



# The QDE Courier

March 2016



to our new students in term 1

- 😊 Chloe Grabia
- 😊 Hayley Grabia
- 😊 Angel
- 😊 Tullula
- 😊 Zollie Gravenor
- 😊 Sonny Tait
- 😊 Charlotte
- 😊 Ella
- 😊 Nixon Lee
- 😊 Ellie Clarke
- 😊 Annebel Clarke
- 😊 Stephen Ruuskanen
- 😊 Charlize Carmody
- 😊 Abby McCurry
- 😊 Hunter Bolt
- 😊 Macy Bolt
- 😊 Joseph Renwick



*Claudia's snowy scene, to cool us down after a long hot summer.*

**Welcome all** to a new school year. As we welcome in 2016, we have said farewell to some of our families and hello to a number of new students and supervisors.

We're also experiencing some staff changes in the Centre. We welcome our new staff members, Erin, Natalie and Tricia. Erin works as a teacher in Distance Education two days per week and fulfills various roles in the main school on the other three days of the week. Natalie is fulfilling Eloise's student load for the year. This year Eloise has taken on a different role in education as the Acting Principal at Collector Public School and Gillian is acting in the Assistant Principal role at the Centre in her absence.

As always, Vickie in the office is a wealth of information for all of your enquiries. Trish is a new staff member in our office, splitting her time between the Distance Education Centre and the main school. She brings lots of experience to her role in the Centre.

## CALENDAR OF EVENTS 2016

Please go to.....

<http://www.ourcommunity.com.au/calendar>

## Meet the QDE Staff



Hi all. This is [Eloise Dews](#) here just for a brief moment to let you know I am going to be at Collector Public School for the rest of the year. It's down the road a bit and it's even colder there in

winter than in Queanbeyan so I'll have double the woollies on from head to toes. I'm a bit sad to leave DE families and the wider DE community after working in distance education for a very long time – and I'm not saying how long as it might shock you! I hope you all have a great year of learning and achieving your goals and I'll see you all in 2017.



Hi, my name is Gillian Gamble and I have been a member of the Distance Education teaching team for a number of years. I enjoy the challenges and the varying opportunities that the DE

mode provides

especially in the ever changing area of technology. I have had a varied work life both in and outside of education, and taught face to face as well as in Distance Education. I look forward to working with my students and hearing their exciting news and sharing in many adventures.

As well as my usual pastimes of gardening, walking and the visual arts I am kept busy with Honey my very happy and loveable dog and my beautiful cat Lola, although she has been rather naughty lately.



Hello my name is Ryan. I am starting my third year at Queanbeyan Distance Education. I love the beginning of the school year at QDE, because I can meet my new students and start to get to know them. I really enjoy

keeping up to date with my travelling students and finding out about what they seen and done recently.

I am also expecting my second child to be born midway through 2016, so it should be a wonderfully exciting year!



My name is [Lyndal de Ligt](#) and this is my second year as assistant principal here at QDE. Working in distance education offers a unique opportunity for teachers and families to develop very close bonds in the collaborative endeavour of educating children.

I enjoy this component of

distance education very much. I am entering my 17 year teaching and that time seems to have gone by in the blink of an eye.

This year I am working with students who are travelling around Australia and others who are home based. I am thoroughly enjoying connecting with many of my students 'face to face' via Skype or satellite lessons each week. It is great to see their faces and chat with them.... and do a bit of school work too.

On a personal level my family and I are looking forward to doing some travel this year and to continue enjoying our favourite pursuits of camping, mountain biking and just spending time together. I am very much looking forward to all of the exciting challenges that I know 2016 will bring.



Hi, I'm [Max Dews](#). It's great to be back at my desk for one day a week this year and I'm entering my 46<sup>th</sup> year of teaching of which I'm very proud. Since last year I've made some good progress on the computer and really enjoy working with my students using Maths Online, Skoolbo and

Reading Eggspress as well as Artventure which is proving to be very popular. I am seeing some of my students face-to-face on a regular basis this year which is most productive. I'm a bit of an old traditionalist and firm believer in the old Latin phrase 'Quod Potero Sedulo' which means 'Whatever I do I do to the best of my ability'. If I can impart that thinking to students I am on my way to achieving my own goals.



Hi. My name is **Josephine Herbert**. I have been teaching through Distance Education for some years now and really enjoy the wonderfully unique connections between school and family that we create together. With constantly new and exciting technology

developments, Distance Education is an ever changing environment that is always exciting for all concerned. In order not to spend too much of my day sitting at a desk I try to get lots of exercise before and after school. I love swimming and walking my dog, Ralphy.



Hi my name is **Michelle Hill** and this is my second year at the Queanbeyan Distance Education Centre. I have been a year 5/6 classroom teacher, and IM support teacher at Queanbeyan Public School since 2008. I am thoroughly enjoying the challenge

of working in Distance Education as I love personalising programs for each child, as well as working with new and innovative programs in all learning areas – especially technology. I have been learning how to write computer code and will hopefully be able to teach this to some of my older students this year. I am looking forward to sharing my skills in technology as this is one of my main goals this year. I also enjoy anything and everything creative! I love music (playing the Bass Clarinet) and creative arts – drawing and painting mostly. My favourite thing though is doing different crafts. Sewing, knitting and crossstitching are some of my favourites, but my current hobby is crocheting. I enjoy it because it is very relaxing and it doesn't take as long as knitting to create something. I am looking forward to another great year at Queanbeyan Distance Education in 2016!



Hello, my name is **Dionne Bryant**. I started in Distance Education in Term 4, 2015 for two days a week. I have been teaching for more years than I can remember, in a variety of

roles in ACT and NSW schools and have additional qualifications in Gifted and Talented education, Reading Recovery and Multimedia. Three days a week I will be working in the main school teaching Physical Education from Kindergarten to Year 6. In my spare time I enjoy camping, writing and water skiing and most afternoons I can be found driving my two teenage children to their various sporting activities. I look forward to meeting you this year.



My name is Erin Casey and this is my first year teaching at the Queanbeyan Distance Education Centre. This year I will be teaching distance education two days a week and the other three days will see me working with Kindergarten

and Year 1 students at Queanbeyan Public School in the classroom, library and teaching Reading Recovery lessons. Previously I have taught at Queanbeyan and in South Western Sydney in a variety of roles and I am looking forward to teaching and learning with my families and students this year.

In my spare time I enjoy playing my cello and clarinet. I also enjoy listening to music and going to see live performances. I live in Canberra with my husband and my very naughty chocolate Labrador, Angus.



Hi, my name is **Natalie Tolmie**. I worked in Distance Education 2 days a week in term 4 2015 for the very first time. I loved every minute and have been lucky enough to be

asked back Term 1 this year. My family and I are fairly new to the area, having moved here from Sydney one year ago. This was due to my husband's new posting in the Defence Force. While in Sydney I worked at a small school close to Parramatta. Working in Distance Education is allowing me to learn new skills on the computer and I'm lucky enough to work alongside dedicated and passionate teachers who have helped me immensely. I look forward to chatting and working with many students and families whilst given the opportunity.

Outside of work I am a busy Mum to 2 little girls. My eldest, Zoe has just started Kindergarten. My youngest, Maya is 14 months and full of beans. She keeps me very busy, to put it nicely. We have loved moving to the area as it has allowed us more quality family time.



