surname in reference.

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

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

**Material Costs**

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

**Loss or Damage of Returnable School Resources**

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

**Mailing Charges**

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

Students travelling overseas must pay a mail delivery fee to the school. The school will accept responsibility for dispatch of mail to the Australian address given at enrolment or at subsequent official notification. Any redirection costs for mail will be the responsibility of the family.

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

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

Parents and Citizens’ Association

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

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

The Association strives to promote the educational welfare of our School by:
- Encouraging close co-operating among parents, students, teaching staff and community
- Providing desirable aids to education and supplementing requirements at the school
- Supplying sporting facilities and equipment and ground improvements
- Facilitating discussion on educational issues where a need has been identified
- Participating in the decision making processes of the school

In its efforts to achieve these aims, the P&C has:
- Purchased reading and Resource Centre materials on an annual basis
- Purchased a range of electrical goods such as refrigerators, etc.
- A strong influence of the school’s Partnership Agreement and the Annual Operational Plans
- Undertaken the development of a school oval
- Provided an activities shed, amenities block and storage area

Parent Liaison Officer – Lesley Griffin

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

Duties of the Parent Liaison Officer include:
- To take all enrolment enquiries
- To help make transition into distance education an enjoyable and simple one
- To be available via the telephone
- To be available for face to face contact
- To attend outreaches
- To organise Tutor School and other school activities
- To liaise with CTSDE staff for parents
- To stay in contact with the P&C and pass on relevant information to parents
- To report to school any parental concerns
To pass on knowledge of support services and resources

School Council

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

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

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

Student Council

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

Chaplaincy

The school has a chaplaincy program to support students. For further information please contact the Parent Liaison Officer.
Special Activities

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

Swimming Carnivals
The Inter-House Swimming Carnival takes place in first term each year. Students are selected from this carnival to represent the school at the Inter-School Carnival which is held in November each year. Students are also invited to participate in local swimming carnivals.

Athletics Carnivals
The purpose of this carnival is to offer our children the opportunity to learn about the events. Training in sprint starts, high jump, shot-put, long jump and ball games occurs as well as some ‘quiet’ activities in the afternoon. The Interhouse Athletics Carnival is held over 2 days at the end of second term each year. Students are selected from this carnival to represent the school at the Inter-School Carnival which is held in August/September each year. Students may also be invited to attend athletics carnivals held in their local area.

War Cries:

**SHELTON (Green)**
Shelton! Shelton! Green for go!
Shelton! Shelton! We all know!
Shelton! Shelton! Give its best!
Shelton! Shelton! Ahead of the rest!
Shelton! Shelton! To the rest!
Shelton! Shelton! We’re the best!
Shelton! Shelton! Colour is green!
Shelton! Shelton! We’re supreme!

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

End of Year Celebration
To celebrate the successes of the school community, the Student Council conduct a formal celebration activity before the breakup celebrations. This is usually held the week before the school officially breaks for the year.

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

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

Our school has clearly stated consequences for acceptable and unacceptable behaviours by students. Students and families are subject to the managed process that results from such behaviour.

All parents and where appropriate students should read and consider the School’s Responsible Behaviour Plan. This may be downloaded from the school’s website.

Rights and Responsibilities

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

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

Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| To be happy and enjoy school | - Treat others as you would like to be treated  
- Respect other classes’ lesson times and do not interfere  
- Respect your peers, teachers, your home tutors and adults |
| To grow as an individual | - Access our school’s services  
- Set a good example for younger students in our school  
- Respect the rights of others |
| To have a pleasant and safe environment | - Take care of all equipment and facilities  
- Keep the home classroom and school grounds clean and tidy  
- Be sensible when using the school’s equipment such as the telephone and computer |
| To be well respected in our communities | - Set a good example when on excursions  
- Be polite to all people  
- To display respect for ourselves and others |
| To be safe from harassment | - Don’t harass others  
- Report harassment whether to your or other |
**Tutors**

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

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

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

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

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

**Staff Members**

Staff members of this school will be:
- Welcomed as part of a professional collegiate
- Able to work in a healthy, clean and safe environment
- Included in the decision making processes of the school community
- Given opportunities for professional development and growth
- Treated in a manner reflecting the courtesy and dignity of the school’s values
- Provided with all relevant information concerning their vocation, current work expectations and profession
- Given support by the School’s Management Team in resolving difficulties in line with the school’s values and beliefs
- Entitled to balance family (within reason) work and other commitments
- Entitled to their own personal values and beliefs.
Staff members of this school will be entitled to access:

- Processes involving school strategic planning, financial budgets and review of school operations
- Processes related to the development of school policy
- Processes for resolution of differences or grievances.

Staff members may access:

- All information about themselves
- Minutes and agendas of all decision making forums
- Professional publications that provide state, national and international perspective are on education.

Staff should also expect:

- Students behave in accordance with their Rights and Responsibilities
- Home tutors follow the expectations as outlined in their Rights and Responsibilities
- Support from colleagues in implementing the Rights and Responsibilities of all groups within the school
- To be treated with dignity by all
- Equitable access to professional development and training opportunities
- A process to assist them in dealing with unacceptable behaviour which may originate from any group within the school
- To receive support from colleagues in organising activities
- All will contribute to the care and maintenance of common equipment and facilities
- Adequate staff facilities

In addition to these general expectations, members of the teaching staff may also expect:

- To be given quality support in the learning/teaching process by colleagues and the School’s Management Team
- To be advised of movements in and out of their allotted classes and teaching responsibility
- Access to resources that support the learning/teaching process
- Access to student records except where such access is restricted by departmental or legislative barriers
Roles of tutors

Junior Secondary students will have a tutor to assist them in their learning.
The following will be of interest.

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

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

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

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

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

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

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

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

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

Computers/Learning Technology Programs –

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

Tutorials and discussion groups are conducted through this medium also.

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

School based students may use their base school computers to contact our teachers and collect/despatch work.

Students breaking these rules will be subject to appropriate action by the school.
Mobile Phones and Other Items

The use of mobile telephones by students is restricted during school activities. Our school’s policy is clear:

Mobile telephones are not to be evident during any instruction, learning program, class or school activity. Students should have all their electronic equipment switched off and out of sight during classes and other group activities. Students are discouraged from bringing mobile phones to Minischools, however, prior arrangement may be negotiated with Minischool coordinators. All phones are held by the school unless needed.

