This booklet is an initiative of the Charters Towers School of Distance Education’s Parents and Citizens Association. This project is fully funded by this Association.
## 2017 Calendar

### January
- 19 - 20: Prof. Dev. Days
- 23: Term 1 Commences
- 26: Public Holiday - Australia Day
- 20 - 24: Home Tutor School
- 20: P & C AGM Sam
- 20: P&C Meet and Greet

### February
- 1 - 2: ALC Workshop
- 29 - 30: ICPA Swim Clinic
- 31: Inter-house Swimming Carnival

### March
- 1 - 2: Labour Day Public Holiday
- 7: Primary Inter-School Cross Country
- 8 - 12: VET – Agriculture Camp
- 9: P & C Meeting face to face
- 9 - 11: NAPLAN Testing/Inreach
- 12: Japanese Speech Competition CT
- 23 - 25: Clermont & Hughenden Outreaches
- 31: Clermont Show Holiday
- 1 - 2 June: Cape River & Ewan Outreaches
- TBA: Secondary Inter-School Cross Country
- TBA: Primary Tennis Trials

### April
- 3 - 17: School holidays
- 14: Good Friday Public Holiday
- 17: Easter Monday Public Holiday
- 18: Term 2 Commences
- 25: ANZAC Day

### May
- 1: Labour Day Public Holiday
- 7: Primary Inter-School Cross Country
- 8 - 12: VET – Agriculture Camp
- 9: P & C Meeting face to face
- 9 - 11: NAPLAN Testing/Inreach
- 12: Japanese Speech Competition CT
- 23 - 25: Clermont & Hughenden Outreaches
- 31: Clermont Show Holiday
- 31 - 2 June: Cape River & Ewan Outreaches
- TBA: Secondary Inter-School Cross Country
- TBA: Primary Tennis Trials

### June
- 1: Labour Day Public Holiday
- 2: Hughenden Show Holiday
- 2 - 3: ICPA State Conference – St George
- 8 - 9: VET Work Placement
- 19 - 23: VET Work Placement
- 21 - 22: Inter-House Athletics
- 26 - 9 July: School Holidays

### July
- 10: Term 3 Commences
- 25 - 27: Clermont & Hughenden Outreaches
- 26: School Holidays

### August
- 1: Charters Towers Show Holiday
- 2 - 3: Federal ICPA Conference Alice Springs
- 11: Primary Interschool Athletics
- 20 - 25: Clermont ICPA Sports Clinic Yrs 4-7
- 23 - 25: Ewan & Wambiana Station Outreaches
- 29 - 30: QCS Test
- TBA: Japanese Speech Competition Townsville

### September
- 3 – 9: Year 6 Brisbane Trip
- 11 – 15: School Holidays Work Placement Years 10 – 12
- 18 – 2 Oct: School Holidays

### October
- 2: Queen’s Birthday Public Holiday
- 3: Term 4 Commences
- 16: Prof. Development Day – Student Free Day
- 17: Federal ICPA Conference Alice Springs
- 18: Primary Interschool Athletics
- 20 - 25: Clermont ICPA Sports Clinic Yrs 4-7
- 23 - 25: Ewan & Wambiana Station Outreaches
- 29 - 30: QCS Test
- TBA: Japanese Speech Competition Townsville

### November
- 3: Primary Interschool Swimming Year 6 Brisbane Trip
- 17: Last Day - Yr 12
- 24: Last Day - Yrs 10-11
- 27-29: ICPA Sports Clinic Charters Towers
- 29: Transition Day
- 30: Celebration Day
- TBA: Senior School Graduation Dinner

### December
- 3: End of School Year
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Welcome to our unique school. This handbook is designed to assist parents and home tutors in becoming familiar with the daily routine of our school. While a booklet such as this cannot be expected to cover every detail of our school's operations, it will provide you with an important overview of the school, your role as home tutor, the resources you may be able to use, expectations of our school and hints you may find useful.

This effort to assist home tutors is funded by our school's Parents’ and Citizen’s (P&C) Association and many home tutors have contributed to the booklet by providing valuable advice. Our school is a ‘community’ in which we are all able to contribute in some manner. As you use this booklet you may have ideas on how it may be improved for future home tutors. Please share your ideas with us.

Distance schooling provides many benefits for your children. It is a challenge, and the rewards are great.

Regards,

John Clark
Principal
P&C Associations’ Comments

For some years now our Parents and Citizens Association has provided practical support to home tutors through the provision of hints, information and direction.

Starting in distance schooling is a major challenge and each home tutor faces this in some way at the start of each year. This booklet provides us with an overview of how our school operates, the way things are arranged and some survival hints that may prove useful.

During the year all home tutors and parents have an opportunity to support the P&C Association. We trust you are able to be involved.

If you feel you could contribute by becoming a member of the P & C Executive or a general member, contact Lesley Griffin at the school. Lesley is our Parent Liaison Officer.
Contacting Our School

Location
The school is situated at Brisk Street, Charters Towers. See the appendix section for the map showing where the school is in relation to the town. In this section a detailed map of the school and building and grounds has also been included.

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

Telephone
Switchboard - (07) 4754 6888

All staff have a telephone on their desks and their individual telephone numbers are sent out on a staff telephone list which can be found in the wall charts distributed by the school. If your 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.

Fax
Our school has two fax machines – one for administration purposes and one to quickly get work to teachers.

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 email addresses can be found in the wall charts distributed by the school. All students are issued with their email address on enrolment. This is the email address the school will use in contact your child.

Administration - ctsde@chartowesde.eq.edu.au

Office Hours
Monday – Friday
8AM – 4PM

Please check with your teacher as to the best times to contact him/her.

Visiting the School
Parents 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’. 
# School Routines

## Principal
**John Clark**
07 4754 6888

## Deputy Principals
Andrew Smith
07 4754 6888
Cameron Burke
07 4754 6888

### Heads of Dept
- **Early Years**
  - Melissa O’Connor

- **Junior Secondary**
  - Barb Stower

- **Senior School**
  - Lou Bode
  - Sarah Jenkins (Acting)

### Alternative Learning Initiatives
Richard Heard
07 4754 6888

### Business Services Manager
**Kate Hill**
07 4754 6810

### Finance Officer
**Suzanne Wright**
07 4754 6825

### Front Office Staff
- **Chris Peckett**
- **Sally Campbell**
07 4754 6888

### Mailroom Aide
**Thea Cook**
07 4754 6819

### Curriculum Aide
**Tash Stanton**
07 4754 6818

### Telelessons
**Rosemary Hughes**
07 4754 6844

### Computer Help
**Rosemary Hughes**
07 4754 6844

### Parent Liaison Officer
**Lesley Griffin**
07 4754 6843

### Student Data
**Alyson Rainbow**
07 4754 6888

### Support Services

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### Stage One

- **The Child’s Teacher**
  - Share your problem or concern with your child’s teacher:
    - Unable to do work
    - Requires extra work
    - Concern about an area
    - Behaviour problems
    - You’re stressed
    - Help with teaching skills
    - Return work will be late
    - Camp information
    - Learning difficulties

### Still Concerned

### Stage Two

- **Principal/Deputy**
  - Share problem and previous discussions
  - Allow time for investigations
  - John or Andrew will contact you to discuss

### Support Services

- **Contact Person**
  - Responsible for the area of concern
  - Responsibilities of school staff are attached
  - Discuss problem with person responsible
  - Clarify what is or is not possible
  - Negotiate solution within school and department guidelines

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**One exists for each of the following groups of classes**
- Early Years (Prep – 6)
- Junior Secondary (7-9)
- Senior Years (10-12)

**Still Concerned**

**Head of Department**

- One exists for each of the following groups of classes
- Early Years (Prep – 6)
- Junior Secondary (7-9)
- Senior Years (10-12)
- Share problems and previous discussions
- Allow time for person to investigate problem and gather information
- Head of Curriculum will contact you to discuss

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**Stage Two**

**Still Concerned**

**Principal/Deputy**

- Share problem and previous discussions
- Allow time for investigations
- John or Andrew will contact you to discuss

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

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**SUPPORT SERVICES**

- **Enrolment information**
  - Rural and family support agency service,
    - parent email, DIRT
  - General enquiries
  - Tutor support

- **Parent Email Notices**

- **Knowledge of support services**

- **Family Support**
  - Support for parents
  - Enrolment

- **Curriculum**
  - Development

- **Teaching**
  - Software

- **Support**
  - Email

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**Still Concerned**

**IDEA**

- **IDEA**
  - For students with learning differences
  - Enrolment
  - Support services
  - Aiding students

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**One School administration**

- **One School administration**
  - Statistical
  - Enrolment input
  - Tutoring
  - General workforce

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**One School**

- **One School**
  - Support for students
  - Enrolment
  - Support services
  - Aiding students

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**One School**

- **One School**
  - Support for students
  - Enrolment
  - Support services
  - Aiding students
Background Information

In an effort to try to improve education for children in remote areas, the Department of Education (as Education Queensland was then known) brought together the various services so that each child received their schooling from one source rather than several unconnected people.

