



The QDE Courier – Semester 1, 2017



to our new students in Semester 1

- Anastasia
- Ava
- Ayda
- Cameron
- Charli B
- Charlie P
- Charlotte
- Cleo
- Cohen
- Cooper
- Daniel
- Danny
- Ella G
- Ella R
- Emma
- Isaac
- Jack de
- Jack G
- Jaidee
- Jaiden
- Jala
- Jasmine
- Jayda
- Jessica R
- Jessie D
- Jessie W
- Jha'zeil
- Jorja
- Kiarah
- Kiera
- Kruz
- Kyan
- Lily
- Lucy
- Lukas
- Luke
- Matthias
- Natasha
- Nyah
- Ryder
- Shania
- Skye
- Sophia
- Tahlia
- Tyla
- Zali
- Zoe

SAY *Hello* TO OUR STAFF!



Eloise Dews



Gillian Gamble



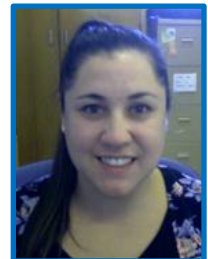
Lyndal de Ligt



Ryan Kearns



Michelle Hill



Natalie Tolmie



Elisa Trevarthen



Max Dews



Petah Batten



Vickie Fowlie



Tricia Chivers



Mieka Pavkov



Disch Family Australian Adventure

Our family of five, made up of my husband (Peter) and I, Noah (3), Lukas (7) and Kiera (9) have been travelling for five months of our, "who-knows-how-long-we'll-be-away-for?" adventure around Australia. Home is Jindabyne and although it is beautiful and we love it there, it was always our intention to go traveling at some stage so, when the opportunity presented itself, we took it!

We wanted the children to be able to attend their end of year concerts and awards day before leaving (and I had been studying too) so we waited until term four was finished. We watched the local carols and fireworks, farewelled our friends and said goodbye to our house in Jindabyne on December 20, 2016.



Before we left we obviously had to make a decision about schooling and we decided that the option which would suit us best would be distance education. We loved the idea of having sets of work, tailored to each child's ability and learning without having to rely too heavily on the availability of wifi or mobile data.

When we had the initial meeting with Michelle to introduce ourselves and the children, it cemented in our minds that we had made the right decision.

Although you always get the comment, "Oh, they will learn so much more on the road than they would at school", which I agree with to a point, we can't emphasise enough the importance and value we place on formal learning as part of the children's routine. Lukas is still learning to read and we would like both children to keep up with their peers so when we return they can slot right back into the grade they should be in.



That said, it's not always easy and takes discipline, patience and hard work (on the parent's part as well as the student's) to get schoolwork completed. Sometimes what should have taken an hour to do takes a couple of hours of procrastination, dithering around and delaying tactics before I've even been able to get both children sitting down ready to start for the day.



Cue Michelle and in the next box of term work there are stickers, rewards cards and charts for both children (not just for my procrastination expert!) and slowly but surely we are back on track. In fact the children were so motivated they were doing schoolwork on weekends and in the holidays!!!

Although it's not easy, I really enjoy the active role I play in their learning and helping the children achieve their learning outcomes and goals.

I realise that on a trip like this, the focus should be on "family time" and "new experiences" and mainly it is. We have been traveling slowly and have been able to experience some amazing places but without distance education we would not have been able to experience any of this.



So far, some of the highlights of our trip have been;

- The children learning to surf at Coffs Harbour,
- Busking at the Tamworth Country Music Festival,
- The awesome zoos we have visited - Dubbo and Australia zoo,
- The Gold Coast Theme parks,
- Making new friends, campfires and toasting marshmallows!



In addition to all of this we have been on countless outings to museums, done tours, had days at the beach, caught up with family and

have seen air shows, country festivals and visited amazing playgrounds and skate parks.

Along the way the children have also been learning about the responsibility it takes to look after pets as we have interspersed our campground stays with house and pet sitting. So far we have done around 6 house sits and have looked after dogs, cats, chickens, fish and even a duck!