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

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

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

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

Purpose of the Scheme –

1. In accordance with the Education (General Provisions) Act 2006, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools who are Australian citizens or permanent residents, or children of Australian citizens or permanent residents, is met by the State.

2. Parents/carers are directly responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme (the scheme) that enables a parent/carer to enter into an agreement with the school that provides, for a specified annual participation fee, the temporary use by the student of prescribed textbooks and/or other resources, and/or the purchase of consumables and materials for the student.

3. A Student Resource Scheme is separate to and distinct from a request for a voluntary financial contribution.

Benefits of the Scheme –

4. The scheme is intended to provide the parent/carer with a cost effective alternative to purchasing the prescribed textbooks and/or resources elsewhere, through reduced prices gained from the school’s bulk purchasing practices.

5. The scheme also ensures that students have consistent personal resources for their education, and saves the parent/carer time and money in sourcing the prescribed materials elsewhere.

6. The Scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the operation of the scheme.

Participation in the Scheme –

7. Participation in the scheme is voluntary, and there is no obligation on a parent to participate in the scheme. A parent’s decision to participate or not is based on consideration of the value afforded to them by the scheme.

8. A parent/carer who does not wish to participate in the textbook and resource scheme shall inform the school by completing the Participation Agreement Form and returning it to the Administration Office. Arrangements will be made for the parent/carer of students in Years 7 to 12 or of secondary education age to be paid the value of the Textbook and Resource Allowance for each of their eligible children.

9. A parent/carer who chooses not to participate in the scheme is responsible for providing the student with all items that would otherwise be provided to the student by the scheme as detailed on the Year Level Requirements List and/or Subject Requirements List, to enable the student to engage with the curriculum.
Parents and Citizens’ Association Endorsement of the Scheme

10. The operation of the Student Resource Scheme is discussed annually at a meeting of the Parents and Citizens’ Association. Parents/carers are extended an invitation to attend this meeting and provided an opportunity to express their opinions. A vote is taken at this meeting endorsing the operation of the scheme.

Textbook and Resource Allowance –

11. The Queensland Government provides financial assistance to parents/carers of students in Years 7 to 12 or of secondary education age, attending State and approved non-State schools, to offset the costs of textbooks and other resources. Assistance is provided in the form of a Textbook and Resource Allowance which is paid once a calendar year through the school. Parents/carers have the option to receive the allowance directly from the school or as an offset of fees associated with participation in the school’s Student Resource Scheme. This option is made available to each parent annually by the school. Current allowance rates are available from http://education.qld.gov.au/finance/grants/fund/garp/html/par-stu.html

Terms and Conditions of Participation in the Scheme –

12. All textbooks and resources provided for temporary use by the scheme remain the property of the scheme and shall be returned at the end of the education program or school year or when the student leaves the school, whichever is the earlier. Where an item is not returned, the parent/carer will be responsible for payment to the scheme of the replacement cost of the item. Failure to make payment may result in debt recovery action being undertaken including, where warranted, referral to an external debt collection agency. This may result in extra costs being incurred by the parent/carer.

13. Textbooks and other resources provided for temporary student use by the scheme shall be kept in good condition by the student. The school Administration Office shall be notified immediately of the loss or negligent damage to any issued item. Where an issued item is lost or negligently damaged, parents/carers will be responsible for payment to the scheme of the replacement cost of the item. Failure to make payment may result in debt recovery action being undertaken including, where warranted, referral to an external debt collection agency. This may result in extra costs being incurred by the parent/carer.

14. The parent/carer is responsible for supplying the student with any additional student materials that are not provided by the Student Resource Scheme, as indicated on the Year Level Requirements List and/ or Subject Requirements List or otherwise advised by the school.

15. If a student enters the scheme after the first week of school, a pro-rata participation fee will apply, calculated on a 40-week school year basis.

16. If a student, having paid a participation fee, leaves the school through the year, a pro-rata refund will be made to the parent/carer, calculated on the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro rata Textbook and Resource Allowance calculated on a 40-week school year basis.

17. As the scheme operates for the benefit of parents/carers and is funded solely from participation fees, resources provided by the scheme will not be issued to students whose parents/carers choose not to participate in the scheme.
Library Resource Centre

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

Borrowing Procedures

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

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

Hours

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

Materials and Services Available

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

We also provide:
- Magazines
- Books
- Tapes and CDs
- Jigsaw puzzles
- Activity packs
- Construction activities and kits
- Development toys

How to Borrow

There is a limit of ten books which may be borrowed at the one time by the one borrower. You may borrow books by simply contacting the library by telephone, fax or e-mail and indicating specific books or the range of topics you wish to receive books on.

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

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

Returns

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

Queensland State Schools eBooks Digital Library

Queensland State Schools, eBooks digital library is a collection of eBooks and audio books which may be
downloaded to computers or compatible mobile devices. The following links will assist you with setting up
your computer, laptop and Mobile devices:

Computers and laptops – find and read eBooks

Mobile devices – find and read eBooks
To read lots of books during the school year, holidays included…Read Digital books online. 24/7.

The Library System has been changed to make it a smoother and easier process:

Simply logon onto the Library system at [https://chartowesde.concordinfiniti.com](https://chartowesde.concordinfiniti.com) with your MIS ID (This is your normal ID for EQ sites and the bit before the @ sign in your @eq.edu.au email address) However, the password for here is: CTSDELIBRARY (all capitals)

This is the page you will see. You can do a search for book names, interests or authors.

I searched for Aussie Bites – you will notice the Overdrive Tab. This takes you to the books on the QLD Education’s Digital Library resources. So click on this tab
Below you can see what digital books are available – click “Online” then click “Go to Overdrive”

This login only requires the same MIS ID as the first (no password required)

Here’s the book you wanted to read...The greyed coloured book symbol shows that it is currently on loan.
You could ask that the book be made available to me when it is released from whoever is currently reading it. Click "Place on Hold" button

When you have filled out the information.

You will receive this acknowledgement.

You have placed this title on hold. When it's available, you'll see a red notification next to the account icon on this website.

Once that happens, you'll have 3 days to borrow the title before your hold is cancelled.

Click here to continue browsing.

Click here to view your Holds.
However, if you want to read a book right now, there is the recommended books, below the one that you originally choose.

See how the book symbol is black, this means these books are now available for reading.  (Yellow Highlight)
By placing my mouse on the book, I can either sample it or borrow it. (Black pointer)

The book “The Universe” got my interest, so I clicked “Borrow”

Then Clicked “GO to Checkouts”. 
As I was testing the system, I ended up with three books available.
I can return them or read them by downloading them into the browser and use them offline.