Hello everyone and a very big welcome to 2016. I'm [Vickie Fowlie](#), the School Administrative Manager here at the Distance Education Centre. This year will mark my 17<sup>th</sup> year working within the

Centre. Towards the end of last year we were working very hard with using technology to make processes better for families. We have introduced an online payment system to make fee paying easier for families. You will find some details and instructions within this newsletter and also on our website for those who wish to make their payments online. If anyone has any queries regarding this mode of payment, please call on (02) 6299 2966. This year we have also had a change in DE administrative staff, farewelling Isabel who has taken up a fulltime administrative position in the ACT. We welcome our new School Administrative Officer, Tricia Chivers, who will be working part time within the Centre this year. Tricia also works in the main school at Queanbeyan Public and shares her day between both offices.

I am looking forward to hearing from you during the year for another successful learning journey with all of you.

On a personal note, 2016 is going to be a very exciting year for my family as my daughter Ash has just commenced a Bachelor of Education (Primary) specialising in Creative and Practical Arts at the University of Canberra. She has moved out of home to be closer to the University, so my house is certainly a little quieter.



Hi. I'm [Tricia Chivers](#) in admin and I am replacing Isabel as she's moved to a new job in Canberra.

I have worked in mainstream as an SLSO here at Queanbeyan Public for the last 8 years. I am

looking forward to working in DE and meeting you all, as I too was a home schooler many years ago with my own children.

I'm looking forward to the new challenges of new ways of learning. As you are learning, so am I, so it's going to be a great year of learning together.

My main focus will be loaning out and returning all the books your teachers require you to learn and read from. I will also be here to help you in any way.

On a personal note I have 5 children from 25 – 13 year olds. My daughter, being the first, was married just last weekend. Until then everyone still lived at home.

I look forward to my DE journey with all of you.

## Contacting teachers

The Centre's staff can be contacted between 8:30 AM to 3 PM Monday to Friday.

Outside of these hours teachers can be

contacted using either the phone

and answering machine

or the email address supplied by the Department of Education and Communities. All teachers have made this email address known to their students.



The Centre's email address:

[queanbeyn-d.school@det.nsw.edu.au](mailto:queanbeyn-d.school@det.nsw.edu.au) can be found on the Centre's website

<http://www.queanbeyn-d.schools.nsw.edu.au/>

and also on the contact card supplied at enrolment.

**Please note:** The DEC Code of Conduct advises teachers about maintaining a professional relationship between themselves, students, and supervisors. This means that teachers are discouraged from using social media such as Facebook and Twitter as a means of communicating with students or parents. Although Skype is available the DEC portal has blocked other similar video/call sites. Teacher's personal devices such as mobile phones for either calls or text messages are also not recommended.



*is a Kids Matter campus and we urge you to spend time browsing the Kids Matter website. It has practical help, advice and essential contact details and referral information. Please visit and see for yourself.*

[www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)



## We are the Gravenor family...



We are the Gravenor family, Raven (year 6), Arlo (year 4), Leven (year 2) and Zollie (Kindy). We live in the Snowy Mountains 40kms south of



Jindabyne and have been with Queanbeyan DE since Raven was in Kindy.

We have a great daily routine we get up early and have our breakfast.

Generally we start our school work straight away at about 8am. Usually we start with spelling and handwriting work, and

then we'll move onto our main English or Maths. As we have satellite lessons nearly every day we try to have a break before these start at 10am. After these lessons we will do more work before lunch and after lunch we will work for a few more hours depending on our work load. We love having satellite lessons and as well as our weekly lessons with our teachers, we are fortunate enough to be involved in singing lessons with Hay School of the Air, Library lessons with Bourke Walgett school and this term Raven and Arlo have been taking part in Forensic Science lessons with Bourke School too.



We love distance education because we can stay on our property and after school we can enjoy playing on our pushbikes, motorbikes, bows and much more. We like to build huts and shelters out in the bush of trees and bark. We also swim and paddle in our neighbours lake. In winter we sometimes get snow which is very exciting because we can get to ride the toboggan down the hill.

## Attendance at school in DE

Your child, while on distance education, is enrolled as a student at a NSW Department of Education school. Each set of work represents the work your student is to complete for their learning for the length of time indicated on the pack. This is usually two weeks.

**The regular return of completed work demonstrates students have been in attendance at school.**

Students in distance education are allowed to be absent from school for legitimate reasons!

Should the work not be able to be completed for any reason, you need to inform your child's teacher. Your child may be sick or on leave for a special reason (to attend an appointment requiring travel or for urgent family business for example). Alternatively, you, the supervisor, may be ill and not able to fulfil your role. In either instance, where work is unable to be completed, call, email or write a note so the teacher can record the absence and help you with re-organising.

## EDUCATIONAL NEGLECT

All of the QDEC staff attended staff development days at the beginning of 2016. One of the recurring topics discussed at the staff development day was that of educational neglect.

Many parents are unaware that when their children and young people don't attend school regularly, it is a form of child neglect.

Examples of educational neglect include constant lateness for school, irregular or inconsistent attendance at school, continually missing school, with or without explanations, increasing truancy, developing a dislike for school and a reluctance to attend, with inadequate parent follow up and excessive absences inappropriately attributed to illness or disability. In cases of educational neglect a referral may be made to the Child Wellbeing Unit or the Department of Communities Services.

In the Distance mode this translates to student work not being returned fortnightly on a regular basis or being incomplete, and irregular contact or replies to teacher phone messages or emails by the supervisor.

We refer parents/supervisors to our attendance information to ensure you are meeting your obligations in regards to your child's education.

## !! Fees Reminder!!

Queanbeyan Distance Education Centre is a public education facility and is part of the NSW Department of Education and Communities. We try to keep costs and charges to families as low as possible.

Queanbeyan Distance Education levies two types of fees. The first is a general service fee of \$50 per student per year. This contribution helps cover the cost of consumable materials used by each student. This fee is payable each year of a student's enrolment.

A second resources fee of \$50 is a 'one-off' fee which is charged to cover returnable resources such as books, USB drives, maths kits and other items necessary to the delivery of student programs. When an enrolment is completed and all resources on loan have been returned, this resource deposit is fully refunded. In a case where items have been misplaced, damaged or not returned, the cost may be deducted from the resource fee before a refund is given.

An Overseas Student Fee of \$100.00 is payable at the time of enrolment and prior to the beginning of each term. *Exemptions under this category only applies to students where hard-copy mail is forwarded to a locked or diplomatic bag within Australia OR where a family elects to receive and send work wholly electronically.*

Payment of fees is a condition of enrolment and of continuing enrolment. Fees can be paid either by cheque, money order, cash, direct deposit or electronically online using the new available Parent Online Payments (POP) system. We do not have EFTPOS facilities. Receipts for payments received are provided.

Further information about fees can be obtained by contacting our office on (02) 6299 2966.

Special circumstances are considered with regard to the payment of fees. Please discuss this with the Centre manager at the time of your student's interview.

## DESCRIPTION OF FEES:

The **General Service Fee** for all students of **\$50.00** annually is payable at the time of initial enrolment and then again at the beginning of each new academic year. This fee contributes towards the cost of providing “once only use” resources which are kept by the student. This money is also used to subsidise subscribed online learning websites and hard-copy resources.