We've still got a huge amount of this massive country ahead of us to visit and we are also planning to take the children to Switzerland (the other home that they have never been to and their Dad's birthplace).

We've made a point to speak German to the children so that when we go and they see their family they will be able to communicate.



While we are doing all of this, we feel very fortunate that we are able to give our children "the best of both worlds", an education through the wonderful QDE with a fantastic and supportive teacher and an experience that they will remember forever!

Written by Melanie Disch

Term 3 Gathering!

The Term 3 Gathering will be held on **8th, 9th, 10th of August 2017**. If you are coming, **please let your teacher know!**

You will find the full page flyer at the back of the newsletter and it has also been sent out via the QDE School eNews app.



MiniLit is a reading program used in a student's individual program. It is broken up into two levels. Level 1 focuses on the student understanding letter names and sounds. Level 2 has a focus on using letter sound knowledge and reading smaller words. It is important that students have these skills such as letter sound knowledge as it helps them to decode words and read with more fluency. Although this program is usually used in a main stream school, we have managed to implement it in our school with a student in Term 2. It is only early days but there is already obvious improvement with the students understanding of letters and sounds. The program is implemented by the supervisor (at home) at least two times a week and the student attends the Distance Education Centre where the teacher tests and also does a lesson. With good communication between supervisor and teacher, the program has been implemented with minimal hiccups. It is all new in our setting and we will give you all more feedback once the program has been completed at the end of the year

By Natalie



For more information, please read the Parent Information Sheet on the following page.

WANTED!

Have you seen these mysterious items at your house?



Often found under beds, in desk draws and in cupboards.

**If found please turn into the:
Queanbeyan DE Centre**

MiniLit: Parent Information

What is MiniLit?

MiniLit is a special teaching program designed for young children in Years 1 and 2 who are struggling to learn to read. The program is usually offered in small groups of up to four children to help them to catch up with their classmates.

Why has my child been selected to do MiniLit?

Your school will be able to give you more specific information about why your child has been chosen to receive MiniLit instruction but basically it is because your child is not making as much progress as the other children in his or her class and is falling behind. The aim of MiniLit is to help young struggling readers to catch up quickly.

What is involved in the MiniLit program?

Teachers work with small groups for up to an hour a day for four days a week using the carefully structured MiniLit program materials. The program takes about two terms to complete. Each lesson has three main components:

- Sounds and Words Activities – where children learn to pay attention to the different sounds in words and to associate them with the letters of the alphabet
- Text Reading – which gives children the chance to practise their new skills
- Story Book Reading – which involves the teacher reading and discussing a story book with the students, to help improve their vocabulary and comprehension.

How effective is MiniLit?

Research completed over the last five years has shown consistently that students make remarkable gains following MiniLit instruction. For children who are struggling to learn to read, intervening early is the best way to stop reading problems from becoming more established, and to bring students up to the level of their classmates before they fall too far behind.

Can I do MiniLit at home with my child?

MiniLit is only available for use in schools by specially trained teachers and classroom assistants. But you can support your child by reading with him or her for up to half an hour every day. Our 'Reading with your young child' factsheet provides some tips on how to make these sessions effective and enjoyable.



MAY ARTICLE

Language Skills and ADHD

Children with ADHD often have difficulties with answering questions as it requires them to think of the correct answer, work out how to say it, what words to use and respond quickly. Despite the fact that many can talk incessantly, when needing to provide a clear answer this becomes quite difficult.

What you see:

- Interrupt with their answers and speak out of turn.
- Responses are longwinded and lack direction.
- They misunderstand what is to be answered.
- They choose to not raise their hands.
- They say "I forgot" when directly questioned.
- Become anxious at the prospect of having to answer a question.

What can teachers do?

- Give them time. Time to think about the answer and time to answer it. Ask questions with 'a minute to think' to give them plenty of time to plan their answer.
- Work out a system with the child regarding raising their hand - try to pick them first before their thoughts become jumbled.
- Teach students how to "mind map" their thoughts to help with organising and planning.
- Ask questions based on work already completed.
- Encourage them to highlight main words to make it easier to retrieve information.