There is a whole overdrive help page on this feature at http://help.overdrive.com/customer/portal/articles/1481524

Perhaps you should consider whether you liked the book, or not, after reading it, then you can rate it by stars.

The links for the CTSDE Library will be shown within the same eLearn courses that you have to link to the Collaborate lessons.
Assessment Policy

Our School has an assessment policy to ensure that the process of evaluating a student is fair to all students and to ensure students meet their obligations regarding the completion of a course of study. Each student on enrolling in a subject will receive a schedule detailing when work in each subject should be completed and specific times for assessment. These schedules are called Work Completion Planners.

It is the responsibility of the student to submit all assessments (projects, completed work pieces, assignments, worsheets, etc.) and complete all exams on or before the due date.

Curriculum Program –

Junior Secondary students must complete and submit 100% of each subject that forms their learning plan. This is used to verify that each student has been spending a minimum time on school work during the year. The highest levels of achievement cannot be achieved unless all the units of a subject are completed.

Extension of Assessment/Work –

Extensions should be discussed with the teachers prior to the date the work is due, to make alternative arrangements. Students and home tutors need to complete and submit the "Application for an Extension" form to the Junior Secondary Head of Department. This is only for tasks that have a Guide to Making Judgment sheet.

Late assignments will be marked and returned to the student but may not count towards final levels of achievement. See the next section.

Late Submission of Work –

1. This policy applies to completion of all assessment items (i.e. tests, examinations, projects, assignments, oral presentations, portfolios and any other work specified by the teacher) that may form part of a student’s assessment profile

2. Completion of assessment items means that all work set out in the Work Completion Planner for that course of study is completed. It is mandatory that students make every attempt to satisfy the specified assessment criteria and thereby meet course requirements

3. Work is classed late if it is not received by the due date as indicated in the Work Completion Planner, or as indicated on the assessment instrument, or as stated by the teacher in writing, or as negotiated with the teacher

4. Units of work are set for a specific time period. Students who submit nil assessment work will have an N recorded as the academic achievement rating for that subject at end of semester reporting.

Remember:

Contact your teachers to negotiate alternative dates for your work if you are experiencing difficulties.
Completed Work

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

Digital Return of Work –

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

When returning work digitally ensure:
- You keep a copy on your computer
- Teacher’s email address is correct
- You request a ‘delivery receipt’ from your email package
- Documents are in Microsoft Word format with your name on each page’s header section
- Pages are consecutively numbered.

Paper Based –

This method uses Australia Post, Couriers or fax transmissions. If returning work in this way, please ensure:
- Work has a cover sheet with student’s name and contact details, teacher’s name and subject title
- Work is secured with a staple
- Student name is at the top of each page
- Pages are consecutively numbered.

Students must complete work regularly and send worksheets or tasks to be marked within a week of completing it. To allow optimum teaching, students are urged to submit work according to their work completion planner as negotiated with their teacher. Submitting large amounts of work in one subject at the same time, does not allow effective teaching to occur as errors are continued rather than corrected.

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

Return of Work –

The school accepts the return of work in various formats e.g. digital, paper, audio.

Documents –

Digital documents must be in one of the following formats:
- .doc or .docx (Word Documents)
- .xls or .xlsx (Excel Spreadsheet)
- .pdf (Adobe Acrobat Format)
- .ppt (Powerpoint)
- .rtf (Rich Text Format)

Audio Files –

Audio work will be accepted in the following formats:
- WOW
- MP3 digital format

Digital MP3 files may be returned as an email attachment (if under 3.2 Mb in size), or CD-ROM or on a ‘flash drive’.

Visual Files –

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

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

Video files must be in MP4 or AVI format with the following minimum settings:
- 150 kbps or greater OR
- Display size 320 x 240 Video files may be sent to the school in CD-ROM, or DVD or on a ‘flash drive’ / USB drive.
Reports

Standard student reports are in all Queensland state schools for Junior Secondary students.

The Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005 now requires that for student reports for all schools (government and non-government). The student report must include, for the subjects studied, an assessment against achievement levels or bands defined by the education authority or school, being levels or bands that:

i. Must be labelled as A, B, C, D, E (or an equivalent)

ii. Should be clearly defined against specific learning standards

To assist schools to comply with the requirements of the Australian Government, a common format for student reporting is in all state schools. These templates set out a reporting format based on the Key Subject Areas.

The student report templates include:

Subject Areas - Each student’s report will contain achievement information about each learning area studied.

Achievement Codes - These codes describe the student’s overall achievement for each learning area studied against what is expected at the time of reporting. The achievement ratings of A, B, C, D, E are used. A rating of ‘N’ is given if insufficient assessment tasks have been submitted by the student.

Effort and Behaviour are reported for each student against an A-E rating. Written comments outline what a student has achieved and provide advice on areas for improvement.

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

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

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

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

D The student demonstrates limited knowledge, skills and understanding and is able to apply them, with support, in some contexts.

E 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:

- A. Excellent
- B. Very good
- C. Satisfactory
- D. Needs attention
- E. Unacceptable

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

The following types of allowances are available:

Commonwealth of Australia

Assistance for Isolated Children Scheme –

A federal government Allowance is available for students who are:

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

For full and up to date details:

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

Abstudy (Aboriginal & Torres Strait Islander Students)

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

Telephone: 13 23 17
Fax: 07-3393 8177

Youth Allowance/Austudy

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

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

Sole parent and disability allowances may also be payable to students studying three or more subjects. In order to retain Youth Allowance or Austudy benefits, students must be working at a rate which satisfies the school’s workload requirements for EACH subject. This work rate is detailed in the work rate calendar for each subject or as an absolute minimum, 75\% in each subject is required.
Applications for Youth Allowance or Austudy/ Abstudy can be made at the nearest Centrelink Office or by using the following contact details:

**Telephone:** 13 2490

**Web:**

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

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

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

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

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

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

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

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

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

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

In general the following provisions are in place:

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

Technology Subsidies

Annual Computer Hardware Subsidy –

Offered as part of the State Governments Education and Training Reforms for the Future to all Home Based Learners (geographically isolated and medical) this government $250 subsidy may be used:

- To purchase/lease a new computer or refurbished computer and/or related hardware.
- To upgrade an existing computer (eg. adding memory, CD ROM drive, scanner etc.)
- To replace an existing computer.