By 1990, the experiment was so successful, that six other Schools of Distance Education were formed taking over from the existing correspondence schools and schools of the air.

Family Information
The school maintains school records which contain basic information about your family. It is important that this information is kept up to date, so if any of your family details change contact the school office immediately.

School Badge
Our badge features the kookaburra which was chosen as it is a friendly bush bird that can be heard at a great distance.

The school also has an emblem which idealizes our service to all.

School Houses
For inter-house competition, the school has two houses, Traeger and Shelton. Traeger is named after the inventor of the pedal wireless, Mr Alf Traeger. Shelton is named after the foundation teacher-in-charge of the Charters Towers School of The Air (this school operated in 1970’s), Lady Lillian Shelton. Students are allotted a House on enrolment. Children with a family are allotted the same house.

School Colours
The school colours are royal blue, white and gold. School house colours are red (Traeger) and green (Shelton).

School Uniform
It is expected that students will wear the school uniform on the following occasions:
- Visits to the school
- Activity days and excursions
- Mini-schools and camps
- Sports days
- Other school functions

It is our belief that the wearing of the uniform will foster school pride and spirit and greatly assists in identifying our student’s at large functions.

The uniform consists of:
- A royal blue collared polo shirt with the school’s emblem
- Royal blue skirt, shorts, culottes, or slacks where appropriate
- Joggers and white socks
- Suitable hat or school hat

School uniform items may be purchased from the school. Please clearly mark all items with your child’s name.

School leaders have an alternative uniform style for formal activities.

Our School Facilities
Facilities at our school include:
- Well-equipped and functional Resource Centre
- Covered games area
- Teacher preparation areas
- Sports oval
- An Activities shed built by the P&C
- Access to computers and the Internet
- Storerooms for curriculum materials to ensure rapid delivery of materials to you.
- Classroom buildings
School Communications

Our school has a range of communication means which are used to support tutors, parents and school activities.

**Teleconferencing Etiquette**
If you are unable to attend a telephone/Collaborate lesson, inform your teacher either prior to the lesson or after the lesson by either a phone call or email.

Do not interrupt the Collaborate lesson with messages. This is a teaching time for students.

**Outreach Etiquette**
If someone has given their time and travelled many kilometres to work with you, it is polite to participate in the activities. If you cannot attend, please give your apologies.

**P&C Etiquette**
The P&C works for your child - support their efforts so that your child is in turn supported.

**Tutor Talkback**
An audio Tutor Talkback session is offered each semester. The coordinators will contact their tutors with this information.

**Outreach Forums**
Tutors are invited to discuss school issues with a member of the School Management Team at each outreach during a forum session. This is an opportunity to provide your views and opinions on a range of areas that the Principal is considering.

**DIRT**
D.I.R.T. 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 home tutors. There are five publications each term which are emailed to each family or 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.
Website
Our school has a website which provides information to students, families and the general public. This website contains:
- The purpose, organisation, location and structure of our school
- Diary of school events
- Enrolment, docket and forms
- A list of approved and educational websites
- Contacts at the school (E-mail addresses)
- Examples of students’ work
- Handbooks

The schools website address is: www.chartowesde.eq.edu.au

Weekly Notices
School notices are distributed to email to each family. These notices are prepared by the PLO and relate to activities occurring in the school. You’ll receive them each Monday and Wednesday afternoon and occasionally on Friday if necessary.

The weekly notices will be sent to the Parent email address which the school has on file.

All other school information will be sent to the Education Queensland issued email address which is forwarded to new families once enrolment is finalized.

Student Council
An active Student Council operates within the school with student representatives from Early Years, Junior Primary and Senior School. The Student Council meets once a month via the teleconferencing procedure.

Time to Contact Your Teacher
Your teacher will be at school for set times each day. They will inform you early in the year of the times they will be present. Teachers may be absent due to outreach and camp commitments or for personal family/health reasons.

Certain times during each week your teachers will not be available due to work commitments in the school. Teachers are involved in a range of meetings each Tuesday between 1.30pm – 4.30pm.

Telephones
When ringing your teacher, please note that if the telephone has not been answered by the fifth ring the teacher is not at their work area. You can leave a message on their answering service and he/she will return your call.
The school provides a comprehensive education to students. We aim to give each child the ability to:
- Communicate successfully with others
- Have confidence to think for him/herself
- Know about and appreciate the other people of the world.

Teachers endeavour to cater for each child's individuality and his/her needs for both the present and future society of which he/she will be a member. The school uses, not only personnel provided by Education Queensland, but also visiting specialists, resource persons from the town and adjoining areas and other personnel from specialist areas.

**Curriculum Materials**

Our school provides the curriculum material, audio-visual support items and some general support materials for the subject offered. All students are expected to complete and return instructional papers on a regular basis, as determined by the suggested timetable for that particular year level or negotiated with the class teacher.

**Prep Year Program**

Our prep year program aims to provide a rich variety of learning experiences to cater for each child and family, within their own home environment, using a structured learning program.

As the rate of development and learning is different for every child, we have a flexible approach to structured curriculum packages.

Through this approach we hope to:
- Support the home tutor/parent in their role as a teacher in the home
- Encourage parent interest and participation as an integral part of the education process
- Promote the physical and mental health of the young child.
- Develop knowledge, abilities and attitudes which will assist education progress.
- Establish a supportive relationship between teacher, child and parent.

Frequent contact between home tutor and teacher is essential to the effective implementation of the program. This is possible through written and telephone communication and Inreach and Outreach days. The prep year program brings together adults and children in a valuable and enjoyable home learning experience.

From 2017, it will be compulsory for all Queensland children to undertake the Prep Year, prior to commencing Year 1.
Primary Years 1 – 6
Primary students must complete and submit core work as indicated by the work schedules unless otherwise negotiated with the child’s teacher and the school’s management team. Core work in each package of curriculum materials is clearly indicated in school programs.

Across the Preparatory Year to Year 10 our school’s learning programs and courses reflect the Australian Curriculum.

In Year 10 learners start to move into an Individual pathway approach providing students with an opportunity to choose their pathway to learning and training.

This approach enables student to engage in a range of courses and learning experiences while also endeavouring to develop a desire to be a lifelong learner regardless of the vocation they select in later years.

Secondary Years
Our school follows the success of Individual Pathways approach and provides an opportunity for students to choose their pathway in learning.

This enables the student to select courses in which they are interested, meet their specific individual needs and are not dependent upon their age or year stage of schooling.

Individual Learning Pathways is about engaging students in learning and developing a desire to be a lifelong learner regardless of the vocation they select in later years. Effective learners make positives and constructive choices about what they learn how they learn and the direction their learning should take.

Individual Learning Pathways is based on modules of work with each module taking approximately a term to complete.