What can parents do?

- Be patient with responses at home and ensure siblings are understanding.
- Encourage speaking opportunities with family and extended family.
- Participate in extra curricular activities to build confidence with their language skills in a friendly setting.
- Practice sequencing - through puzzles, comics, etc.
- Listen to them if they need to practice any talks. Give positive feedback.

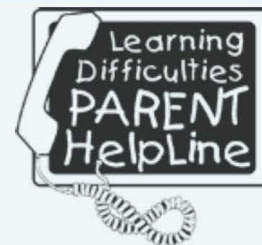
References: "ADHD and language" www.aboutkidshealth.ca "Sharper Verbal Skills for ADHD Students" by C Dendy and "Better Language Skills for Children with ADHD or Learning Disabilities" by Additude Editors www.additudemag.com

Have you read this article... The four-letter word helping teens talk about bullying: <http://www.essentialkids.com.au/development-advice/advice/the-four-letter-word-helping-teens-talk-about-bullying-20170404-gvd145>

Have you seen this book... **Why do I have to?** by Laurie Leventhal-Belfer . Available from www.booktopia.com.au \$15.35 This is the ideal book for children who have difficulty coping with the expectations of daily living.

Have you googled this website... www.bbc.co.uk/skillswise/english

This website is useful for middle to upper primary & lower secondary students, providing fact sheets, quizzes and games in grammar, spelling, reading and more.



02 9806 9960

PO Box 140 Westmead 2145

F: 02 9689 2871

E: info@ldc.org.au

W: www.ldc.org.au

Please contact the LDC office if you would like Helpline brochures/posters for your school.

MEMBERSHIP COSTS

1 year School M'ship \$55
3 year School M'ship \$150

MEMBERSHIP BENEFITS INCLUDE:

- A Quarterly Newsletter
- Fortnightly Member Updates relating to LD.
- Discount on LDC resources
- Discount on entry to LDC seminars

RESOURCE HIGHLIGHT

Self-Concept & Learning Difficulties

by Dr Christine Andrews

Parental Strategies for Enhancing the Self-Concept of Children with Learning Difficulties.

\$10 for LDC members

\$15 for non members

+ P/H (see website for prices)

See www.ldc.org.au for details



10 Essential Tips for Understanding Autism Spectrum Disorder (ASD)

1. Students with ASD don't have to look at you all the time.
Reason: They find looking and listening at the same time hard to do.
2. Give them time to answer any of your questions.
Reason: They have slower processing time. Sometimes it can take them up to a minute to formulate the answer in the correct sequence.
3. If they feel pressured they will answer with stock standard answers.
Reason: They know it will get them out of trouble quickly. This may include: "I don't know", "yes", "maybe" and often this isn't their true answer!
4. They often don't "generalise" information between people and places.
Reason: Homework for teacher 'x' is in the yellow basket but for teacher 'y' it's to be placed in the green basket.
5. They find organisation of their school equipment very difficult.
Reason: They are best with one folder with everything inside. Limit the number of pencils, pens etc.
6. Limit their choices and be very specific with choices.
Reason: They find choices overwhelming and are often concerned with making wrong choice due to their difficulty with problem solving.
7. Be as clear, concise and concrete as possible.
Reason: People with ASD have difficulty with abstract thinking.
8. Avoid verbal overload.
Reason: They are visual learners and verbal information takes them longer to process and retain.
9. Avoid verbal arguments by redirecting them to what they should be doing. E.g. "Start your work".
Reason: They often enjoy verbal arguments.
10. Simple changes in the environment can make a big difference to a child's engagement and learning outcomes.
Reason: People with ASD have sensory processing difficulties and this can cause behaviour



Ten Things Your Student with Autism Wishes You Knew

This year I have added a new book to my range of resources: *“Ten Things Every Child with Autism Wishes You Knew”* by Ellen Notbohm. Below is Ellen’s 2005 article, Ten Things Your Student with Autism Wishes You Knew, which became the basis for her 2006 book by the same title