A **Refundable Resource Deposit** for all students of **\$50.00** is payable at the time of enrolment. This is a ‘once only’ payment which is held in trust and refunded at the closure of the enrolment and when all resources have been returned in good condition. Monies will be deducted from this amount where resources are not returned or are damaged.

### For overseas students only

An **Overseas Student Term Fee** for all students residing outside of Australia of **\$100.00 per term** is payable at the time of enrolment and prior to the beginning of each term. An exemption under this category may apply to students where full electronic programming is approved or mail is forwarded to a locked or diplomatic bag within Australia. **Postage costs for the return of all work and resources are paid by the family.** Airmail is to be used at all times.

The Queanbeyan Distance Education Centre has now introduced the facility on our website for parents/supervisors to make fee payments online, using the new available **Parent Online Payments (POP)** system. This payment system accepts visa, master card and debit cards. Please note however, that American Express is not accepted for making payments on the system. The secure payment page, hosted by Westpac, is accessed via our website by selecting the \$ Make a Payment link on our site.

Detailed instructions can be found on our website and all supervisors will be emailed a copy of detailed instructions on how to use the new system.

# 2016 School Calendar

<b>TERM 1 - 11 weeks</b>	<b>Thursday, 28 January 2016 – Friday, 8 April 2016 (Staff Development Day on Wednesday 27 January 2016)</b>
<b>TERM 2 – 10 weeks</b>	<b>Wednesday, 27 April 2016 – Friday, 1 July 2016 (Staff Development Day on Tuesday, 26 April 2016)</b>
<b>TERM 3 – 10 weeks</b>	<b>Tuesday, 19 July 2016 – Friday, 23 September 2016 (Staff Development Day on Monday 18 July 2016)</b>
<b>TERM 4 – 10 weeks</b>	<b>Tuesday, 11 October 2016 – Friday, 16 December 2016 (Staff Development Days on Monday, 19 December and Tuesday 20 December 2016)</b>

**NB: Staff Development Days are teacher meeting days. Students do not attend school on staff development days. Staff are also not available by phone on these days.**

# Celebrating me by Stephen

## Where we live



The city of Herat is approximately the size of Canberra and has a population of 436,300 (2013).



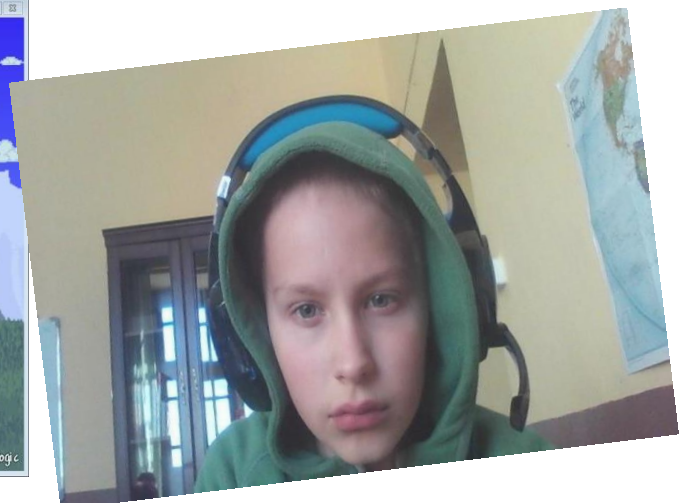
## Me and my family

There's 5 of us kids, me, Daniel, Micah, Jonah, Jesse, mum and dad.



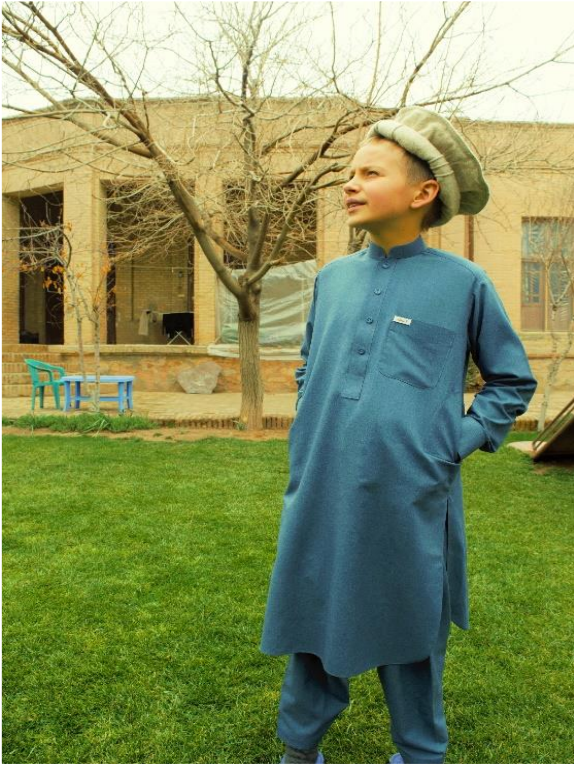
## Me

Me gaming





In our yard



## My friends

I have 8 friend Darius, Josh. S, Josh. V, Jenna, Vilma, Sophie, William, Chloe and Zaki.



## Poem

- Smart
- Tanker
- Elite
- Puppy loving
- Hectic
- Engaged
- Newbie

If you would like to view Stephen's 'Celebrating Me' Powerpoint go to <http://www.queanbeyr-d.schools.nsw.edu.au/>

# Exploring mindsets

Adapted from HOW2Learn document – NSW, Department of Education and Communities, 2015

Carol Dweck's research about *fixed* and *growth mindsets* has a lot to teach ..... about the psychology of how we approach and interpret challenge, setbacks and criticism.<sup>1</sup>

Her research explains the following:

- Why brains and talent don't necessarily bring about success
- How self-perception can get in the way of learning
- How teaching learners about mindsets for learning can raise productivity and motivation
- Why praising intelligence and talent can actually jeopardise learning

Carol Dweck does not attempt to define intelligence but has two implicit theories about how we perceive our own intelligence:

1 The entity theory: intelligence is an unchangeable, internal characteristic. Those of us who believe that are said to have a ***fixed mindset***.

2 The incremental theory: intelligence is malleable and can be increased through effort. Those of us who believe that are said to have a ***growth mindset***.<sup>2</sup>

[And something to think about.....](#)

IQ and other traditional measures of intelligence only account for about a quarter of the factors which characterise what it is to be smart in today's rapidly changing world.....

## You can grow your intelligence

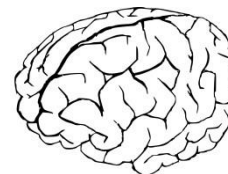
More has been learned about the brain in the last ten years than the last two hundred, which leads us to beg the question, '*What is worthy of knowing about neuroscience in the field of education?*'

The article, '*You Can Grow Your Intelligence*', explores the concept of brain plasticity and will help you to consider some long held beliefs about intelligence.<sup>3</sup> *At the end of this article, compare your beliefs about learning and intelligence with those presented in their article.*

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born smart, average, or dumb - and stays that way for life.

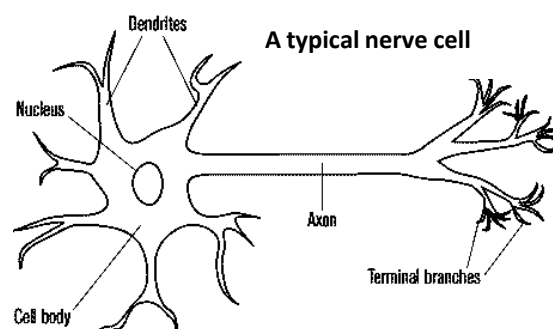
But new research shows that the brain is more like a muscle it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn. Everyone knows that when you lift weights, your muscles get bigger and stronger.....The Muscles become bigger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say, 'use it or lose it!'