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

Annual Broadband Subsidy

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

When is the subsidy paid

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

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

Writing Materials and Equipment

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

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

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

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

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

**Teaching Aids**
- Attribute Blocks – Plastic $33.00
- Geometric Shapes – Foam $26.00
- Wooden Shapes $44.00
- MAB Blocks - Plastic $33.00
- Writing Time – National Edition Adventures in $15.40
- Soundwaves Prep Year 1 & 2 $19.80
- Year 2 Word and Sounds Book (for Parents) $ 8.80
- Animal Counters pack of 96 $22.00
- Unifix Cubes pack of 10 $ 2.75

**School Uniforms**
- Boys Shorts $15.00
- Culottes $24.20
- Sports Skirts $18.70
- Unisex Shorts $19.00
- School Shirts $33.00
- Sports Briefs $ 7.70
- Hats – Slouch $11.00
- Student ID Cards $ 5.00

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

**Souvenirs**
- Cookbook – Generation of Bush Cooking $23
- Cookbook – Another Helping of Generation of Bush Cooking $28.00

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

Credit Card Facilities available or direct deposit to account Bank

Details are:
- BSB No: 064 805
- Account No: 091 251
- Name: Charters Towers School of Distance Education

Please quote invoice number or surname in reference.
Student ID Cards

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

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

School Terms 2018

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 3</th>
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<tr>
<td>22 January – 29 March</td>
<td>16 July – 21 September</td>
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<tr>
<th>Term 2</th>
<th>Term 4</th>
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<tr>
<td>17 April – 29 June</td>
<td>8 October – 14 December</td>
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Absenteeism

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

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

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

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

Absentee Procedures –

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

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

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

No refund will apply. The school will notify students whose enrolment is in jeopardy due to non-submission of sufficient school work.
**Truancy**

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AADES</td>
<td>Australasian Association of Distance Education Schools</td>
</tr>
<tr>
<td>ABSTUDY</td>
<td>Aboriginal Study Assistance Scheme</td>
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<tr>
<td>ACEA</td>
<td>Australian Council for Education Administration</td>
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<tr>
<td>ACER</td>
<td>Australian Council for Educational Research</td>
</tr>
<tr>
<td>ACOSS</td>
<td>Australian Council of Social Services</td>
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<tr>
<td>ACTF</td>
<td>Australian Children's Television Foundation</td>
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<tr>
<td>AGM</td>
<td>Annual General Meeting</td>
</tr>
<tr>
<td>AGPS</td>
<td>Australian Government Publishing Services</td>
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<tr>
<td>AIC</td>
<td>Allotment for Isolated Children</td>
</tr>
<tr>
<td>AMEB</td>
<td>Australian Music Examinations Board</td>
</tr>
<tr>
<td>AOP</td>
<td>Annual Operational Plan</td>
</tr>
<tr>
<td>ATSI</td>
<td>Aboriginal and Torres Strait Islander Commission</td>
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<tr>
<td>ATUC</td>
<td>Australian Teachers Union</td>
</tr>
<tr>
<td>AUSTUDY</td>
<td>A means-tested allowance for students 16 years and over</td>
</tr>
<tr>
<td>AV</td>
<td>Audio-Visual</td>
</tr>
<tr>
<td>BSSSS</td>
<td>Board of Senior Secondary Schools Studies</td>
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<tr>
<td>C&amp;K</td>
<td>Crèche and Kindergarten Association</td>
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<tr>
<td>CEO</td>
<td>Catholic Education Office</td>
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<tr>
<td>CSC</td>
<td>Commonwealth Schools Commission</td>
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<tr>
<td>CTSDE</td>
<td>Charters Towers School of Distance Education</td>
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<tr>
<td>DETE</td>
<td>Department of Education Training and Employment</td>
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<tr>
<td>DG</td>
<td>Director-General</td>
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<td>DIRT</td>
<td>Our School newsletter</td>
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<tr>
<td>DRP</td>
<td>Drought Relief Payment</td>
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<td>DRT</td>
<td>District Relieving Teacher</td>
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<tr>
<td>DSS</td>
<td>Department of Social Security</td>
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<tr>
<td>DVTIR</td>
<td>Department of Vocational Education, Training and Industrial Relations</td>
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<td>EA</td>
<td>Educational Advisers</td>
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<td>ELA</td>
<td>English Language Arts</td>
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<td>ELT</td>
<td>Effective Learning and Teaching</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>FOI</td>
<td>Freedom of Information</td>
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<td>G&amp;T</td>
<td>Gifted and Talented</td>
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<td>GO</td>
<td>Guidance Officer</td>
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<tr>
<td>HECS</td>
<td>Higher Education Contribution Scheme</td>
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<tr>
<td>HOD</td>
<td>Head of Department</td>
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<td>HPE</td>
<td>Health and Physical Education</td>
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<tr>
<td>HRE</td>
<td>Human Relationships Education</td>
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<tr>
<td>ICPA</td>
<td>Isolated Children's Parents' Association</td>
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<tr>
<td>JCU</td>
<td>James Cook University</td>
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<tr>
<td>KLA</td>
<td>Key Learning Area</td>
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<tr>
<td>LAC</td>
<td>Language Across the Curriculum</td>
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<tr>
<td>LOTE</td>
<td>Languages Other Than English</td>
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<td>LST</td>
<td>Learning Support Teacher</td>
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<tr>
<td>MLA MP</td>
<td>Member of the Legislative Assembly</td>
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<td>NESB NGS</td>
<td>Assembly Member of Parliament Non-English Speaking Background Non-Government</td>
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<td>OASC P-10</td>
<td>Open Access Support Centre Prep to Year 10</td>
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<td>PCAP</td>
<td>Priority Country Area Program</td>
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<td>PDO</td>
<td>Parent Development Officer</td>
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<td>PE</td>
<td>Physical Education</td>
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<td>PFT</td>
<td>Parent Effectiveness Training</td>
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<td>PETA</td>
<td>Primary English Teachers Association</td>
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<td>PLO</td>
<td>Parent Liaison Officer</td>
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<td>PLO(D)</td>
<td>Parent Liaison Officer (Drought)</td>
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<td>PPO</td>
<td>Principal Policy Officer</td>
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<td>PPR</td>
<td>Performance, Planning and Review</td>
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<td>P&amp;C</td>
<td>Parents' and Citizens' Association</td>
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<tr>
<td>QBUILD</td>
<td>Government group that provide building and maintenance services to state schools</td>
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<tr>
<td>QCPC</td>
<td>Queensland Council of Parents Associations</td>
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<td>QCT</td>
<td>Queensland College of Teachers</td>
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<td>QTAC</td>
<td>Queensland Tertiary Admissions Centre</td>
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<td>QTU</td>
<td>Queensland Teachers Union</td>
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<td>QUT</td>
<td>Queensland University of Technology</td>
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<td>RAFS</td>
<td>Remote Area Family Services</td>
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<td>RE</td>
<td>Religious Education</td>
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<td>REAP</td>
<td>Rural Education Access Program</td>
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<td>SDE</td>
<td>School of Distance Education</td>
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<td>SEU</td>
<td>Special Education Unit</td>
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<td>SHS</td>
<td>State High School</td>
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<td>SMS</td>
<td>School Management Systems (software)</td>
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<td>SLD</td>
<td>Specific Learning Difficulties</td>
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<td>SNSG</td>
<td>Special Needs Support Group</td>
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<td>SODE</td>
<td>School of Distance Education</td>
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<td>SPELD</td>
<td>Specific Learning Difficulties Association</td>
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<td>SS</td>
<td>State School</td>
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<td>Supportive School Environment</td>
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<td>STEP</td>
<td>Systematic Training for Effective Parenting</td>
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<td>TAFE</td>
<td>Technical and Further Education</td>
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<td>TE</td>
<td>Tertiary Entrance</td>
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<td>TIC</td>
<td>Teacher in Charge</td>
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<tr>
<td>TRS</td>
<td>Teacher Relief Scheme</td>
</tr>
<tr>
<td>UCQ</td>
<td>University of Central Queensland</td>
</tr>
<tr>
<td>UQ</td>
<td>University of Queensland</td>
</tr>
<tr>
<td>VISE</td>
<td>Volunteers for Isolated Students Education</td>
</tr>
</tbody>
</table>
Map of School Facilities