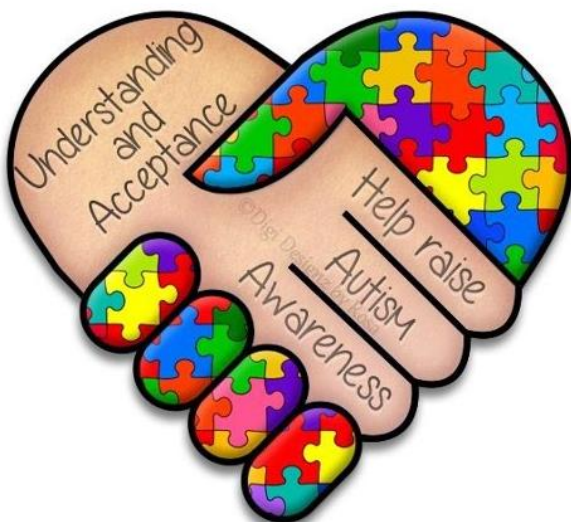
- 1. Behavior is communication.** All behavior occurs for a reason. It tells you, even when my words can’t, how I perceive what is happening around me. Negative behavior interferes with my learning process. But merely interrupting these behaviors is not enough; teach me to exchange these behaviors with proper alternatives so that real learning can flow. Negative behavior usually means I am overwhelmed by disordered sensory systems, cannot communicate my wants or needs or don’t understand what is expected of me. Look beyond the behavior to find the source of my resistance.
- 2. Never assume anything.** Without factual backup, an assumption is only a guess. I may not know or understand the rules. I may have heard the instructions but not understood them. Maybe I knew it yesterday but can’t retrieve it today.
- 3. Look for sensory issues first.** A lot of my resistant behaviors come from sensory discomfort. One example is fluorescent lighting, which has been shown over and over again to be a major problem for children like me. The hum it produces is very disturbing to my hypersensitive hearing, and the pulsing nature of the light can distort my visual perception, making objects in the room appear to be in constant movement.
- 4. Provide me a break to allow for self-regulation before I need it.** A quiet, carpeted corner of the room with some pillows, books and headphones allows me a place to go to re-group when I feel overwhelmed, but isn’t so far physically removed that I won’t be able to rejoin the activity flow of the classroom smoothly.
- 5. Tell me what you want me to do in the positive rather than the imperative.** “You left a mess by the sink!” is merely a statement of fact to me. I’m not able to infer that what you really mean is “Please rinse out your paint cup and put the paper towels in the trash.” Don’t make me guess or have to figure out what I should do.

- 6. Keep your expectations reasonable.** That all-school assembly with hundreds of kids packed into bleachers and some guy droning on about the candy sale is uncomfortable and meaningless to me. Maybe I’d be better off helping the school secretary put together the newsletter.
- 7. Help me transition between activities.** It takes me a little longer to motor plan moving from one activity to the next. Give me a five-minute warning and a two-minute warning before an activity changes – and build a few extra minutes in on your end to compensate. A simple clock face or timer on my desk gives me a visual cue as to the time of the next transition and helps me handle it more independently.
- 8. Don’t make a bad situation worse.** I know that even though you are a mature adult, you can sometimes make bad decisions in the heat of the moment. I truly don’t mean to melt down, show anger or otherwise disrupt your classroom. You can help me get over it more quickly by not responding with inflammatory behavior of your own. Beware of these responses that prolong rather than resolve a crisis, for example: Raising pitch or volume of your voice. I hear the yelling and shrieking, but not the words.
- 9. Criticize gently.** Be honest – how good are you at accepting “constructive” criticism? The maturity and self-confidence to be able to do that may be far beyond my abilities right now.
- 10. Offer real choices – and only real choices.** Don’t offer me a choice or ask a “Do you want...?” question unless you are willing to accept no for an answer. “No” may be my honest answer to “Do you want to read out loud now?”