But most people don't know practice and learn new things change and get larger a lot like we exercise.



Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then things that you once found very hard or even impossible to do, like speaking a foreign language or doing algebra, seem to become quite easy. The result is a stronger smarter brain.



### How do we know the brain can grow stronger?

Scientists started thinking the human brain could develop and change when they studied animals' brains. They found that animals who lived in a challenging environment, with other animals and toys to play with were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger. In fact their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with the toys and each other were also 'smarter', they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cages with younger animals and new toys to explore, their brains grew by about 10%!

### Children's brain growth

Another thing that got scientists thinking about the brain growing and changing was babies.

Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life.

How do they do this?

### The key to growing the brain - practice!

From the first day they are born, babies are hearing people around them talk - all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

...most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

Later, when they need to tell their parents what they want, they start practicing talking. At first, they just make goo-goo sounds. Then, words start

coming. By the time they are three years old, most can say whole sentences almost perfectly. Once children learn a language, they don't forget it. The child's brain has changed, it has actually gotten smarter.

This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new stronger connections make the child's brain stronger and smarter just like a weightlifter's big muscles make them strong.

### The real truth about 'smart' and 'dumb'

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast, even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns the easier it gets to learn new things because their brain 'muscles' have gotten stronger!

The students everyone thinks are the 'smartest' may not have been born any different from anyone else. But before they started school they may have started to practice reading. They had already started to build up their 'reading muscles'. Then in the classroom everyone said, 'That's the smartest student in the class.'

They don't realise that any of the other students could learn to do as well if they exercised and practiced reading. Remember, all of those other students learned to speak at least one whole language already - something that grownups find very hard to do. They just need to build up their 'reading muscles' too.



### What can you do to get smarter?

Just like a basketball player, to be a brain athlete you have to exercise and practice. By practicing you make your brain stronger. You also learn skills that let you use your brain in a smarter way just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

## Comparing fixed and growth mindsets

Individuals with a *fixed mindset* believe that their intelligence is simply an inborn trait, they have certain amount, and that is that. In contrast individuals with a *growth mindset* believe that they can develop their intelligence over time.<sup>4</sup> The diagram below summarises the attributes of each mindset.<sup>5</sup>

Fixed mindset 	Growth mindset 
<p>Intelligence is static. Learning is limited.</p>	<p>Intelligence can be developed. Learning is boundless and like a muscle, it continues to strengthen the more it is used.</p>
<p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Intelligence and ability are fixed.</li> <li>• Nature determines intelligence and ability.</li> <li>• I will always be good at some things and poor at others.</li> </ul>	<p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Intelligence and ability can grow.</li> <li>• Nurture determines intelligence and ability more than nature.</li> <li>• If I apply myself more, seek help, take risks, change my strategy, then I've got a good chance of learning anything.</li> </ul>
<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>• I need to prove myself.</li> <li>• I like to succeed especially with little effort as this proves I am clever.</li> <li>• I try to avoid failure of any sort.</li> </ul>	<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>• I try to improve myself.</li> <li>• I I earn through challenges as this will help me to grow my talents.</li> <li>• I seek interesting challenges that will stretch and help me learn.</li> </ul>
<p><b>Responses to challenges</b></p> <ul style="list-style-type: none"> <li>• Blame myself or to protect my ego, blame someone else.</li> <li>• Feel inferior or incapable.</li> <li>• Try guessing answers or copying others.</li> <li>• Seek ego-boosting distractions.</li> </ul>	<p><b>Responses to challenges</b></p> <ul style="list-style-type: none"> <li>• There is no blame I just want to know how to do it better next time.</li> <li>• Feel inspired to have a go.</li> <li>• Try various problem-solving strategies.</li> <li>• Seek advice, support or new strategies.</li> </ul>
<p><b>Mottos</b></p> <ul style="list-style-type: none"> <li>• Either you're good at something or you're not.</li> <li>• If you're really good at something you shouldn't need to try.</li> <li>• If you have to try, you must be stupid.</li> <li>• Don't try too hard; that way you've got an excuse if things go wrong.</li> <li>• No pain, no pain!</li> </ul>	<p><b>Mottos</b></p> <ul style="list-style-type: none"> <li>• Success comes with application.</li> <li>• No matter how good you are at something, you can always improve.</li> <li>• <b>If you have to try, you must be learning.</b></li> <li>• Always try; that way you have more chance of success and making progress.</li> <li>• No pain, no gain!</li> </ul>
Bucket Mindset	Muscle Mindset

## End Notes

- 1 Dweck, C. (2006) *Mindset: The New Psychology of Success*. Ballantine Books, New York.
  - 2 Dweck, C. (2006).
  - 3 Mindset Works (2014) *You Can Grow Your Intelligence: New Research Shows the Brain Can Be Developed Like a Muscle*. Article and activities available online <<http://schools.nvc.gov.nz/rdonlyres/C7BD7406-040C-42FA-B44C-2FCF72EB819C/O/GrowYourIntelligenceArticleandActivity.pdf>>
  - 4 Dweck, C. (2006).
  - 5 Adapted from Nottingham, J. (2012) *Encouraging Learning: How You Can Help Children Learn*, Hawker Brownlow, Moorabbin, Victoria.
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### NSW syllabuses for the new National Curriculums

As you would be aware school curriculums in many subject areas have been rewritten and are now being implemented across schools.

So far the subject areas that have been rewritten are *Maths*, *English* and *Science and Technology*. The area that was known as *Human Society and Its Environment* is now covered by two new curriculum areas *History* and *Geography*.

The *Creative Arts* and *Personal Development, Health and Physical Education* curriculums at this point remain the same.

At Queanbeyan Distance Education we are meeting these new requirements by using:

- English – relevant materials DE already had, adapting or writing new units of work and accessing and using online sites that provide material written to the new curriculum
- Maths - materials written to the new curriculum by Sydney Distance Education (as work is completed and can be accessed, so far Stage 2); and continuing with the Mathematics programs for other stages; using the TEN program for K, Year 1 and Year 2
- Science and Technology - relevant materials DE already had, adapting or writing new units of work and accessing and using online sites that provide material written to the new curriculum

- History - relevant materials DE already had, adapting or writing new units of work and accessing and using online sites that provide material written to the new curriculum
- Geography - relevant materials DE already had, adapting or writing new units of work and accessing and using online sites that provide material written to the new curriculum.



Students with satellite use the REACT system for their lessons. At present QDE students are working with their class teachers as well as with Hay School of the Air and Bourke/Walgett Distance Education Centres.

Don't forget to go to those lessons scheduled at other centres and mark these on your weekly timetable.



From 10 to 12 May 2016 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by all students in Years 3, 5, 7 and 9 in all government and non-government schools. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy learning of students in all Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement later in the year; around end September. Each student's level of achievement will be reported against the national minimum standard.

Background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is confidential and is held securely to ensure that every student's right to privacy is maintained.