Module may have focus on one discipline (i.e. subject) but in the vast majority of cases a module will be trans disciplinary (i.e. incorporate more than one subject). Our modules are constructed at one of four stages:

- Stage One – The Introductory level (generally year 7 level)
- Stage Two – An intermediate level
- Stage Three – An advanced level (generally year 10 level)
- Beyond Stage Three – Includes fast tracking into Vocational Education and Training – Senior secondary opportunities and cross-curricular projects
Some points to consider:
1. For a subject, either a core or elective, to be considered a major area of study a student must complete 6 terms or modules of that subject in Stages 2 and 3
2. Any subject for which less than 6 terms or modules are completed in Stages 2 and 3 is recorded as a minor study
3. All students must complete a minimum of 6 modules in the core areas of English, Mathematics, Science and Studies of Society and Environment. These areas are core subjects
4. Students entering their second year of study in the secondary areas are advised to select their choices from the Stage 2 modules though they may select other modules
5. Students entering our secondary stages must do the Term 1 Science and Mathematics modules, as these two are compulsory
6. Students select their term modules on a semester basis, i.e. you select Term 1 and 2 at the same time.

You must discuss your choices with teachers. Counselling in selecting modules at the appropriate stage is available to all students.

7. Students can choose modules of particular interest at a higher or lower stage than suggested
8. Prerequisites may be set for particular modules. Consideration of your selection will assist you in setting effective pathways for your learning
9. Students may also work in complete courses such as Certificate II in Business or Certificate II in Information Technology.

Details of these courses are found in the Junior Secondary Handbook.

Secondary (Years 10, 11 & 12)
Year 10
Year 10 continues with the Individual Pathways approach, and students select from a range of 8 week (approximately 1 term) modules. These modules aim to prepare students for either work or continuing studies in Year 11 and 12.

Students in Year 10 must complete a minimum of five (5) and a maximum of seven (7) modules each term. Students must select a module from each of the core areas of English, Maths, Science and SOSE each term. Remaining modules can be selected from available elective subjects, or VET (Vocational Education and Training) courses. Students in Year 10 may continue with electives they have taken in earlier years (such as LOTE, art or HPE) or may change their electives.

Students are expected to complete and submit work regularly, and should be issued with a work rate calendar for each module at the start of each term.

Note that there are some prerequisites for senior subjects (for example, students who wish to take Maths B or Maths C in Year 11 and 12 must take Extension Maths in Year 10). If you are not sure which modules your student should select, please contact the Senior School's Head of Department (HOD), or your child’s Pastoral Care teacher.

During the year, any changes in modules must be negotiated with the Senior School's HOD.

A complete list of Year 10 modules and available VET courses can be found in the Senior Schooling Course Selection Handbook.
Year 11 and 12
Studies in Year 11 and 12 aims to prepare young people for adult life, further study and/or work. The school offers a range of study options, subjects and VET courses to enable each student to reach their goals and develop useful skills.

Students can select from a range of subjects that interest them, or that they need for future study plans. If students select 5 or more Authority subjects, they may be eligible for an OP, and direct entry to university. Students may also select from a range of VET courses, as well as participate in school-based apprenticeships and traineeships.

Students in Year 11 and 12 are issued with curriculum materials, generally on CD, which they should aim to work through independently. These materials are supported by text books, audio and video resources, and multimedia (e.g. CDs and computer software). Teachers are, of course, available via telephone, email and incidental visits for extra assistance when needed.

Students are expected to complete and submit work consistently and regularly, and where assessment tasks and exams have set due dates, these must be adhered to. While there is some flexibility in the rate of work, there are fixed dates that cannot be negotiated or altered. The Queensland Studies Authority requires that all student work be submitted by specific dates in Year 11 and Year 12, and these dates cannot be extended.

Students also have the opportunity to complete VET qualifications at Certificate I, Certificate II and Certificate III levels. Again, work must be submitted regularly and consistently, and it is expected that students who enrol in a VET course will attain a qualification by the time they finish school. Note that many VET courses have compulsory practicum sessions, where students must attend for at least one week each year. If you have questions about the requirements for studying and completing VET courses, contact the school.

Questions or concerns about requirements for senior (year 11 and 12) subjects, or subject selection should be directed to the HOD. Details of the subjects and VET courses offered to Year 11 and 12 students can be found in the Senior Schooling Course Selection Handbook.

Continuing Study
Students of any age may enrol for continuing study in either Individual Pathways Modules or one of the school’s Vocational Education and Training (VET) courses.

Learning Support
All decisions regarding the level of intervention to support the student’s learning are the responsibility of the Learning Support Team after consultation with the Deputy Principal, HOC and class teacher. There are varying levels of support available from slight modification of the curriculum papers to a totally independent program. For more information on Learning Support Services contact your class teacher. Learning support is offered when there are clear indications that a student has a learning difficulty.
**Library Services**

Library Services, Department of Education, Training and Employment provide services to expand opportunities for learning by providing access to video and DVD resources. The library is open to Distance Education families by registering.

Registration forms can be obtained by:

*Telephoning:*

(07) 034 5211

or

*Accessing this internet address:*


*or Writing to:*

Library Services  
P O Box 1238  
Coorparoo Qld 4151

**Gifted and Talented Packs (English)**

Gifted and Talented (G&T) Packs can be used for either extension purposes or in conjunction with curriculum materials. The Learning Support Team in conjunction with class teachers and home tutors make the decision as to which children would benefit from the use of these packs.

**Supplementary Units**

Supplementary Units are available in primary years. They can be used for extension or revision purposes and some are suitable for use in multigrade home classrooms. For further details please contact your class teacher.

**Alternative Literacy and Numeracy Programs**

This school based program caters for the learning needs of more mature students who experience difficulties with the set curriculum materials. Further details about this program can be obtained from class teachers.
Resource Centre

The Resource Centre of the Charters Towers School of Distance Education has a wide range of materials to support the educational and recreational needs of our students.

Opening Hours
830am – 330pm
Monday to Friday
Telephone:  (07) 4754 6809
Email: library@chartowesd.eq.edu.au

Resources Available

Books
Fiction – The fiction collection covers a wide range of literary genres, e.g. picture books, novels and short stories for students. Supplementary readers are available for Prep-4 students. (Let the Resource Centre staff or your child’s teacher know your reading tastes).

Non-Fiction – Information books on a wide range of subjects are available. Please note the Resource Centre cannot supply materials recommended for purchase on booklists.

Reference – This section includes dictionaries, encyclopaedia and specialized texts. These are not sent out but staff will photocopy requested information. Students requiring information for research purposes may contact library staff with their requests. Staff will conduct a search of all available media.

Prep Year Items
A selection of Play Boxes are available for borrowing for up to 45 days. These items cannot be mailed and will need to be picked up.

Year 1 – 3 items
Jigsaw puzzles and construction kits are available for students in Years 1 – 3 for borrowing. These items cannot be mailed and will need to be picked up.

Audio-Visual Materials
Fiction CD’s are available.

Magazines
A varied range of magazines are available.

Borrowing Resources
Students, parents and home tutors are encouraged to request and use the materials in the Resource Centre. There are several ways of requesting information and/or materials:

1. Visit the library
2. Telephone or mail contact with library staff
3. Contact with class teacher
4. Fax or e-mail messages.
5. You are now able to search and reserve books online. Please follow these directions for our New Library site:

   Go to https://chartowesde.concordinfiniti.com
   Your ID: __________ (10 digits + 1 letter)
   Password: CTSDESTUDENT
   Search for: Title or Author or Series
   Find a book you like and click on the reserve button.

Selection of Items
Your child’s teacher or the library staff will select the items your child receives. (To help with the selection of items, we would welcome any relevant comments you would like to make about the difficulty level, interest level etc.). Please note – Resource Centre items will be sent ON REQUEST ONLY or when library bag is returned.

You may request items through your class teacher or by contact with the Resource Centre staff. Encourage your students to make contact with Resource Centre staff as it helps us get to know the students and their interests.
Our Resource Centre is effectively managed by our Library aide, Jenny Currin.

The Resource Centre is not open during school holidays.

Reading to and with your child is the most effective way of instilling a desire to read and be a good reader.

Reading is entertaining and relaxing.

Care for your borrowed resources. If materials are damaged beyond repair then the cost of a replacement item will be sought.

Resource Centre direct line: (07) 4754 6809

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Queensland State School eLibrary
This is a separate service which students enrolled with Schools of Distance Education are able to access. Queensland State School ebooks are available for downloading via the following link: [http://educationqld.lib.overdrive.com](http://educationqld.lib.overdrive.com)

Loan Information
Prep – Each student may borrow up to 5 books for 1 month.