The last word: believe. Believe that you can make a difference for me. It requires accommodation and adaptation, but autism is an open-ended learning difference. There are no inherent upper limits on achievement. I can sense far more than I can communicate, and the number one thing I can sense is whether you think I “can do it.” Encourage me to be everything I can be, so that I can continue to grow and succeed long after I’ve left your classroom.

Reproduced with permission from Ellen Notbohm.

I think this is a book every parent, extended families and teacher of a child with an ASD should read.





USING SENSORY TOYS TO IMPROVE LEARNING AND BEHAVIOUR

Children with an autism spectrum disorder often seek out sensory activities, eg chewing, twirling, and fidgeting. They find specific sensory experiences calming, eg rocking, flicking, visual patterns, flapping. Holding an object in their hands can often enhance learning. For example, if given a sensory toy to hold at mat time a child can sit for longer, concentrate better, be less disruptive to peers, is calmer and has reduced anxiety levels. Sensory toys can also replace inappropriate behaviours.

Is there one MAGIC WAND to improve learning and behaviour?

So many teachers and parents of children with ASD ask me this question. The simple answer is no, because a combination of strategies is required, but if there was ONE idea that makes a big difference and is so easy to use it would be using what is called a fidget toy. The irony is that it is the strategy that is most resisted by educators.

A small 'fidget toy' in the hand of a majority of children with ASD will dramatically improve their learning and behaviour.

I acknowledge that the idea that playing with a 'toy' improving concentration is the opposite experience for teachers and parents with non-ASD children.

For children with ASD this strategy can be a MAGIC WAND. It calms them, reduces stress, and reduces distractions, therefore increasing learning readiness and promoting good behaviour. Many children with ASD seek movement to calm and process, by allowing the child to actually move their fingers using a "fidget toy" it actually increases learning.

A good indicator of whether a child needs fidget toys is "WHAT HAPPENS IF YOU REMOVE THEM?"

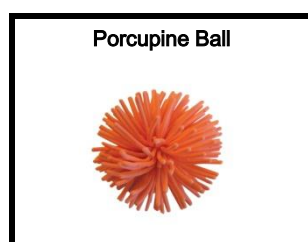
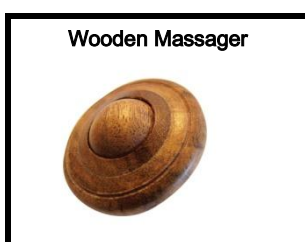
If you remove the toy and you see other behaviours emerge this indicates the child actually "seeks" this and "needs" it. For example the behaviors you will see could include:

- Will they pick their fingers?
- Will they chew their collar or hat string?
- Will they start moving their legs, body?
- Will they be easily distracted by other children?

Many students with ASD actually listen and concentrate BEST with a sensory toy!

Reminder: Have rules around sensory toys. Have set times they put in their pocket, on desk, in their hands etc.

Recommended Resources (available online at www.suelarkey.com):



For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

www.suelarkey.com



Girls with Autism Spectrum Disorder (ASD)

Girls with ASD are often undiagnosed, because original diagnostic criteria have a boy bias. The criteria were created by actually examining mainly boys, and the girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour. There are many characteristics that are very similar to boys with ASD but I thought I would list the main differences to girls with ASD.