Students may be considered for exemption from the tests if:

- they are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- they have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. *Students may be withdrawn from NAPLAN by their parent or carer if there is substantial reason for their non-participation. This is a matter for consideration by parents or carers in consultation with Lyndal at the DE Centre.* If you wish to withdraw your child from the tests you must sign a parent/ carer consent form. Access to special provisions and exemption from the tests must be discussed with *Lyndal* as soon as practicably possible.

#### **When and how does the NAPLAN testing take place for distance education students?**

- **Most students** will complete NAPLAN at the Queanbeyan DE Centre during the May gathering
- **Travelling students** are encouraged to attend the closest public or private school to them (see following page for more information)
- **Some students** will complete the test at home. Test papers will be posted to your nominated address on **13 May by Express Post**. **PLEASE NOTE** this is after the testing is completed by all mainstream students.

Once papers are received, they are to be **completed and returned immediately** to Queanbeyan DE Centre in the envelope provided (Australian students only) or by Express Post (overseas students). This will ensure the best possible opportunity for papers to be marked at the official marking centre.

[Set aside 3 consecutive mornings to complete the testing as indicated here](#)

Day 1 – Language conventions and Writing

Day 2 – Reading

Day 3 – Numeracy

Depending on where you are and when you receive your mail, your testing dates will vary.

**Students attending the May Gathering** will complete tests each morning as follows:

Language Conventions (Spelling, Punctuation and Grammar) and Writing	10 May 2016
Reading	11 May 2016
Numeracy	12 May 2016



**Home students** (all categories of enrolment) not attending the Gathering will complete the tests each morning once they are received in the mail.

**Students travelling within Australia** can either:

**\*attend any public or private school** closest to them to complete the tests during the testing periods in the table above. You will need to nominate the school *at least two weeks* in advance and advise the DE centre so that arrangements for your child's papers can be made

**OR**

**\*complete the tests 'at home' under your supervision.** You, as the supervisor, will be required to sign a declaration outlining your compliance with and adherence to the stipulated test conditions.

**Overseas students** will complete the tests at home. You, as the supervisor, will be required to sign a declaration outlining your compliance with test conditions.



### **When do papers need to reach the distance education centre?**

After your student has completed the tests, they are to be returned to the DE centre in the reply paid envelope enclosed with the papers. If you are located overseas and in a rural or remote area and you know your mail is slow, you are **advised to return papers by Express Post**. All test papers **received at the Queanbeyan DE Centre by 27<sup>th</sup> May** will be posted to the Marking Centre. **If papers are received after this date they will not be marked.**

### **Who marks the papers and when do parents receive results?**

Tests are marked by independent markers and after papers are marked, a NAPLAN report will be sent to you. Your child's results are strictly confidential. Results can be discussed between your child's teacher and yourselves.

**Additional information about NAPLAN can be found at:**

<http://www.nap.edu.au/naplan/parent-carer-support.html>

<http://www.boardofstudies.nsw.edu.au/naplan/info-for-parents.html>



## Home visit to the Gravenors

On Thursday 18 February 2016, four very enthusiastic teachers headed towards Jindabyne for a home visit to the Gravenor family.



This was the first home visit for teachers Dionne and Erin. It was very exciting to meet Raven, Arlo, Leven and Zollie and to see their classroom. Their learning space was well organised and there are heaps of posters and charts to assist the students with their learning. After some lessons with the teachers, the children conducted a tour of the animals including, naughty egg eating chickens and a baby pig. The teachers were then taught how to ride a unicycle and shoot arrows in archery and enjoyed a delicious home cooked meal for lunch.

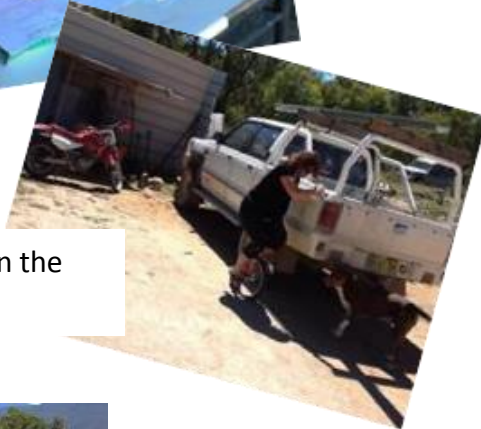
Thank you to the Gravenor Family for welcoming us into your home and well done with all the hard work you are doing in your learning programs.



Michelle and Raven hard at



Leven and Erin doing their lesson



Dionne on the unicycle



Arlo and Dionne working on maths



READY, AIM, FIRE

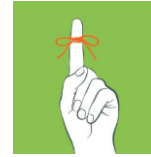


Zollie reading to Lyndal



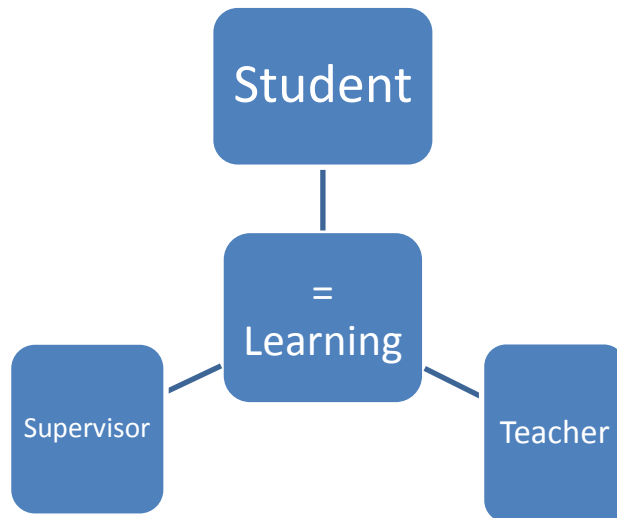


## Supervisors - please remember



Distance Education at the Queanbeyan Distance Education Centre is a unique experience in which the student, supervisor and teacher work as a team to implement a personalised learning plan.

The role of the supervisor is vital to the success of distance education for primary school aged children. Supervisors do a great job in implementing and working with the teachers to provide the learning program.



© Can Stock Photo - csp10823742

### Supervisors as part of your responsibility in the enrolment agreement, please remember

- the importance and expectation of **weekly contact** of the teacher, the supervisor and most of all the student, for the duration of the enrolment. Many teachers have organised with the supervisor a day and time for phone contact and will ring the family at the time arranged. ***If you haven't already, please organise this with your teacher.*** If at any time you are unavailable, as a courtesy, please let the teacher know as they will for you. A quick email would be helpful.
- as part of your child's learning, home students, some medical and some significant support students are expected to **undertake to attend mini schools/gatherings** when they are scheduled. As well as the social contact, mini schools provide further stimulating and interesting learning experiences for your child that they will not receive in their day to day programs. Mini schools also give an opportunity for supervisors to exchange ideas with other supervisors and teachers, and to benefit from supervisor learning sessions. In turn you are supporting the teachers in the time and effort that goes into the organisation of a mini school.



## One Year Big Loop Adventure

Annebel and Ellie Clarke along with their Mum and Dad began their exciting year adventure around Australia in late January. We have been travelling for just on five weeks towing our caravan and staying at some amazing places along the way. In Foster we took our mountain bikes for a ride on the Rail Trail 12 km into Fish Creek where we stumbled upon the author Alison Lester's Book shop, Gallery and Studio.

The Girls recognised some of her books and found some others to read in the reading



library. At Wilsons Promontory we visited Squeaky Beach with the white sands that squeaked under your feet and Ellie took a photo of a huge jelly fish.