Years 1-12 – Each student may borrow up to 10 items for one (1) month.

Puzzles and construction kits are limited to one of each per borrower and cannot be mailed and will need to be picked up.

Please try to return items within the time allowed.
To extend your loan of an item, contact the resource centre, making sure you have the title and if possible the CHT number of the item (barcode number).

Overdues
If you receive an overdue notice:
- Send items back if you have them
- Notify the library if you have returned the items some time before
- Notify the library if you wish to extend the items

Remember, others may be waiting for the item.

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Caring for Items
A library bag is used to transport your library books in primary grades.

Help your student to care for items by having a special place for them in the schoolroom or bedroom.
- In the case of damage to items, please DO NOT try to repair. Return the item to the school as we have special equipment for this purpose
- Please include a note with damaged items to draw our attention to the problem
- If a CD/DVD does not work please include a note to us stating the problem
- Puzzles and construction kits should be returned in a clean and tidy condition
- Prep Year Home Tutors – if the barcode comes off an item, please return the barcode with the item.

Damages/Losses
The borrower is expected to pay the replacement cost of any resources which are lost or damaged.
Assessment and Reporting

Our schools attempt to cater for individual differences in children and to assess each student’s progress as it relates to his/her ability and learning rate.

Detailed comments are included as part of the monitoring process of all curriculum papers. As well, formal reports are provided to parents/guardians at the end of each semester. Direct personal reporting is also undertaken during the year as part of the Inreach and Outreach Programs. This enables meaningful discussion, in order to assist in the development of each child in all facets – social, emotional and academic.

Prep – Year 6
Children in primary year levels are assessed through a variety of means including:

- Progress through set learning program consisting of paper based booklets and digital materials
- Teacher checklists used in audio and face to face contact
- Formal assessment work
- Criteria based assessment
- Observation
- State-wide Testing (except Prep Year)
- Task Based Assessment

Years 7 – 12
The school operates an internal assessment program which requires each student to complete a selection of formative and summative tests and assignments at scheduled times in each module or subject. Students will receive a schedule of completion of curriculum papers at the beginning of each year/semester which also indicates if and when there are specific assessment times. Year 11 and 12 students studying Authority subjects (such as English, Maths A, Accounting, Economics, Modern History and Multi strand Science) are required to undertake some assessment activities (assignments and exams) under formal supervised conditions.

Students in Year 11 and 12 must nominate an official exam supervisor, who is employed in a profession, and is not related to the student at the start of each year. Please contact the school for more details about nominating exam supervisors, and the range of acceptable supervisors.

Students and supervisors are informed of upcoming supervised tasks by post, and exams are sent directly to supervisors. Supervised tasks have a set due date (for example – the week of the 10-14 April), and tasks must be completed in that time period. If this is not possible, a formal request for an extension must be made to the Senior School’s Head of Department (HOD).
Unit reports are provided for each student. Reports are issued in June and December each year.

Parent/teacher interviews are available.

Student reports provide information on your child’s progress.

Parents may contact their teachers at any time to discuss student’s progress.

**National Literacy and Numeracy Test**

Students are encouraged to sit these tests at the school. Over the three days testing, full days programs will be run for students.

Students may also sit these tests at their nearest school. This is arranged by the Deputy Principal.

The testing is run in conjunction with an Inreach for the students not involved in the testing.

This year’s Inreach/Testing is scheduled for the 10 – 12 May.

Parents are strongly encouraged to ensure their children participate in the state wide tests. It not only provides sound practice for the student but also provides detailed diagnostic information on each child.

**Year 3/5/7/9 Test**
9 – 11 May

**Year 12 QCS Test**
29 – 30 August

**Last day of year levels in 2017**

**Prep – Year 9**
8 December

**Years 10 – 11**
24 November

**Year 12**
17 November
Reports

Student reports are issued as follows:

Years 1 – 10
Standard student reports are in all Queensland state schools for all Years 1-10 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 Learning Areas.

The student report templates include:
Learning Areas - Each student's report will contain achievement information about each learning area studied. The report may also contain information about extracurricular activities.

Achievement Codes - These codes describe the student's overall achievement for each learning area studied against what is expected at the time of reporting. To accommodate the developmental learning needs of young children, achievement in Years 1-3 will be assessed against a different five-point Achievement Code to older children:
- In Years 1-3 the achievement ratings Very High, High, Sound, Developing, Requires Support are used
- In Years 4-10 the achievement ratings of A, B, C, D, E are used.

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. 'Very High' for Years 1-3 or an 'A' for Years 4-10) 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.

In Years 1-3, the student's overall achievement in each of the learning areas studied over the reporting period will be rated as:

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

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

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

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

In Years 4-10, 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

Distribution of Achievement Codes Upon receipt of their child’s report parents can request written information that clearly shows their child’s achievement in the learning areas studied in comparison to that of other children in the child’s peer group at the school. This information will show them the number of students in each of the achievement ratings.
Senior School

Year 10
- Written report end of Semester 1
- Written report end of Semester 2
- Parent/Teacher interviews at the end of each semester by appointment

Year 11
- Written report end of Semester 1
- Written report end of Semester 2
- Parent/Teacher interviews at the end of each semester by appointment.

Year 12
- Written report end of Semester 1
- Exit Statement
- Reference from school
- Parent/Teacher interviews at the end of each semester by appointment.

Levels of achievement:
A  Excellent
B  Very Good
C  Satisfactory
D  Needs Attention
E  Unacceptable

On Year 12 Exit, levels of achievements are:
VHA  Very High Achievement
HA  High Achievement
SA  Sound Achievement
LA  Limited Achievement
VLA  Very Limited Achievement
NR  Not Rated
**School Services**

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

Details of each Inreach Day program are distributed by weekly notices, wherever possible. On Inreach Days, parents and tutors are welcome to stay with the students or to leave the students at the school while they do business in Charters Towers. Parents and tutors staying at the school can assist teachers with activities, discuss students’ progress with teachers, participate in tutor workshops when organized, or be involved in any one of the many activities.

Students attending Inreach Days are expected to:
- Wear school uniform, including shoes and socks
- Wear a suitable hat (i.e. broad brimmed)
- Bring a library bag
- Bring pencil and paper
- Bring current curriculum papers.

Lunch arrangements will be announced with details of each Inreach Day. It is the school’s hope that all students are able to attend at least one inreach activity annually, though children in early primary levels would benefit from more regular visits.

**Outreach Activities**
Outreach is when teams of teachers visit a district site to work with the students over several days.

Outreach activities form a vital and major role in this school’s attempts to provide a personalized and integrated schooling service to its students.

Outreach areas are:
- Townsville
- Hughenden
- Clermont
- Cape River
- Ewan

Two outreaches are conducted at each area annually. Please check the school calendar for dates.
## Outreach Group Information
### 2017

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Co-ordinator</th>
<th>Phone</th>
<th>Venue</th>
<th>Parent Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ewan</td>
<td>31 May – 2 June 23 – 25 August</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clermont</td>
<td>23 – 25 May 25 – 27 July</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cape River</td>
<td>31 May – 2 June 23 – 25 August</td>
<td>TBA</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Mini-schools
Mini-schools are offered to students in Junior and Senior Secondary in Term 4 each year. They are held on the school campus. Information about these mini-schools is communicated through the DIRT, weekly notices, Home Tutor talkback and class teachers.

Tutor School
One of our school’s most important activities is held in Term 1 during the last week in February. The school is held in Charters Towers. This event provides the opportunity for home tutors and parents to meet together investigate new teaching strategies to apply with their children in their home teaching, share successful learning/teaching experiences with other home tutors and to gain a further understanding of various school and curriculum issues.

During the tutor school, a student program is also offered. Students attend classes each day with their teachers and class mates. Junior and Secondary School students camp in groups on the school campus with their teachers. Information on this event is sent out in the mail, and issued through the email network. If you have any questions about this please contact the school.

Student Incidental Visits
Students, as well as their parents and home tutors, are welcome to make incidental visits to the school between 9AM – 3PM on school days.