Ten Ways Girls with ASD differ to Boys with ASD

1. Their special interests are usually animals, music, art, literature.
2. They often have a very good imagination which includes imaginary friends, games, being animals or taking on persona of other girls.
3. They often see speech therapists for their speech and may be diagnosed with specific language disorders however there is something different about this girl no one can quite put their finger on.
4. They often play with older children or much younger children. This play is sometimes unusual for example 'Mums and Dads' but she will want to play the same role and game every time. She usually wants to be the pet or baby, whereas most girls want to be the Mum or Dad.
5. They often have hyperlexia – the ability to read but comprehension does not always match their reading skills. They are often the class book worm or write stories but they write the same story over and over changing a few characters. Many have a special interest in literature.
6. They have unusual sensory processing, like the boys, however bigger fluctuations often going from one extreme to the other.
7. They get anxious like boys, however their anxiety is rarely physical or disruptive. In fact many have great copying mechanisms at school however the family see a very different child at home where the anxiety can explode.
8. Often their difficulties with social skills are called 'shy', 'quiet', 'solitary'.
9. They have unusual sensory processing, like the boys, however bigger fluctuations often going from one extreme to the other.
10. They get anxious like boys, however their anxiety is rarely physical or disruptive. In fact many have great copying mechanisms at school however the family see a very different child at home where the anxiety can explode.
11. Often their difficulties with social skills are called 'shy', 'quiet', 'solitary'.
12. They often like to organize and arrange objects. I watched one little girl spend hours seemingly playing "My Little Ponies" however on closer examination she was just arranging and re-arranging the horses over and over.
13. The main difference is there are MANY more undiagnosed girls/women than boys/men. Currently we only diagnose 1 girl to 7 boys. In the future it is thought by many psychologists the ratio could be more like 5 to 7 as we become more aware of this group.



Of children diagnosed with Autism...

25%



75%

female male

cooperative games

Lots of fun was had playing the cooperative games at our May Gathering!



First we played Popcorn. In this game the students had to mingle about with each other and listen for the instructions. I would call out a number, and then an object. The children then had to get into a group with that number of people and make that object with their bodies.



One object that we tried was a toaster. It was very interesting watching the students work out how to do this, as well as seeing who took control and organised the group and the different ideas each group had. I especially liked seeing the older students look out for the younger ones.



Next we played Murder Winks, which the students quickly dubbed 'Investigator'. Here, one student was an investigator and left the group while we picked a murderer. When the investigator returned the murderer had to quietly wink at the victims to kill them and try to do so without getting caught by the investigator. The following day on one of the breaks they decided to play 'Investigator' again and the older kids organised them all. It was great to see!

Written by Petah



B·U·I·L·D·I·N·G

B·R·I·D·G·E·S

On the second day of the Gathering we explored different construction and recyclable materials. The groups made 3 bridges each to hold a toy car.



All three groups did an amazing job of building with the Lego, Mobilo and recycled materials. Have a look at them hard at work!



VISIT IN CANBERRA



DE students and staff were very fortunate to visit the CSIRO in Canberra where guides with a great deal of knowledge presented a wealth of information about the works of the organisation. We learnt lots in a short period!



Creepy Creatures!

Creatures like the praying mantis's, which the bravest amongst us let crawl up our arms, were of particular interest. Many mantises have long bodies, two pairs of wings, triangular-shaped heads, large eyes and prominent antennae. Finally, it is not good to be a male mantis. Often they are eaten by the females! Yum, yum!



Everyday things we take for granted

What about the good old insect repellent? Yes! We also invented this product in 1938 as we had a big need for it in Australia.



Our DE Students enjoying the Discovery Centre

So many fun things to explore – from animals to cutting-edge technology!



Our plastic money

Did you know we were the inventors of the plastic money notes in 1988? It's used in many countries now. The CSIRO has also contributed to many other inventions and innovations such as faster Wi-Fi, Solar hot water and body armour!



Here are some other cool innovations from the CSIRO!



Our track record: top inventions

<p>1. FAST WLAN Wireless Local Area Network</p>	<p>2. POLYMER BANKNOTES</p>	<p>3. RELENZA FLU TREATMENT</p>	<p>4. EXTENDED WEAR CONTACTS</p>
<p>5. AEROGARD</p>	<p>6. TOTAL WELLBEING DIET</p>	<p>7. RAFT POLYMERISATION</p>	
<p>8. BARLEYMAX</p>	<p>9. SELF TWISTING YARN</p>	<p>10. SOFTLY WASHING LIQUID</p>	

Written by Max

CODING WITH



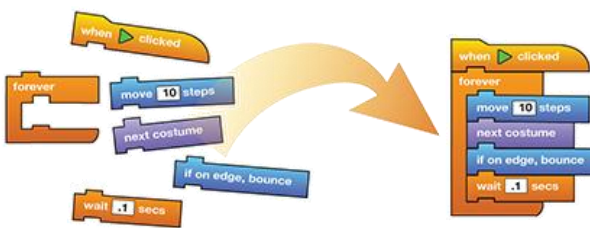
After our problem solving activities, we explored some computer coding using the online program (and app) called Tynker!