After that we travelled to Phillip Island where there were many fun things to do like seeing the Little Penguin March, visiting the

Chocolate Factory to find out all about how chocolate is made, the Koala Sanctuary and milking a cow at Churchill Island. The Churchill Island milking was very different to the automated cow milking at the Pyengana Cheese Factory in Tasmania. The cows take themselves to be milked, have something to eat, a back scratch from a machine and a drink before they go out to the paddock.



We are currently in Tasmania and all enjoyed the Spirit of Tasmania trip to Devonport. Our typical day starts with school in the morning and then sightseeing in the afternoon. Some days we need to

finish school when we return. The highlights in Tasmania for both Annebel and Ellie have been seeing a Tasmanian Devil up close at Nature World, finding their way around all the mazes at Tasmania, trout fishing, panning for gold at Beaconsfield Mine, Platypus and Seahorse World. Mum has enjoyed Cradle Mountain, the Bay of Fires, including a morning fish, and was amazed with the coloured seaweed washed up on the beach at Friendly Beaches and loved the Hobart Botanical Gardens. Dads highlight was all the History at Port Arthur and while there Annebel and Ellie discovered that a lady called Charlotte collected seaweed and pressed it like flowers, her collection of seaweed is now in a London museum to show what the seaweed is like in Tasmania. We can all say that we loved the mountain biking at Derby and where we stayed at Branxholm the girls made some great friends. The girls are sure to always remember eating popcorn while watching a movie projected on the side of their friends' huge white bus.



We all look forward to the rest of our adventures and the facts and information we are learning along the way. In



the caravan we have two laminated maps, one with where we are going marked out on it and one where we have been, both Ellie and Annebel take turns to draw our path on. We have also started a fact sheet where we write in something we have learned from our day sight-seeing and both girls keep a daily journal. Our next destination after Hobart is Bruny Island and Strahan then back to mainland Australia where we will be heading anti clockwise around Australia.

## TEN – Targeted Early Numeracy

### About the initiative

The Targeted Early Numeracy (TEN) intervention program fulfils a previous Government commitment to provide support for students in learning numeracy in the early years.

### Program goal

To ensure all students are on track with numeracy by the end of Stage 1.

### Number sense

TEN supports the learning of numeral identification, counting forwards and backwards and patterns in number.

Hands-on engaging activities encourage children to explore how numbers work.

Number sense assists children to develop the most efficient strategies in solving addition and subtraction problems.

### The TEN program is strategy focused

- Aims to develop mental efficiency and fluency.
- This will be different to how many of us have learnt mathematics in the past where it was strongly answer focused.

### How does TEN look in the Distance Education classroom?

- Students working cooperatively with their supervisor at their own level
- Short, focused, frequent numeracy sessions
- Explicit and systematic teaching
- Hands-on teaching activities
- Talking about how they found their answers
- Learning about number as they are playing with numbers
- Writing less but computing more
- Children and supervisors both having fun and enjoying mathematics

### Key aspects for supervisors



















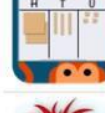











- Monitoring student's progress on each game and adapt as needed
- Monitoring student's progress on each game and adapt as needed
- Monitoring student's progress and report back to the student's teacher
- Incorporating short, focused, frequent numeracy activities into the teaching program.




### How can you support your child's learning in maths?

- Share a positive attitude towards maths with your child
- Talk about mathematics and solving problems
- Ask your child what they have learnt in maths
- Involve your child in activities such as counting, using money, cooking and identifying numbers in the environment
- Play card games and board games using dice as a family.



Apps for TEN – these apps are only available on Apple devices

 Balloon Pop Challen..	 Scribble Press	 Ladybird Maths	 A Montessori Appro...	 Another Monster at...
 BrainPOP Jr. Movie o...	 Teaching Number Li...	 Ladybug Addition	 Montessori Crosswo...	 The Cat in the Hat -...
 Create a Car	 TimesTableLite - A...	 Ladybug Subtraction	 Montessori: 15 educ...	 iBooks
 I Say, You Say - Nu...	 What Time is it Mr....	 Math Bingo	 Place Value MAB	 MeeGenius! Kids' Bo...
 Jr BINGO	 Word BINGO	 MathTappers: Find S...	 Read Me Stories - C...	 The Monster at the...
 Jungle Time - learn...	 1-20 Balloons	 A Montessori Appro...	 rED Writing - Learn...	
	 20-1			

 Kids Math Magic	 1 2 3 Magic Number	 Maths Fun 1 <sup>st</sup> Grade	 Math Evolve	 Red Dragonfly
 Number lines	 Neo maths	 Mathris	 Hungry Fish	 Know your maths
 Finger count	 Maths Bubbles	 10 Frame Fill	 Friends of Ten	 4+3 FREE
 Subitising Flash Cards	 Line 'em Up	 Ladybird Maths	 Montessori Hundreds Chart	 100
 Number quiz - Free				



## Key Pedagogies

**Motivate, motivate, motivate!** Do everything possible to motivate the child into learning.

**Immediate feedback and support**– Children instantly know if they are on the right track and support is given to them precisely at the most teachable moments.

**High volume and fast paced**– Efficient learning with students typically making more than 200 responses in a fifteen minute period. The 60 second nature of the reading and maths games provide an intense learning period where children can devote 100% focus and this results in extremely rapid skill development.

## About the Skoolbo Platform

### Skoolbo for students

Students may access Skoolbo via:



- 1. Tablets** – iPads and Androids (Win 8 coming soon). These apps are downloaded from the various app stores. They are able to be played both online and offline. We highly recommend tablets for children aged six and below due to their ease of use.
- 2. Desktops** – PC and Mac. These desktop applications are downloadable from [www.skoolbo.com.au/downloads](http://www.skoolbo.com.au/downloads) and need to be installed on each computer. They may also be played in both online and offline mode.
- 3. Web browser** via [www.skoolbo.com.au](http://www.skoolbo.com.au) – this html 5 version is designed for when either the Tablet or Desktop version is not possible. It's a simpler 2D interface and not quite as much fun for the children! The browser version is helpful for schools if their school computer network protocols make playing on Tablets or Desktops difficult.

Students are to be encouraged to download Tablet or Desktop versions at home. Learning results are automatically shared between home and school.

## Skoolbo for Parents

Skoolbo has a Parent Dashboard. The parent is able to view his or her child's results. The Parent Dashboard is web browser based and accessed via [www.skoolbo.com.au](http://www.skoolbo.com.au). There will also be a FanClub app available shortly enabling parents and grandparents to play learning games with the child.

## Username and Passwords

- By default – all student passwords have been set to  
- We have done this to make getting going with young children as simple as possible.



- To make it easy for young children to access the app we have created a Sign in shortcut.

- Open the **Tablet** or **Desktop** app.
- Select **School**
- Enter your **School Code** and **Password**.

## Student Play

- Customise your avatar!

• Avatars are an extremely important element for helping the child bond and take ownership of



the learning program. We want children to genuinely feel they are in the coolest of learning worlds. We are effectively trying to glamorise learning.

- Explore the main page





- Press **Play** on main page
- You will be taken to the

**Warp Room** to find a match

- Please be aware the people you are playing with might not be online at the time – they are however, real games that they have played on Skoolbo.



- The first four games on Skoolbo are **pre-tests**. They are to be completed independently.