The school must be notified prior to the visit. This allows teachers a better opportunity to plan for the visit. The purpose of the visit could include:
- Selecting materials from the Resource Centre
- Reading to the teacher
- Discussing work with the teacher
- Collecting extra work or future work
- Participating in a tutorial
- Working in a learning centre
- Discussing completed curriculum with the teacher
- Joining class mates in activities

Of course, it is not always possible to give prior notice. Students are still welcome in such cases but you must appreciate the availability of the teacher may be more limited.

During incidental visits it is not necessary for parents or home tutors to remain. However, if you are leaving the students, the following is required:
- An Emergency Form is to be completed and filed at the office (first time only)
- The office is aware of the approximate time of collection of students and, a contact number for the parent, is provided
- Students are not left at the front of the school. They should be brought to the office by a parent or guardian, and then collected from the school office at the end of the visit.

Please be aware that students, especially younger ones, have only a limited time span in a one-to-one relationship with a teacher. As well, incidental visits are only one of the roles of teachers and it may not always be possible for the
child’s teacher to work with their child for the duration of the incidental visit. Indeed, sometimes the teacher may not even be available.

Students should bring the following:
- Hat
- Joggers
- Pencil
- Paper and curriculum papers presently being worked on
- Morning Tea and Lunch if here at that time.

It is expected that when possible, students will make incidental visits to our school to meet with teachers and to collect materials and resources.

Collaborate Lessons
The School provides teleconferencing/Collaborate services to support audio lessons. You will need a telephone with a headset that has a press to talk button to cut down on background noise during the lesson. If you are using VOIP you will require a USB headset for your computer. The school can provide suppliers of this equipment.

Audio timetables are issued at the start of each semester. Lessons are accessed by a special PIN issued by the school. Remember if your child cannot attend audio lessons, inform his/her teacher.

Collaborate Lessons
Collaborate Lessons use the Internet to connect students into a virtual classroom where they see each other, work together on a blackboard/whiteboard, share presentations and participate in lessons with their teacher/class mates.

Lessons form part of the daily contact arrangements for teachers, i.e. a teacher will substitute Collaborate lessons for an audio lesson. Teachers will provide details of each class's arrangements as this service is introduced.

What is required?
Students will need to have the following:
- A computer operating Windows 8 or above (available from the school for $30)
- Access to broadband Internet
- A headset and microphone

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

Envelopes and Business Reply Paid slips are available from the school on request. Our school pays for mail posted within Australia to and from the school. Please use the Business Reply Paid slips for normal post only (not Express) and wrap parcels and materials carefully before sending them to the
During outreaches, our teachers travel to district venues for 3 days, twice a year to work with the students. Please remember that the teachers also have families and are leaving them to work with your children. They do not get extra pay for this service and do not expect to. However, a simple 'thank you' at the end of the outreach is one way to recognise their efforts.

Home Tutor School commences the last Monday in February. 20 – 24 February

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

Mailing is forwarded to each family weekly. (Please note that mail closes at 10 am on the mail days.) If visiting Charters Towers, please call in and ask the office staff for any mail that may be waiting for your family. If you telephone ahead your parcels can be ready for you to collect. This is one way of helping us reduce cost and provide a quicker return of monitored curriculum and resources.

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

To help you understand the correct way to post mail we have included the following information:

1 Postpak / box = $7.15 per 1kg
Every kg after that is only $1.10 per/kg if posted in one large parcel or box.

So if you had 5kg of mail you would send it all in one large parcel or box and it would cost the school $12.65.

Imagine the cost if you had sent five individual parcels - $35.75!

Accident Policy

During school activities, children are under the constant supervision of teachers both through a playground supervision roster and general teaching, but accidents may still occur. When accidents to students do occur, the school will follow the procedure below:

- QAS (Queensland Ambulance Service) called to administer first aid and provide transport (if required)
- Further medical treatment sought as necessary with regard to the child’s safety
- Attempts made to contact the parents

It is important that parents complete the ‘Emergency Contact Forms’ at school events.
Your P&C Association

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

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

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
Special Activities

Our Interhouse Athletics Carnival is over two days.

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.

**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 on 24 March. 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 Interhouse Athletics Carnival is held in third term each year. The dates are 21 to 22 June. 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**

**Traeger**

- We've got spirit
- We've got right
- We're gunna fight with all our might
- We've got talent
- We've got heat
- Traeger Traeger just can't be beat
- GOOOOO TRAEGAR!!!!!

**Shelton**

- What's that coming?
- Can it be?
- Yes it's Shelton shout yippee
- They throw harder than the rest
- And when it comes to running they're the best
- So give us cheer for the best team here...
- S-H-E-L-T-O-N!!!

**Traegar, Traegar hear us shout,**

**time to let our voices out.**

**We'll give our best and have some fun,**

**it's time to show you how it's done.**

**We've come from far,**

**we've come from wide.**

**Traeger, Traeger show your pride,**

**Our fighting spirit is second to none,**

**it's our time now to shout, "WE'VE WON!!"**

**SHELTON SHELTON COLOUR IS GREEN!**

**SHELTON SHELTON WE'RE A MEAN MACHINE!**

**SHELTON SHELTON WE WILL FIGHT!**

**SHELTON SHELTON DAY AND NIGHT!**

**SHELTON SHELTON WE ALL RULE!**

**SHELTON SHELTON YES WE'RE COOL!**

**SHELTON SHELTON IF YOU LIKE!**

**SHELTON SHELTON COME JOIN OUR FIGHT!**
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 year it will be held on 30 November 2017.

Dates for all of these special days can be confirmed on the school calendar which accompanies this booklet.
Rights and Responsibilities

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

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

Students

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

Tutors

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

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

Tutors of this school are entitled to access:
- 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
Secondary Home Tutors

In order to assist your child to reach his/her potential with studies we depend on your co-operation in the following areas:

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 schedules
- Ensure your student attends compulsory audio classes (teachers must be informed of any absences)
- 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

Attendance Requirements
- Attendance at this school is recorded by work return, audio lesson attendance and contact with the school. Students who do not submit work on a regular basis may be deemed as truant and further action on the part of the school may be necessary.

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 Curriculum Coordinator for that span
- Problems affecting return of work must be reported to the school immediately so that alternative arrangements can be made.

More detailed information to help you in your role as Home Tutor can be found in the following publications:
- This Home Tutor Booklet
- The Secondary Handbook.

Please note:
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.

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.
The Home Classroom

Where Do I Start?
Many students and home tutors feel overwhelmed when they receive their initial materials from the school. To help overcome this feeling, go through the materials carefully and read all documents that are included. If you think there is anything missing or you are unsure of any of the material sent, contact your class teacher immediately. It is important that the home tutor be familiar with the curriculum materials.

What If I don’t know what to do?
Ask your teachers for help when you have a problem. Teachers welcome the chance to talk to their students and home tutors and would like to get to know you better. Please feel free to contact the Class Teacher or Coordinator, if you require further assistance.

Before you Telephone
- Make sure you know the unit number and pages you are working on
- Have clear in your mind what the problem is
- Have paper and pencil to write down words of clarification
- Then make your telephone call.

Remember, each call can be transferred, so you can speak to as many people as you need to each time you call. Don’t worry if the problem doesn’t seem to be serious enough. It still needs to be solved. Teachers need to know when you are having difficulties and like to know how you are getting on.

School in Your Home
By organising the space available at home, you will be able to provide a better “learning environment” for your child. In the next few pages, some ideas are presented which may assist you in this important task. These are only ideas; depending on your own situation and the area you have available for your school work/school room you may need to innovate from your available resources.

- Your work environment needs to be well lit and located in a place free of distractions. Natural light might need to be supplemented by a desk lamp and this can be a definite aid to concentration.

- It is important to ensure you have a comfortable place to work. You need to set aside a place where you can organise your study materials. Ensure you have easy access to anything you may need, e.g. books, pens, paper, reference materials.

- Develop a method of storing your equipment and Instruction Papers to enable quick efficient retrieval. Access to a bookshelf or storage boxes will aid this process. Also clear display folders are also very useful for this purpose.