Charters Towers School of Distance Education
Buildings

Evacuation Assembly Point

Roofed Area 2

Transmission Tunnels

You Are Here

Administration Block

Main Entrance

Covered Area

Library

Shed Shed 1

Garden Shed 2

Roofed Area 1

Roofed Area 3

Car park

BRISK STREET

TB1

TB2

TB3

Covered Play Area

Amphitheatre Shed

Covered Sports Shed

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

<table>
<thead>
<tr>
<th>Indigenous Issues</th>
<th>1800 803 097</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aborigines Welfare Fund</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child Care</th>
<th>1800 637 711</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Information Service</td>
<td></td>
</tr>
<tr>
<td>Child Support Enquiries</td>
<td>131 272</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>RAFS Teams:</th>
<th>07 4092 6426</th>
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</thead>
<tbody>
<tr>
<td>Nth Qld Field Coordinators</td>
<td></td>
</tr>
<tr>
<td>Emerald</td>
<td>07 4658 1104</td>
</tr>
<tr>
<td>Longreach</td>
<td>07 4658 1104</td>
</tr>
<tr>
<td>Remote Family Care Service</td>
<td>1800 887 769</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counselling</th>
<th>1300 301 300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Help Line</td>
<td>1800 551 800</td>
</tr>
<tr>
<td>Kids Help Line (Non Govt)</td>
<td>1800 176 002</td>
</tr>
<tr>
<td>Relationships Aus (Dist. Counselling)</td>
<td></td>
</tr>
<tr>
<td>Women’s Info link</td>
<td>1800 177 577</td>
</tr>
<tr>
<td>Social Worker (Charters Towers)</td>
<td>4787 5422</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Domestic Violence</th>
<th>1800 811 811</th>
</tr>
</thead>
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<tr>
<td>Domestic Violence</td>
<td></td>
</tr>
<tr>
<td>Telephone Service</td>
<td></td>
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<table>
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<tr>
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<th>1800 177 833</th>
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<tbody>
<tr>
<td>Alcohol and Drug Information Service</td>
<td></td>
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<tr>
<td>Drug Arm Support Line</td>
<td>1300 656 800</td>
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<table>
<thead>
<tr>
<th>Allowances</th>
<th>13 23 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centrelink Qld Rural Call Centre</td>
<td></td>
</tr>
<tr>
<td>ABSTUDY</td>
<td>13 23 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor Assistance</th>
<th>4741 7218</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robyn Brown (VISE)</td>
<td></td>
</tr>
<tr>
<td>Parent Liaison Officer</td>
<td>4754 6843</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Families, Youth and Community Care</th>
<th>1800 177 135</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis Care</td>
<td></td>
</tr>
<tr>
<td>Gaming Machine Community Benefit Fund</td>
<td>1800 633 619</td>
</tr>
<tr>
<td>General Enquiries</td>
<td>1800 811 810</td>
</tr>
<tr>
<td>Frontier Services</td>
<td>1800 687 769</td>
</tr>
<tr>
<td>Lifeline</td>
<td>131 114</td>
</tr>
</tbody>
</table>
Being Successful

Develop a routine

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

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

Students should work 7 to 8 hours each day that is a 35 to 40 hour school week.

Organise your study space

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

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

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

Many students also find a noticeboard helpful. You can display timetables, teacher contact details and other important information such as all your Work Completion Planners where you can see them easily.

Make sure you have access to:

- a desk
- a telephone
- a comfortable chair
- a computer
- the Internet
- email
- a printer

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

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

Teacher’s Role

We want to develop and maintain a positive, supportive relationship with you and your home tutor. We do this by:

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

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

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

Pastoral Care

Pastoral Care meetings will be held on a weekly basis. All students are expected to attend. Those who cannot are required to download the meetings minutes from the Pastoral Care Blackboard Course.

The Pastoral Care teacher:

- Monitors your overall progress
- Deals with general concerns and issues
- Informs you of school processes, procedures and events
- Discusses timetables, workloads and daily routines.
- Organises your timetable for incidental school visits.

Getting Started

Each student is sent all the materials they need for Term 1 before the start of the year. Term 2 material is distributed at the February Home Tutor Camp. Materials for Term 3 and Term 4 are sent in the middle of the year.

Check that the subjects listed are the ones you have selected. If there are any problems, contact the Head of Department or your Pastoral Care teacher.

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

Students and their parents and Home Tutor who are new to the school will go through an induction process conducted by the Pastoral Care teacher. This is called ‘Quick start’ and a paper copy is included in your first Curriculum Box.