- The results from the **pre-tests** are used to pitch the student on the right level curriculum giving them the optimal curriculum regardless of his or her actual age.

- The full set of curriculum may be selected from **Contents**.



- You may purchase reward items with your **Bo Coins**.



- **Bo Coins** are earned by playing **learning games**.

They **are not** purchased with real money.

- You may enter "**My House**" by clicking on the house. This is where your reward items are stored.
- You may select a new racing vehicle by clicking on the plane on the main page.

## FanClub



- Parents and grandparents will be able to download the FanClub app to play directly with the child. This can even be

done when the child is at school away from the parent or grandparent – they may even be on the other side of the country or world! Children really love being able to play learning games with their family members. Grandparents also enjoy it immensely.

- Special celebrations scenes involving avatars of the entire family. The FanClub app is designed to acknowledge the child's successes in a fun and motivating manner.

### What to do now:

- Google 'Skoolbo' or <http://skoolbo.com.au/downloads/>
- Select 'Skoolbo – Go Aussie Kids Go!'
- Select 'Downloads'
- Download appropriate 'Skoolbo' to your desktop then you can work offline

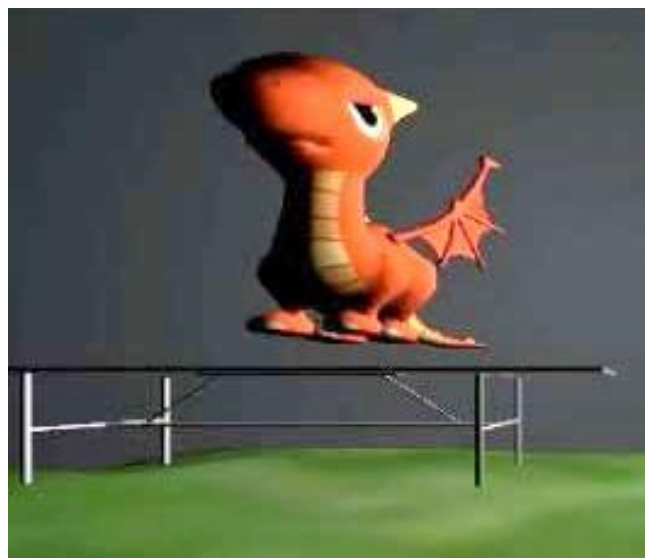
Enter username and password

-Username: check with your teacher

-Password: choose the black colour and then the bee.



Some of Liam's characters for 3D films he has made.





**SPOT Rural** is an innovative Speech Pathology and Occupational Therapy practice that provides;

- Telehealth Therapy (using video conference)
- Outreach Services (we come to you!)
- Parent Training & Professional Development Services

We support children and adults in isolated metropolitan, rural and remote communities.

Our mission is to provide accessible allied health care for anyone, anywhere. We will travel to your local community!

We provide services up to six days a week, and outside typical office hours, to meet the needs of our clients.

SPOT Rural's team of therapists are passionate and experienced. We specialise in supporting children and adults who require assistance in the following areas:

#### **Children:**

- Receptive & Expressive Language Speech (articulation)
- Fluency (stuttering)
- Literacy (reading, spelling, writing) Numeracy (maths)
- Swallowing & Saliva Control
- Tongue Thrust & Orofacial Myology Voice
- Visual Perception
- Attention & Working Memory
- Sensory Processing
- Fine and Gross Motor Development
- Self Maintenance
- Handwriting

#### **Adults:**

- Rehabilitative Services Aphasia {language difficulty}
- Dyspraxia (motor speech difficulty)
- Dysphagia (swallowing difficulties)
- Voice (nodules, Parkinson's Disease)

For more information, please see our website: [www.spotrural.com.au](http://www.spotrural.com.au)

We would be delighted to chat to you any time, so please give us a call!

#### **Kate Broderick**

Director, Speech Path & Occupational  
Therapist

#### **Heidi Begg**

Director, Speech Pathologist

199 Bronte Road, Waverley. NSW. 2024.

Ph: (02) 9389 3322 or 0488 754 053

Email: [spotrural@gmail.com](mailto:spotrural@gmail.com)

Website: [www.spotrural.com.au](http://www.spotrural.com.au)





Where your student has online learning programmed for them, it is expected that it will be completed. It **isn't an optional extra**

unless otherwise stated by your child's teacher. **It constitutes learning for your child.** If you are unable to access the online databases for any reason, please negotiate change with your DE teacher.



### Mark the Maths every day

After each daily session of maths learning, supervisors are expected to mark the work with

the student. Immediate correction of work is necessary so that a problem can be identified before proceeding to any further maths learning. Answers are provided to supervisors for this purpose. Students are encouraged to show their working out at all times.

### ***Pack your work up properly!!***

No more 'throw it in the bag' – upside-down, screwed up, pages without names and all mixed in together! It's a bit of a nightmare sometimes. Take time to organise it with care.

When returning work to school please do it respectfully. The program/task sheet is to be returned with the corresponding, set work.

Place it in the plastic bag provided or with the rubber band around it. This is important and helps delineate where more than one student's work is returned in the same parcel. Please only complete the work in the set for the fortnight and return on time.

**USBs** are sent so you can use these to upload student work, recordings and news. They are **to be returned with each set.**



## QDE eNEWS



### **If you haven't already –**

Please take a moment to download our new app **or** sign up for email notifications.

This is the easiest and fastest way to receive essential information from Queanbeyan Distance Education. Once you sign up or download the app, all of our newsletters and notifications will be sent to you automatically.

### ***Signing up is quick and easy.***

Follow this link to register by email:

[Notes and Newsletters](#)

**Or**

Download the QDE app from the App store or Google Play [Download the QDE App](#)  
(or search: *Queanbeyan Distance*)

## School Enews

**Download our free school app to receive instant alerts!**

[iPhone](#) and [Android](#): Press the App Store or Play Store icon on your device, search for "Queanbeyan Distance".

[Windows phone/Windows](#): press the Windows Store icon on your device, search for "[School Enews](#)" Download app, open and search for "Queanbeyan Distance".

Parents can also subscribe to the "Newsletters" list and also the relevant "Year" list(s) based on the student(s) year to receive updates on their email account.

**student portal**

***All students should be accessing the student portal***

Every student in a NSW public school has access to their very own portal and email. They should be encouraged to use it to contact teachers if they are able to do so. Students can also request library books from our own QDE collection. Each student's portal page has tabs and links to many areas of curriculum which is age appropriate and very engaging and can lead to students taking a greater role in deciding what they would like to learn. You should have your login details. If not, please contact your teacher.

## Here is your student portal page.

Login with your own details. There is so much to see, play and learn about.

## Why not request your choice of library books from our own QDE collection?

Here is our QDE Library page. You can browse and then request your own books.

## Australian Museum Eureka Prizes

Did you know that the Australian Museum Eureka Prizes has **a category specifically for primary** and secondary school students?

The University of Sydney Sleek Geeks Science Eureka Prize is awarded for **a short (1-3 minute) film** that communicates a scientific concept in an accessible and engaging way. Students have the chance to win a share of \$10,000 in prize money, and finalist representatives also win a trip to Sydney for the prestigious Australian Museum Eureka Prizes Award Dinner at Sydney Town Hall.

Entries are now open for the **2016 Australian Museum Eureka Prizes**, and I am emailing to ask for your assistance in promoting the [Sleek Geeks Science Eureka Prize – Primary](#) and [Secondary](#) amongst your students and teachers.