- If you have enough wall space, it’s handy to have a clock, calendar, spelling lists, general knowledge facts and the daily timetable displayed.

- You could also display children’s work. An idea for travelling families is to keep folders which are labelled for different purposes. e.g. “Work on Display” and “Handy Hints” etc.
- Colour coding can also be used for timetabling – a different colour for each child to mark times for audio activities, language, maths and lunch etc.

- Keep teaching aids such as MAB blocks, counters and other items in a handy position.

- Shelves/boxes could be labelled for library books, resources, paints, assignment books and text books. This way you and your child both know where things belong.

- It is best to have the telephone close to the general school area, but a little apart from the general work area. This helps the child to concentrate without distractions from other siblings.

- Keep a craft box with items such as magazines, milk bottles, jars, wrapping paper, straws, old sheets/ material, egg cartons, colouring in pencils and string. This will be useful for art activities.

- **Time Management** – The way you choose to manage your time could be the difference between a successful or disastrous year. The first thing you must consider is how much work you are expected to complete in a term. Look closely at: the number of units the requirements of each unit the duration of your unit

- Plan time wisely and set goals for yourself.

- Try to set up a regular routine and stick to it where possible.
Another way to organise the school space –
Each child has his own desk

Home Classroom Setup

A Corner in a Room

A Room: A Learning Area

Listening Reading place

A Corner in a Room

Listening Reading place

Writing Place

Activities place

Writing Place

Activities place

OR

OR

OR

This arrangement would leave you more room.
Tips for Revision

At a Tutor School activity experienced home tutors shared their strategies for revision activities. Following is a summary of their knowledge and expertise!

How to Know what to Revise
- As daily work is done, jot down difficulties
- Think about progress – provide practice in shaky areas, i.e. the areas where your child experiences difficulty
- Do oral checks for understanding
- Observe every day activities
- Ask student to say where he/she needs revision
- Peruse formal checklists
- Note teacher comments on assessment and feedback sheets
- Observe audio lessons for problem areas
- Glance through overviews for reminders
- Ask for your teacher's advice.

What to revise
- Spelling - core words
- Number facts
- Definitions
- Spelling rules
- Algorithms in operations
- New Terms
- Calendar work
- New concepts
- World events
- Atlas skills
- Anything you have observed that needs revision.

When to Revise
- Daily, quick and accurate recall items
- First thing in the morning
- Next day
- Alternate days
- When the need arises.
Tutor Hints

The Five Commandments

**Flexibility**
Always be flexible with what you do, both in the schoolroom and with your own time. Don’t keep to a rigid timetable. Allow room for flexibility. Keep flexibility in mind when working with the curriculum.

**Tolerance**
Try to be tolerant of your child’s shortcomings. Some days will be worse than others. Be tolerant with the teachers and the curriculum materials. Teachers are only human too.

**Don’t compare**
Never compare your child to other children. Every child is different. Comparison only puts unnecessary pressure on the child and the Home Tutor.

**Praise up**
A little bit of praise goes a long way. Use praise daily, even on the worst days. You will be surprised how much this helps.

**Don’t give up**
No matter what happens!
Computers

There is an expectation that all students have access to a computer.

As part of a Queensland initiative, return of work will be through digital means, i.e. work provided in electronic formats and returned to the school by e-mail.

If you have any questions regarding computers and their technical operation you may receive telephone support from the school. Contact Rosemary Hughes at the school on 07 4754 6844.

Some Helpful Hints
- When a problem occurs firstly check all your cords are correctly plugged in and that power is getting to your computer
- Connect to your Internet Service Provider (ISP), before you check your email. You do not need to be connected to read your mail. After you have downloaded your email, then disconnect
- Problems associated with internet connections are to be referred to your ISP
- Set up your email program to collect your student's email. Instructions for this came out with the issue of the email address
- Always backup any important work onto a DVD/CD or External Hard drive
- When working on large assignments remember to save every 10 minutes
- Should your computer “freeze” when you are working on it, press the keys “Ctrl” + “Alt” + “Del” (all at the same time) and if you see a program message, “not responding” you can press the “end task” button. This should then enable you to reopen the program and continue working. However you may lose any unsaved work.

Listed below are six rules for Internet users that parents could get their children to read and agree to before going online:
- I will not give out personal information such as my address, telephone number, email address and password, parents’ work address/ telephone number, or the name and location of my school without my parents‘ permission
- I will tell my parents right away if I come across any information that makes me feel uncomfortable
- I will never agree to get together with someone I “meet” online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is a public place and will bring my mother or father along
- I will never send a person my picture or anything else without first checking with my parents
- I will not respond to any messages that are mean or in any way make me feel uncomfortable.
  If I do, I will tell my parents right away
- I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break rules without their permission.

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.
**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

**Phone Requirement**

During Collaborate sessions your options are the following :

**VOIP** - using USB Headset with Microphone is preferred or

**Telephone** – using telephone headset with a press to talk button and microphone.

**Recommended features of telephone equipment.**

1. Telephone with headset connection.

2. Headset with 2 ear pieces and microphone - this frees up the student's hands 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 the the student is not speaking.

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

Office 365 download

Log onto http://owa.eq.edu.a

Using the EQ logon and password you usually use for iconnect/elearn/webmail sites Once logged into the Office365 Outlook app – click on where the Office 365 appears
This will take you to the Office 365 portal:

Change preferences (Bing search and MSN browser) and then click “install now”.
To log onto the EQ’s Office365 webmail

Go to https://owa.eq.edu.au

This Qld Government sign in page appears, where you sign in as you would for iConnect or eLearn

Finally you should be at the EQ Webmail page to view and reply to your emails.
**elearn**

**Blackboard/Collaborate** is the internet based system that is used to provide many of the resources you will require and some of the activities you will be asked to participate in.

It is important that you learn how to log onto the Blackboard as soon as possible and become familiar with how to use it. If you have any difficulties, you need to contact your teacher immediately.

### How to Find the Blackboard Site
2. Click on eLearn(Bb)
3. Enter your User I.D. and password then click on the logon button

### User ID and Password
Your Blackboard user ID and password is the same as your email log in and password.

**Q. Why can't I access Blackboard?**

A. There are a number of reasons this may occur. Notify your teacher so the problem can be corrected.

**Q. Who do I contact if I am not enrolled in the right Courses?**

A. If you are not enrolled in the right courses, please notify your teacher as soon as possible.

### Customising your Blackboard Page
When you logon to Blackboard the first page you see is your My eLearn page. This page holds information about the blackboard course(s) you are enrolled in. Below are some tips on how to make this page work better for you.

### Using the Modify Content and
**Modify layout tabs.**

**Modifying the content:**
1. Select the Modify Content tab
2. Untick boxes you don’t need
3. Click on the submit button down the bottom right hand side of the page.
4. On the next page select OK

The Notes box is an electronic notepad handy for storing any short notes or reminders. The My Calendar box is useful to store your important events or dates. It also displays those that your teacher has set.

The information displayed in each box can be changed by selecting any of these buttons.

**Modifying the Layout:**
1. Select the Modify Layout tab
2. Change the order of the modules to suit
3. Choose a colour that you like
4. Click on the submit button down the bottom right hand side of the page
5. On the next page select OK

### Digital Drop Box
If your teacher asks you to use the Digital Drop box
1. From Tools, select Course Tools
2. Select Digital Drop box
3. Select Send File
4. Enter a name and comments (if needed), then browse to locate the file/item you wish to place into the Digital Drop box
5. Select submit, then OK then OK again
Blackboard First Time Use

1. Type `elearn.eq.edu` into the address bar in your browser window.

2. Login with your EQ login and password

3. Click on one of the following in the Course list for the student
   a. **CTSDE Senior School Year 10, 11 & 12**
   b. **SDE: Charters Towers-Year 7/8/9 Pastoral Care 2017**
   c. **2017 – Year X – CTSDE** (where X is the year group in Primary School your child is enrolled in to.)
4. Click on Blackboard Collaborate
4. Click on Blackboard Collaborate again Where the dotted line is underneath

Blackboard Collaborate

5. Click on **CTSDE Test session**

Blackboard Collaborate

<table>
<thead>
<tr>
<th>Scheduled Sessions</th>
<th>Recordings</th>
</tr>
</thead>
</table>

**BT_Tests**

<table>
<thead>
<tr>
<th>Search</th>
<th>Start Date</th>
<th>End Date</th>
<th>Creator</th>
<th>Session Type</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>03/11/2016</td>
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<td></td>
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<tr>
<td></td>
<td>10/12/2016</td>
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</tr>
</tbody>
</table>

6. Click on **download the Blackboard Collaborate Launcher**

Room Details

**CTSDE Test session**

Start Date
03/11/2016 6:15 AM

End Date
10/12/2016 10:15 PM

**Join Room**

If you can’t open the .collab file, **download the Blackboard Collaborate Launcher**.