Coding was a concept that was understood quickly by everyone, of all ages – even the teachers learnt something new!



We started by logging on the Tynker site and we played our first game called 'Candy Quest'. In this game the objective was to make our monster character walk, jump and collect candy by choosing the correct commands or instructions to help our character move.



My favourite part of the coding session was seeing everyone working together to have success in the games and reach a new level or learn a new skill.

Written by Michelle



You can create a free account online at www.tynker.com or download the app free from the app store →

The Tynker app icon, which is a red square with a white 'T' made of small squares.

GET STARTED

WHAT IS TYNKER?

Tynker is a complete learning system that teaches kids to code. Kids begin experimenting with visual blocks, then progress to JavaScript and Python as they design games, build apps, and make incredible projects.

A screenshot of the Tynker website showing a laptop displaying a game and various coding blocks.

Mugga Resource Centre Excursion

On Wednesday afternoon, we set off to the Mugga Lane Resource Centre! We were off to learn about a range of things - all to do with rubbish. We went inside the recycling plant and looked out the window of the mountain of recyclables waiting to be sorted.



The trucks dump their loads here and then a front end loader moves the recycling onto the conveyer belt. It is then sorted into six different piles using clever technology – paper, cardboard, aluminium, steel containers, rigid plastic and glass jars/bottles. The recycling plant uses compressed air, a light refraction system, fans, magnets and gravity to sort recycling into these piles.



We then got back on the bus to experience a guided tour of the landfill facility. We went past the Green Shed where items can be reused or resold to people. Next we saw all of the leachate ponds which help to manage the runoff from the garbage. We got to look at the power station where they turn methane from garbage into power for ACT homes, as well as the new enormous solar power farm.



We also got to go right up the top of the tip and see the garbage being dumped straight into the landfill. This made us feel a little bit sad. If you would like to know more about garbage, there is also a new show on ABC called War on Waste. It's really interesting to watch.



Thanks to everyone for their excellent behaviour and wonderful questions on the excursion! The presenter Catherine said we had amazing questions and beautiful manners. We all had a great afternoon!

Written by Elisa



CREATIVE

PROJECT



Before the May Gathering came to a close, we all took time to begin the first steps of the Creative Project. The central theme for the Creative Projects was environmental awareness. After visiting Mugga Resource Management centre and the CSIRO Discovery Centre, the students were brimming with ideas to explore.



The students, teachers, and supervisors all put their heads together and got started on a research plan. Through questions, discussions and thinking deeply about the issues, the students decided on some key areas to investigate.

Some students explored the Queanbeyan Public School Library to find books on their chosen topic. Others took to laptops and searched the internet for useful websites and answers to their questions.



At the end of a jammed packed afternoon in the library, all of the students left with a handful of books and a headful of inspiration.

Written by Ryan

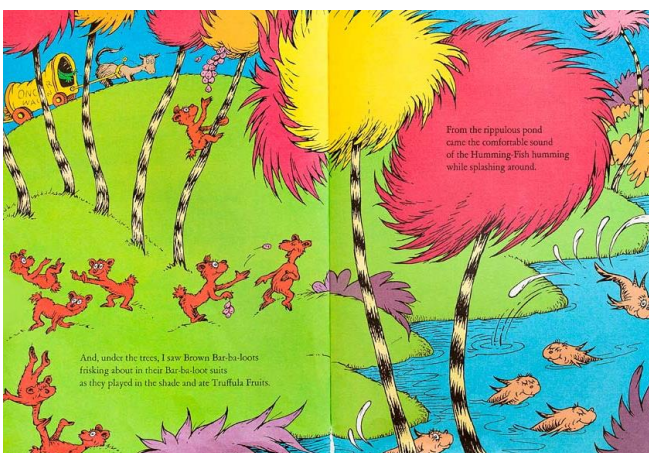


What does the Lorax really teach us?