We have put together a great [resources](#) page to get you started with last year's winning [films](#) and [hints and tips](#) from our judges.

If you have any questions call 02 9320 6483 or reply to this email.

**Entries close 7pm AEST Friday 6 May 2016.**

**Vanessa Gardos**

Project Coordinator | Australian Museum Eureka Prizes

**Australian Museum** 1 William Street Sydney NSW 2010 Australia

T 61 2 9320 6483 F 61 2 9320 6074



*Calling all poets.....*



**The national poetry competition was launched at the Parliament House by Minister Birmingham.**

**2016 competition dates: 1 March - 30 June.** Optional theme is 'Waiting'.

**Categories and prizes**, 6 individual and 2 schools' categories plus Multicultural NSW Award.  
2016 judges: Sophie Masson and Stephen Whiteside.

Get organised early for poetry studies, make use of great resources.

Videos and instructions of live poetry lessons with Lorraine Marwood are back by popular demand.

As always the organisers are looking forward to wonderful poetry interpretations both on a theme or any variety of topics.

**For all information and resources go to:**

<http://www.dorothea.com.au/Enter-the-2016-Awards>



# Tell Them From Me student survey

## Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

### 1. What is the *Tell Them From Me* student survey?

The *Tell Them From Me* student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

### 2. What kind of questions will the survey ask?

The survey questions relate to the following 18 measures for **primary schools**:

Participation in sports	Behaviour at school	Effective learning time
Participation in extra-curricular activities	Homework behaviour	Teaching relevance
Sense of belonging	Interest and motivation	Teaching rigour
Positive relationships	Effort	Experience of being bullied
Valuing school outcomes	Skills and learning challenge	Advocacy at school
Positive teacher student relations	Expectations for success	Positive learning climate

The survey questions relate to the following 22 measures for **secondary schools**:

Participation in sports	Homework behaviour	Expectations for success
Positive learning climate	Participation in clubs	Behaviour at school
Experience of being bullied	Truancy	Sense of belonging
Interest and motivation	Effective learning time	Aspirations: finishing Year 12, University, TAFE
Positive relationships	Effort	Teaching relevance
Wellness	Valuing school outcomes	Positive learning climate
Teaching rigour	Advocacy at school	Advocacy outside school
Positive teacher student relations	–	–

### 3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your child's school has decided to participate.

## 4. How will taking part in this survey benefit my child's school?

The *Tell Them From Me* student survey will provide school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

## 5. What does my child need to do to participate in the survey?

The survey typically takes less than 30 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. Schools will make computers or laptops available so that students can complete the survey during school hours.

## 6. Does my child have to participate?

No, participation in the survey is optional. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped. Parents/students have a right to apply for access to, and correction of, a student's information.

## 7. Will the school be able to identify my child from their responses?

Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where

fewer than five students respond to a question, the results will not be made available.

## 8. What sort of analysis will be done of the survey data?

Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of students at their school.

The results will help all schools better understand the relationship between wellbeing, engagement, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the Department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

## 9. Can all school students participate in the survey?

The primary school survey is designed for students in Years 4 to 6. Schools are encouraged to allow as many students as possible in these Year groups to participate. Secondary schools are encouraged to allow as many students as possible in Years 7 to 12 to participate.

## 10. When will the *Tell Them From Me* survey happen?

The surveys will be conducted in all participating schools at the end of Term 1 and (optionally) Term 3.

### What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the Department of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales.

CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

**More information about CESE is available at: [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au)**

### What is *The Learning Bar*?

*The Learning Bar* is a Canadian education company that specialises in school surveys for both primary and secondary students. Its survey, *Tell Them From Me*, is the largest national school survey in Canada, used in nine of Canada's ten provinces. More than 2,600 schools and 1.7 million Canadian students have participated in the survey over the last nine years. Australian schools have been participating in the *Tell Them From Me* surveys since 2012.

*The Learning Bar* is led by Dr J Douglas Willms. Dr Willms is a Professor and Director of the Canadian Research Institute for Social Policy at the University of New Brunswick, and holds the Canada Research Chair in Literacy and Human Development. Dr Willms led the development of questions on student engagement for the OECD's Programme for International Student Assessment (PISA).

**More information about *The Learning Bar* is available at: [www.thelearningbar.com](http://www.thelearningbar.com)**

If you have any questions about the parent survey, please contact CESE via email: [TTFM@det.nsw.edu.au](mailto:TTFM@det.nsw.edu.au) or by telephone: 9561 8056 /9561 8688 /9561 8370.



Dear Parents and Carers

In 2016, our school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Students in Years 4, 5 and 6 can participate. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

As well as schools getting student feedback, the Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has access to data from across NSW and is running a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research is looking at how these things impact on student outcomes, including academic performance. Individual students and schools will **not** be identified in any CESE publications, and all information will be handled in accordance with the relevant privacy legislation. Students' personal information will not be disclosed by the Department to any other person or body other than as required by law.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable answering any question, he/she should leave it blank and move on to the next question. Your child can stop the survey at any time.

If you **do not want your child to take part** in the survey, please complete the attached form and return it to your child's school by Friday 8 April 2016.

More information about the survey and the research is available in English on the CESE website: <http://surveys.cese.nsw.gov.au/information-for-parents>

Kym Hawes  
Principal  
Queanbeyan Public School  
7 March 2016

Dr Jenny Donovan  
Executive Director  
Centre for Education Statistics and Evaluation

## ***Tell Them From Me* Student Feedback Survey non-consent form**

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to your school by Friday 8 April 2016.

**I DO NOT** give consent for my child/children to participate in the ***Tell Them From Me* student feedback survey.**

Name of student/s .....

Teacher/s.. .....

Name of parent/carer .....

Signature of parent/carer .....

Date .....



**TERM TWO – 2016**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
<b>Term 2</b>	25 Apr Anzac Day	26 Apr Staff Development Day	27 Apr	28 Apr	29 Apr	30 / 1 May
<b>Set 1</b> 8 day set	2 May	3 May	4 May	5 May	6 May Post set to DE	7/8 May
<b>Term 2</b>	9 May	10 May NAPLAN/Gathering	11 May NAPLAN/Gathering	12 May NAPLAN/Gathering	13 May	14/15 May
<b>Set 2</b> 2 day set plus project	16 May Creative Project	17 May Creative Project	18 May Creative Project	19 May Creative Project	20 May Creative Project Post set to DE	21 /22 May
<b>Term 2</b>	23 May	24 May	25 May	26 May Sorry Day	27 May	28 /29 May
<b>Set 3</b>	30 May	31 May	1 June	2 June	3 June Post set to DE	4 /5 June
<b>Term 2</b>	6 June	7 June	8 June	9 June	10 June	11/12 June
<b>Set 4</b> 9 day set	13 June Queen's Birthday	14 June	15 June	16 June	17 June Post set to DE	18 /19 June
<b>Term 2</b>	20 June	21 June	22 June	23 June	24 June	25/26 June
<b>Set 5</b>	27 June	28 June	29 June	30 June	1 July Post set to DE	2 /3 July
<b>Hols</b>	Monday 4 July – Friday 15 July 2016					
<b>Creative Projects – all students</b>			<b>Cultural Calendar – all students</b>			<b>NAPLAN – year 3 and 5</b>