Student Expectations

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

- Complete all your subjects each term.
- Most subjects need at least 4 – 6 hours each week.
- Study learning materials, complete and correct self-check exercises in each unit before doing Assessment Tasks and other send in sheets.
- Send your work by email when possible, as WORD documents or scanned documents. Use Logitec HiQ for sending sound files.
- Contact your teachers regularly, by email or phone, especially if you are having difficulty.
- When you send work to school through the post, attach a lesson attachment form with your name, your teacher’s name, subject, task and clearly label it.
- Complete all Assessment Tasks in a subject to be eligible for high grades.
- Work consistently in all the subjects of your current term program, not just in a selected few.
Attendance/Truancy – The Process

It should be noted that, in Distance Education, attendance at school is measured as the submission of school work in the majority of subjects on a regular basis. The student who fails to comply is deemed as truant.

The School policy is:

1. Students must follow their Work Completion Planners and submit all send in sheets and tasks.
2. If no work is received for a particular subject by the due date, the teacher of that subject will contact the student either by phone or by email.
3. If the work is not received within a week of the due date then the teacher places details of the overdue sheet or task in the truancy spreadsheet.
4. The subject teacher continues to contact the student re: the overdue work on a regular basis.
5. If work is not submitted in a number of subjects, the Head of Department phones the student and Home Tutor to discuss the situation.
6. If substantial work is not submitted within 5 school days of this telephone call, a letter of concern is sent to the parent/guardian by the Head of Department.
7. If work is not submitted for a majority of the student’s subjects in the following two weeks, the Deputy Principal send a formal Form 4 letter to the parent/guardian by registered post. This letter offers the opportunity of a telephone meeting with the Deputy Principal.
8. If there is no response or submission of work within 5 days after the scheduled meeting with the Deputy Principal, a formal Form 5 letter is sent to the parents/guardians by the Deputy Principal via registered post.
9. If there is no response or submission of work within 5 days of receipt of the Form 5 letter, Regional Office is notified by the Deputy Principal.
10. Regional Office will then contact the parent/guardian. A search is conducted to check the student is not enrolled in another form of schooling elsewhere.
11. If no reasonable excuse is given to Regional Office for lack of submission of work, then a letter is sent to the Director General of Education recommending prosecution. A letter is also sent to Centrelink indicating lack of engagement of the student in school work.
Proof Reading Marks

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

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

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

<table>
<thead>
<tr>
<th>Check spelling</th>
<th>Add a word/letter</th>
<th>Delete a word/letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors with Capital letters Under part of word</td>
<td>Grammar Mistake under part of the word</td>
<td>Paragraphing [ ]</td>
</tr>
<tr>
<td>Words that should be joined</td>
<td>Check punctuation . , “ ? ! Capital letters</td>
<td>Sometimes, it is useful to use different colours</td>
</tr>
</tbody>
</table>

Student Self-check Editing Guide

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

Example: Self-check Editing Guide √

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

Using the phone

All teachers have a phone with an answering machine. If you phone a teacher, and there is no answer, please leave a message. Your teacher will get back to you as soon as possible.

Teachers cannot ring mobile phones on a regular basis. If you have a mobile phone only, it is your responsibility to make phone contact with the school. Also, teachers cannot make interstate phone calls.

Leaving messages

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

- say who you are
- give a brief summary of why you are calling
- leave your phone number
- use polite language

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

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

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

Using email

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

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

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

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

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

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

- Appropriate sign-offs include:
  
  Yours,
  
  Yours sincerely,
  
  Thanking you,
  
  Regards,

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

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

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

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

  Dear Miss Wheeler,

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

  Yours sincerely,

  Billy Campbell.
Timetables and Diaries

Timetables

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

It should include:

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

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

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

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

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

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

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

There are sample timetables and blank timetables under the tab “Information” in the Pastoral Care Blackboard site.

Diaries

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>John Clark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07 4754 6888</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>Andrew Smith, Cameron Burke</td>
</tr>
<tr>
<td></td>
<td>07 4754 6888</td>
</tr>
<tr>
<td>Heads of DEPT</td>
<td>Melinda O'Connor, Barb Stower, Sarah Jenkins</td>
</tr>
<tr>
<td></td>
<td>10 – 12, VET &amp; Adult Learners, Jade McKay</td>
</tr>
<tr>
<td></td>
<td>Alternative Learning Initiatives, Richard Heard</td>
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<td></td>
<td>07 4754 6888</td>
</tr>
<tr>
<td>Business Services</td>
<td>Kate Hill</td>
</tr>
<tr>
<td></td>
<td>07 4754 6810</td>
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<tr>
<td>Finance Officer</td>
<td>Suzanne Wright</td>
</tr>
<tr>
<td></td>
<td>07 4754 6825</td>
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<tr>
<td>Front Office Staff</td>
<td>Chris Peckett, Sally Campbell</td>
</tr>
<tr>
<td></td>
<td>07 4754 6888</td>
</tr>
<tr>
<td>Mailroom Aide</td>
<td>Thea Cook</td>
</tr>
<tr>
<td></td>
<td>07 4754 6819</td>
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<tr>
<td>Curriculum Aide</td>
<td>Tash Stanton</td>
</tr>
<tr>
<td></td>
<td>07 4754 6818</td>
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<tr>
<td>Telelessons</td>
<td>Rosemary Hughes</td>
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<tr>
<td></td>
<td>07 4754 6844</td>
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<tr>
<td>Computer Help</td>
<td>Rosemary Hughes</td>
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<td>07 4754 6844</td>
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<tr>
<td>Parent Liaison Officer</td>
<td>Lesley Griffin</td>
</tr>
<tr>
<td></td>
<td>07 4754 6843</td>
</tr>
<tr>
<td>Student Data</td>
<td>Alyson Rainbow</td>
</tr>
<tr>
<td></td>
<td>07 4754 6888</td>
</tr>
</tbody>
</table>

**SOLVING CONCERNS ABOUT NON-TEACHING SERVICES**

**Stage One**
1. Contact person responsible for that area. Eg. Finance, mailroom etc…
2. Discuss problem with person responsible
3. Clarify what is and what is not possible
4. Negotiate solution within school and Department guidelines

**Stage Two**
1. Contact Deputy Principal/Principal
2. Share problem/concern and previous discussions
3. Situation will be investigated and delegated person will contact you
4. Allow time for investigation