Still can’t get into your session? Please read our troubleshooting help topic.

7. Click on **Download Launcher**
Get the Launcher

The Blackboard Collaborate Launcher makes joining sessions and playing recordings simple and reliable.

Download Launcher

Already installed the launcher? Launch Blackboard Collaborate now.

Learn more about the Blackboard Collaborate Launcher.

8. **Click Save and wait for it to download. This should save to your Downloads folder, by default.**

9. **Click on Run**

The BlackboardCollaborateLauncher-Win.msi download has completed.

10. **Click on Next**
11. Click on OK

Install the Launcher

Run the installer (Windows) or unzip the download (Mac OS X).

12. Click on Install

13. Wait for it to install and click on Finish

You should not have to do this again, unless something happens to your computer and you need to re-install programs.
Opening a session through Blackboard Course

1. **Type elearn.eq.edu into the address** bar in your browser window.
   
   Once you have done this, you should only have to start the “ele” and the rest should appear for you to tick on.

   ![Browser window with elearn.eq.edu](image)

2. **Login with your EQ login and password**

   ![Login page](image)

   You may be asked to save your password, by all means do so, but remember the password should change every 90 days (at least once a term).

3. **Click on one of the following in the Course list for the student**

   If you want to test the session, these courses have a test session setup in them.
   
   a. **CTSDE Senior School Year 10,11 & 12**
   
   b. **CTSDE Junior Secondary Lessons**
   
   c. **2017 – Year X – CTSDE** (where X is the year group in Primary School your child is enrolled in to)

4. **Click on Blackboard Collaborate**
5. Click on Blackboard Collaborate again

6. Click on **CTSDE Test session**

7. Click on **Join room**.
8. Click on save and save as appropriately

Do you want to open or save meeting.collab (9.51 KB) from elearn.eq.edu.au?

Click on Open

The meeting.collab download has completed.

9. Click on Run

Security Warning

Do you want to run this application?

Publisher: Blackboard Inc.
Location: https://na-downloads.elluminate.com

This application will run with unrestricted access which may put your computer and personal information at risk. Run this application only if you trust the location and publisher above.

Run Cancel

10. Click on Accept
11. Select appropriate Connection Speed (Wireless 300 KPS) and place tick in box, so you don’t have to do this again

12. This box may pop up, but it goes away, just as quickly. You should now see your name on the Participants list.
Multi-Level Teaching

Several tutors in our school face the challenge of home teaching three or more children. Tutors have constructed these hints as a starting point for others to plan their approach.

Organisation
- Separate room away from noise or phones
- Wall Charts, storage boxes, bins for storage for separate items, spare note pads, pens and pencil on tables
- Box for completed papers ready for mailing and box for papers ready for marking, Music equipment, Maths equipment and Outgoing trays
- Resource materials, personal pin boards and storage bins, under age area, play area, reading area, bookshelf with shelf set aside for school library books, washable weather chart and calendar, alphabet charts, timetables, charts etc.
- Create a happy environment, stimulate students with the use of colour in the room and background music
- Try to organise the room so there is a place and area for everything
- Storage bins for term’s work
- Try to begin each day at the set time.

Preparation
- Know the day’s work, set up week’s work in folder
- Don’t stay in classroom all day
- Don’t become frustrated if unable to complete days work everyday
- Use other family members
- Seek support from other Home Tutors or teachers
- Communicate
- Reward for effort.

Strategies
- Home tutor between students
- One ear to each area
- Mark each session as it is completed
- Plan your day, separate independent work and non-independent work
- Leave one student to do independent work, leaving you time to work with the student doing non-independent work
- Do non-independent work whilst one student is doing his/her audio lesson
- Allow older, more capable students access time (their responsibility to remember)
- Try and work some topics together
- Peer tutoring
- Take time out for all in together time, enabling students to clear their minds ready to start again
- Work orally
- When work is already known, omit lesson or ask one or two questions as revision
- Where there are many examples work only a few where work is already known.

Management
- Duty Roster, all clean up, children made to be responsible for own area
- Rules and regulations of the classroom set a code of conduct
- Telephone in room
- Students making decisions about their own areas
- Provide for the little ones, remember it is their learning area as well
- ipods and headphones
- Rules for different areas: Reading, Completed Work, Returnables
- Timetables, each student’s work to go into their own personal manila folders
- Student input
- Highlighters for different directions
- Colour coding work that can be done independently and work that needs Home Tutors to work with the student, colour coding also to be used for work that requires checking daily
- Teach independence
- Training
- Personal diaries for tasks
- Homework
- Take one day at a time
- Always remember what works one day may not work another.

**Necessities**
- Digital timer and an analogue clock so the children know it’s time for their audio lesson
- Water available
- Reference materials
- Background music to create a stimulating environment.

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**Tutor Hints**

The following are the hints judged by experienced tutors the most important for fellow “practitioners”.

- Revision is a confidence builder for Tutors to know that effort has not been in vain
- Revision forms good study habits
- Remember to vary methods
- Remember that students are at the beginning of learning - it takes time and students will not always catch on straight away
- Reflect on progress and learning
- Accept the challenge - relax and watch the learning
- Do not be reluctant to ask about any area of concern or to question what you have been asked to do!

The success of your child in this form of schooling depends upon an open and honest partnership between the teacher and tutor. Some important factors which assist in this success and relate to both “partners” are:

- Maintaining honest communication between Tutor and teacher
- Sharing concerns and worries before they become overwhelming
- Developing an objective view of the student’s endeavours and achievements
- Remembering that each “partner” shares the same goal - the betterment of the child
- Developing respect for the different roles of each “partner”; and,
- An understanding of the difficulties each face.
Resources and Services

The following resources are available from our school’s front office:
- Unifix Cubes pack of 10 $2.75
- Plastic Attribute blocks $33.00
- MAB Blocks - Plastic $19.80
- Geometric Shapes Wooden $44.00
- Geometric Shapes - Foam $26.00
- Number Expander $1.10
- Animal Counters pack of 96 $22.00
- Geoboard $8.25
- Sound Waves (Prep, Yr 1, Yr 2) $19.80
- Sound Waves Year 2 Home Tutor booklet $8.80
- Writing Time F Prep 15.40
- A range of souvenirs are available from the office. At present these include:
  - Cloth badges $1.80
  - P & C Cookbook - Generations of Bush Cooking $23.00
  - P & C Cookbook – Another Helping of Generations of Bush Cooking $28.00
  - Postcards $1.10

Note - all prices include GST and are correct at time of printing. These prices may be subject to change and availability.

Book Club
Scholastic Book Club order forms and catalogues are sent out through school mail. Scholastic allots the school bonus points for books purchased by teachers and families. For the school to be eligible your order must note that your child attends Charters Towers School of Distance Education, customer code 328262. However please make sure that you still put your name and address for the return of ordered books.

ICPA
The Queensland Council of the Isolated Children’s Parents’ Association (ICPA) is part of a national organisation concerned with the educational opportunities of children in rural and remote areas. ICPA branches in our catchment area are; Belyando/Mr Coolon; Cairns Radio ICPA; Charters Towers; Clermont; Hughenden; Nebo; Richmond and Lone Members Branch.

V.I.S.E. (Volunteers for Isolated Students Education)
VISE recruits retired teachers and others with relevant experience, knowledge and skills to provide educational assistance to families and students in rural Australia.