**RESOLVING STUDENT LEARNING ISSUES**

**Contact Student’s Teacher**
Share your concerns/problem directly with the teacher:
1. Unable to do work
2. Requires extra work
3. Concerns about an area
4. Behaviour problems
5. You/student stressed
6. Helping with teaching skills
7. Return work will be late
8. Field service/visit information
9. Learning difficulties

**Head of Department (HOD)**
A HOD Manages each teaching team:
Primary
Junior Secondary
Senior Secondary
Alternate Learning
1. Share problem/issue and previous discussions
2. Allow time for person to investigate problem and gather information
3. HOD will contact you to discuss

**Principal/Deputy Principal**
1. Share problem and previous discussions
2. Allow time for investigations
3. Review their response

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**THE SCHOOL OF DISTANCE EDUCATION**

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Research & Plagiarism

With the increasing use of the Internet and as information sources and the ease of downloading information, there is a growing concern that students are “cutting and pasting” information and presenting the work as their own. This is known as plagiarism, that is, taking and using another person’s words, ideas or writing as one’s own. It includes cutting and pasting information from CD-ROMs and the Internet and copying from books without acknowledging the source.

CTSDE Plagiarism and Cheating Policy –

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. All work submitted to teachers must be original, and any violations of this policy will have serious consequences. Two common examples of breaching this policy are plagiarism and cheating.

Definitions of Plagiarism and Cheating –

Plagiarism is defined as stealing and passing off the ideas and words of another as your own. This source may be written, oral or electronic, and includes copying/pasting from books, periodicals, journals, newspapers, the Internet and the retrieval of research papers from the Internet.

Cheating is defined as submitting work done by someone else e.g. parent, friend, tutor as your own. It includes copying another student’s work (with or without his/her knowledge) and handing it in as your own.

Consequences of Plagiarism or Cheating –

If the Head of Department reasonably believes, based upon significant evidence provided by a teacher, that you have been guilty of plagiarism or cheating, then you may be subject to the following penalty, depending on the nature and extent of the plagiarism or cheating.

Students found to have plagiarised in assessment tasks will receive no credit for this part of the task. The rating for the assessment task will be based on the portion of the task which is deemed to be your own work. Consequently, a reduction in word length and in coverage of the assessment criteria may result in you receiving only a “D” or “E” for that particular task.

Assessment Activities –

The section of work that is proven plagiarism or cheating is discounted and any remaining sections are assessed and rated. The reasons for this action will be provided to the student on the assessment matrix.

It is the individual teacher’s choice if work is to be redone. This could be desirable if it is considered an important assessment activity.
Some Examples of Breaches to Policy –

You are breaching the policy when you do any of the following, even if unintentionally:

- You hand in someone else’s work (parent, friend, tutor) as your own
- You copy another student’s work (with or without their knowledge) and hand it in as your own
- You produce assignments in conjunction with another person (e.g. student, tutor) which is supposed to be your own independent work
- You allow someone else to copy your work and hand it in
- You paraphrase material from another source without proper acknowledgement or citation. This includes commentary in study aids such as Brodie’s Notes
- You use plots, characters, theories, opinions, concepts, design from other sources such as short stories, novels, TV shows, films etc. and present them as original work without properly attributing them to their authors
- You piece together different sections of the work of others into a new whole, that is ‘cutting and pasting’, especially off the Internet or CD-ROM encyclopaedias etc.
- You fail to indicate with quotation marks (‘marks’) that you copied another person’s exact written words or symbols, regardless of how few were used
- You fail to name a person whose exact words you use in an oral report, or to indicate by verbal inflexion that you are quoting them
- You fail to provide a Bibliography for a project that requires acknowledgement of research you have cited
- You buy or obtain a paper from an Internet research service or “paper mill” and hand it in as your original work

Ensure that Your Work is Your Own –

Sometimes you may not realise that you are plagiarising, or you don’t know how to avoid it. Here are some techniques to help:

- Learn how to manage your time so you don’t panic at the end and feel plagiarism is the only alternative
- Learn the 6 steps of the Information Process (Defining, Locating, Selecting, Organising, Presenting and Evaluating) to break down your assignment into manageable segments. Look at Education Queensland’s website: education.qld.edu.au
- Don’t allow others to copy your work, as you will be an “accessory to the crime” and penalised as well
- Don’t hand in someone else’s work as your own
- Be aware of Australian copyright guidelines.
- When taking notes from any source, always copy the bibliography information immediately so you can easily acknowledge this when writing the assignment later.
- When you write a quotation in your notes, make sure it has quotation marks (“marks”) around it, so you later realise it’s a quote and not your own words
- Separate your ideas from others as you are taking notes. Some use brackets or different coloured highlighter pens to separate their comments from the author’s words
- Learn how to legally paraphrase. Look up note taking methods. Use a thesaurus
- Learn how to process information into something that is your own. There are many excellent writing sites on the web.

Learn the CTSDE accepted method of referencing and constructing bibliographies. This will be discussed in subjects such as English, History, Geography and Science.

**Bibliography**

A bibliography lists all works consulted during the research of an assignment. The bibliography is written on a separate page at the end of an assignment, in the bottom right hand corner of a project chart or on the back of the project chart. There are several ways to write a bibliography. The following is the accepted style to be used at this school.

Page heading: BIBLIOGRAPHY

1. All books used arranged in ALPHABETICAL ORDER by AUTHORS SURNAME.
   - Last name in capitals
   - Initials for first names
   - The year the book was published
   - The title of the book underlined
   - The place of publication
   - The name of the publisher
   - e.g. FROUD, B (1973), Better Riding. London, Kaye and Ward

   Author        Publication Title    Place of Publication
   Publisher     Date

2. Books with 2 authors:
   SMITH, J; and BROWN, (1978)

3. Books with more than 3 authors:
   SMITH, J; BROWN, J.; KONES, B.; ET. AL. (1979)

4. Books with no authors:
   Famous Places (1979), Manchester; World and Whitman

5. Books compiled by an editor:

6. Contributions to a book:
7. **Encyclopaedia – signed article**

8. **Encyclopedia – unsigned article**

9. **Magazine or Newspaper articles:**
   Vol 1, No 3, pp 3 – 10

10. **Information received verbally:**
    SMITH, J. (1990), Private Communication, 19th April

11. **Information from CD ROM:**
    ‘India’ (1994) in Encarta 94 (CDROM) USA: Microsoft

12. **Information from World Wide Web**
    Author’s surname, Initials. Title of webpage <URL of web site> Organisation, location, date of web page publication or update, (download date)
Preparing Yourself

Prepare for each unit

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

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

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

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

Prepare for each day

1. **Read the information in the lessons.**

2. **Prepare materials needed for the day’s activities**

Plan your time

Establish a routine

The time taken initially to establish a routine saves time in the long run.