There are now more than 300 volunteers in the mainstream VISE programs and who each spend between six and twelve weeks each year in rural areas assisting a large number of families in need.

They like to spend time helping isolated students and families in various ways such as reading and mathematics, studying secondary Distance Ed, or domestic assistance where help or respite is needed. The tutors liaise with the Schools of Distance Education and provide one-to-one tutoring for the students in their own homes and provide a friendly and supportive service. Often close friendships are formed between families and volunteers.
Sometimes a family needs the help of a non-teacher and we call these volunteers ‘angels’. These volunteers respond to a definite need and will prepare meals, get the washing done, answer the phone and watch younger children so that the parent can concentrate on the school room. Angels can be requested if there is a new baby, a medical emergency or some kind of real stress.

To access this wonderful service, families need to provide for the cost of transport and meals and accommodate the VISE volunteers. There is help available if you are having trouble with this. All requests for application forms should come through the Parent Liaison Officer, Lesley Griffin.

**Frontier Services**

Frontier Services is a public activity serving people in isolation, sponsored by the Uniting Church. There services offered within our district are:

**North Queensland Remote Area Family Service**

(07) 40926426

**Remote Family Care Service** based in Hughenden. This service can provide home child care to families in the more remote areas of Queensland. For a registration form, information booklet or more information on this service contact

Free call 1800 687 769 (Qld only)  
or (07) 4741 1999.

**Remote Area Family Service (RAFS)** teams based in Mt Isa and Longreach. Their contact numbers are:  
Mt Isa – (07) 4743 8333  
Longreach – (07) 46581104.  
These teams provide playgroups and the like on stations as requested.

**Flinders Patrol** is based in Hughenden.

Phone: (07) 47411865  
MOB 0418 922255 and  
Email: flinderspatrol2@bigpond.com

**QCPCA**

The QCPCA (Queensland Council for Parents’ and Citizen’s Associations) is the peak body of P&C.’s which operates in an advocacy role on behalf of P&C associations at a state level. Our school’s P&C Association is an active member of this peak body and makes use of its commercial insurance services.
Financial Assistance

What is Assistance for isolated Children?
The Assistance for Isolated Children (AIC) Scheme assists mainly geographically isolated families with the additional costs incurred in educating their school-aged children. Payments are made for primary and secondary students who do not have reasonable daily access to a state school offering the student's level of study and who board away from home, study by distance education or live in a family's second home to undertake full-time study. Certain tertiary students may also be eligible.

Am I eligible?
An AIC claim can be made by a parent or guardian who has prime (or joint) responsibility for the student's care. During the school holidays the child must normally live with the applicant. The applicant and student must normally be living permanently in Australia and be:
- An Australian citizen, or
- The holder of a permanent visa, or
- A New Zealand citizen (waiting periods may apply).

Students must meet certain age requirements and be undertaking approved full-time studies at an approved institution (for students with special needs this may be equivalent ungraded education or training).

Students with special needs
Students with a disability or other health related need may be eligible for AIC if they are required to board away from home or study at home by distance education because of that need. Students may also be eligible if they have a proven special health related or educational need that cannot be catered for locally.

What are Geographic Isolation Rules?
Under the 'geographic isolation' requirements, a student must meet one of the following two distance rules:

The 16 kilometre rule
A student is eligible if the distance from the principal family home:
- To the nearest appropriate state school is at least 16 kilometres, and
- To the nearest available transport service to the nearest appropriate state school is at least 4.5 kilometres.

OR

The 56 kilometre rule
A student is eligible if:
- The distance from the principal family home to the nearest appropriate state school is at least 56 kilometres via the shortest practicable route,

or
- There is a school transport service available within 4.5 kilometres of the home. The distance travelled from the family home to the transport pick-up point and then to the school via the transport service must be at least 56 kilometres.
If you require further assistance or more information with completing these forms please contact Centrelink.

It is in your best interest to apply for allowances. If you don't apply you will miss out.

You may also be eligible for AIC if the occupation of the parent(s) involves frequent moves, or if the student does not have reasonable access to an appropriate state school for at least 20 school days in the year because:

- The travel time for the return journey to school is at least three hours, or
- The transport route or pick up point varies regularly, or
- There are special weather conditions, for example, impassable roads, or
- Other circumstances beyond your control.

What allowances are available
AIC provides Boarding, Distance Education and Second Home allowances free of means testing. An additional boarding allowance is available to parents on low income and depends on the student's boarding costs. For students who are studying at a primary or equivalent ungraded level, and who are on a Disability Support Pension or Parenting Payment (Single), parents can receive an AIC Pensioner Education Supplement instead.

Family Tax Benefit, Youth Allowance, ABSTUDY & other Assistance
Contact Centrelink about these other payments that may be available in addition to, or instead of, AIC. State/Territory governments may also provide assistance for isolated students in addition to AIC.

How do I make an AIC claim
You can lodge your claim form at any Centrelink Customer Service Centre or you can post your claim form directly to an AIC processing centre. For applicants living in Queensland, New South Wales, Australian Capital Territory, Victoria or Tasmania, post your claim form to
PO Box 1122,
LISMORE NSW 2480.

For applicants living in Western Australia, Northern Territory or South Australia, post your claim form to
Locked Bag 41 CLOISTERS
SQUARE PERTH WA 6548.

Note: You must lodge your claim by 31 December of the year of study to be entitled to payment for that year. If an 'Intent to claim' is registered with Centrelink by 31 December of the year of study, and the claim is lodged within 13 weeks of the date the Intent to Claim was registered, or 31 December (whichever is later), a Claim can be accepted for that year.

How to find out more
Assistance for Isolated Children 13 2318
Youth Allowance and Austudy 13 2490
ABSTUDY 13 2317
Family Assistance Office 13 6150
To speak to Centrelink in languages other than English 13 1202
Customer Relations
Free call 1800 810 586
(for complaints, compliments and suggestions)

TIY* is only for people who are deaf or have a hearing or speech impairment. A TTY phone is required to use this service.

To make an appointment 13 1021

It is your responsibility to decide if you wish to apply for a payment and to make the application, having regard to your particular circumstances.

Go to our website at www.centerlink.gov.au

***Information provided by Centrelink

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 per student subsidy may be used:
- To purchase/lease a new computer or refurbished computer and/or related hardware
- To upgrade an existing computer (e.g. 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 it 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.

You must be currently enrolled at the time of payment.
Acronyms

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

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

Charters Towers School of Distance Education Buildings

You Are Here

Evacuation Assembly Point

TB1

TB2

TB3

Covered Play Area

Roofed Area 1

Roofed Area 2

Library

Car park

BRISK STREET

Curriculum Shed

Administraion Block

Main Entrance

Transmission Towers

Shade Shed 1

Covered Eating Area

You Are Here

Roofed Area 2

Bathroom

Garden Shed 2

Garden Shed 2

Roofed Play Area

Roofed Play Area
Contacts

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

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

| RAFS Teams:                           |              |
| Nth Qld Field Coordinators            | 07 4092 6426  |
| Emerald                               | 07 4658 1104  |
| Longreach                             | 07 4658 1104  |
| Remote Family Care Service            | 1800 887 769 |

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

| Domestic Violence                     | 1800 811 811 |
| Domestic Violence                     |              |
| Telephone Service                     |              |

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

| Allowances                            |              |
| Centrelink Qld Rural Call Centre      | 13 23 18     |
| ABSTUDY                               | 13 23 17     |

| Tutor Assistance                      |              |
| Robyn Brown (VISE)                    | 4741 7218    |
| Parent Liaison Officer                | 4754 6843    |

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

| Fire                                  |              |
| Rural Fire Ban Information            | 1902 270 555 |

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

| Hotlines                              |              |
| Drought (Primary Industries)          | 1800 808 555 |
| Natural Resources                     | 1800 240 691 |

| Legal                                 |              |
| Justice of the Peace Enquiries        | 1800 639 409 |
| Legal Aid Telephone Service           | 1300 651 188 |
| State Ombudsman                       | 3005 7000    |

| Rural                                 |              |
| Country Link                          | 1800 026 222 |
| Office of Rural Communities           | 1800 803 788 |