Plan a timetable that is flexible enough to suit you, the learner.

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

Materials Information

**Lessons Book** – e.g. English Lessons (Maths, English, Science, History, Geography)
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** – e.g. English Guide – (Maths, English, Science, History, Geography)
written for the tutor as their daily guide and will include the answers to the daily lessons & activity sheets, teaching sequence, questions, metalanguage glossaries, helpful information, hot tips, ideas to differentiate and access to the unpacking video etc.
Online courses -

The online courses can be accessed through your learner's Blackboard site. Our school will provide further details of how to access and use this site.

Your teacher may provide opportunities to collaborate and communicate with classmates through the Virtual Classroom. This may include Wikis, discussion forums, edStudio or edTube pages and other communication tools.

Recommended set up for your print materials

**English, Maths, Science, History and Geography:** You could set up a folder for each subject area with dividers inside.

**English, Maths, Science, History and Geography:** At the front of the folder put in Unit overview, the Evidence of Learning (EOL), the Resource overview and the Lesson overview.
Use a 2 ring binder folder. Place the Year level cover on the front. We used one with a plastic section to insert the cover.

**English, Maths, Science, History and Geography:**
Place the Lesson plans for the unit. There are between 12 and 20 lesson plans for each subject.

**English, Maths, Science, History and Geography:** Place the sheets for the unit.
Other Materials to Collect or Purchase

**Materials to be supplied by all students**

- Glue/sticky tape
- Pencils, rubber, ruler
- Sharpener
- Stapler and staples
- Scissors – children's size, left handed scissors for left hander
- Colouring pencils
- Several manila folders
- Scientific calculator

- Protractor
- Highlighters
- Blu-tac
- Plastic storage bags
- Dictionary
- Thesaurus
- Atlas
- Student Diary (optional)
Lessons

Lessons are conducted through the use of the Web conferencing program called Collaborate.

Lessons give students the opportunity to:

- develop greater knowledge of the work.
- interact with their teachers and other students.
- receive specific instructions relevant to the subject.

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

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

- Raise your ‘hand’ in Collaborate when you want to speak.
- When you are finished speaking, say your teacher’s name.
- Use language appropriate to a school setting.
- Allow other students to have their say and respect their opinions.
- Come to class with all the materials you expect to use that lesson.
- Use the headphones provided with your phone, rather than the handset or a speaker phone - this prevents background noise from your house being heard by others in the lesson. If your house is really noisy, please use the white “mute” button on the headset.
- You may participate in the Collaborate lesson by using VOIP (like Skype). This means you do not need to use a telephone.
- If you need to talk to your teacher about a personal issue, or you want to discuss something at length (e.g. how to complete an assignment), ask your teacher to call you after the lesson.
- All Collaborate lessons are recorded. This is useful for students who are absent for a lesson or if the student wishes to review a concept.
Lesson Expectations

Collaborate Lessons

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

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

Students need to remember the audio/Collaborate conventions –

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

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

Feedback

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

Year 7 and Year 9 NAPLAN Test

- Literacy - Reading, writing, proofreading for spelling, punctuation & grammar errors. Numeracy - number, space and measurement through problem solving.

- Students complete these tests totally independently. Year 7s and 9s need to be allowed to complete a large proportion of their unit work independently including reading and understanding the instructions to prepare them for this assessment.

- The NAPLAN test will be completed by all year 7 and 9 Students in May. Your class teacher will advise you at the beginning of the year when this will occur.

Curriculum DVDs

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

How to Connect to Collaborate

Collaborate is a Video Conferencing Web Site that is used by our school to deliver lessons to our students while “on-line”. It incorporates a number of communication tools including VOIP, chat rooms and an interactive digital whiteboard.

To use Collaborate you need to go through a set up process.

Go to the logon screen for Collaborate lessons at the Learning Place [http://elearn.eq.edu.au](http://elearn.eq.edu.au)

[1st time: Add this page to your Favourites Menu]

Open your Internet Browser to elearn.eq.edu.au

![Logon Screen](image.png)

Login using your login name and password.

![Login Screen](image.png)

Click Login
The Learning Place web page will load.

The screen may look different to other students, depending on what Year and classes you are enrolled into.

Your list of classes are on the right side of the screen.

Click on the course you want to view
Steps for Creating MP3 Audio Files

When creating audio files (e.g. voice recording) to be sent to the teacher or uploaded into blackboard it is required that they be saved in an mp3 file format. There are numerous programs that can be used to create and save these recordings however we recommend using the free program called Audacity which can be downloaded from http://www.audacityteam.org/download/windows/.

Setting Up Audacity

Open the Audacity application
Click on the Edit menu and select Preferences

Select Devices in the left column
Under Recording -> Channels select 1 (Mono)
Select Quality in the left column
Change the default Sample Rate to 22050 Hz

Click Ok

**Using Audacity to record audio**

(You will require a microphone that can be connected to your computer)

Open Audacity application
Click the Record button to start recording.
Start talking into your microphone
Press the stop button when done.

**Saving Recording as .MP3 file**

Click on the File menu and select Export
Browse to the location to save the file

Type in a filename

Click on the Save as type: drop down list and select MP3 files

Click Save

The Edit Metadata screen will open

Type in a description of your recording next to Track Title

Click OK
MIS Webmail users

The easy-to-use webmail for school teachers, administrators and students can be accessed via owa.eq.edu.au (https://owa.eq.edu.au/).

Webmail delivers a better email system and online calendar offering:

- a modern and efficient interface
- event and task management
- calendar sharing between staff
- Drag and drop capability.

MIS webmail offers a number of online features that can make the lives of school-based staff and students easier.

Teachers, staff members and school administrators can:

- record appointments and meetings, and schedule important deadlines
- know when colleagues are available for meetings
- book resources such as a computer lab or digital projector online (this requires your school to set up a shared calendar)
- Create mailing groups (of, for example, your students or teaching colleagues within and outside of your school) within the webmail address book.

Students can:

- record their timetables online
- schedule assignment deadlines