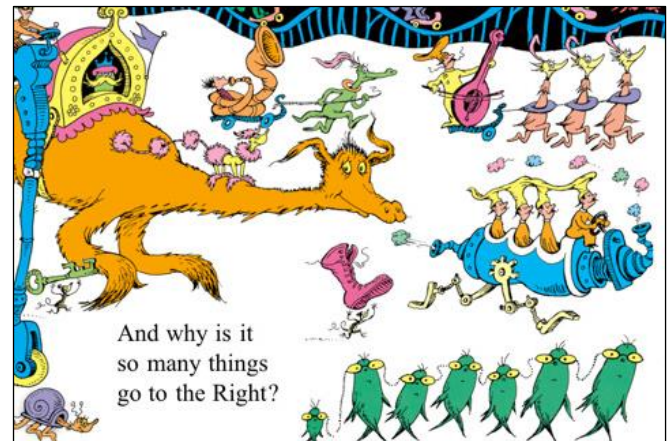
During the gathering in May we all enjoyed and gave much thought to the story of *The Lorax*. We talked quite a bit about the lessons we could learn.



It was more than an insightful journey into what and how our DE kids think about their own environments and how much they really do treasure the green, open spaces and the pristine air they breathe. Not one of them had to be convinced of the hope that the one Truffula seed held for a bright future in the land of the Swomee-swans and the Bar-ba-loots. They all got it! They all knew it was just no good to pollute the waters where the humming fish hummed.



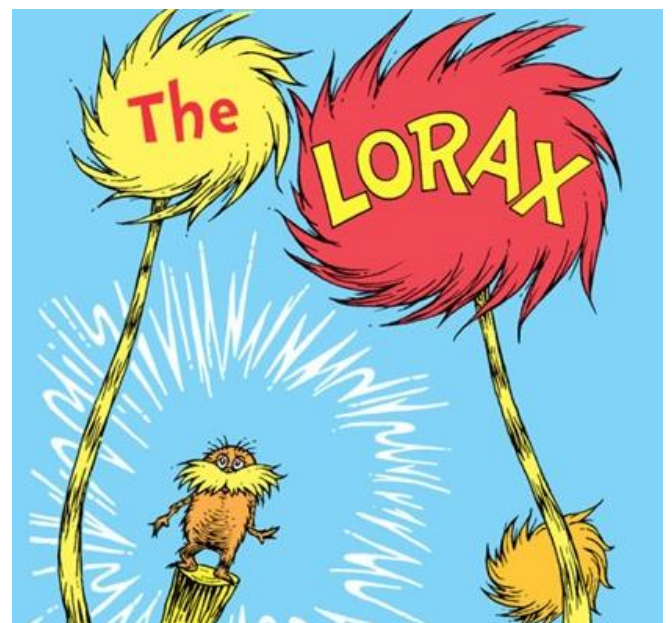
The big thing they really got though, was that we can actually question whether it's worth ruining what we have got so we can profit financially and even buy stuff we don't need or even want; that we must be on guard when we watch all those adds that tell us what we want.



That greedy Oncler just saw the dollars and the potential to roll them in faster than fast by increasing efficiency with his super axe-hacker.

But...

... it wasn't the Oncler's greed in the end. Instead, he was just too silly to understand that there was a finite number of beautiful Truffula trees left and that even he would have to move on.



Can we make a difference in our world? Can we speak for the trees as the Lorax did? You might say not but if you've been in a room with a tiny mosquito, you would understand the power of one to make a difference. It was indeed, a great and memorable lesson for us all.









Written by Eloise

Feedback from Supervisors

Supervisor feedback is very important to us to successful teaching and learning in education. You are required to provide feedback to the teacher in each set. Feedback can take a variety of forms including:

- Written notes on a task sheet
- Ticking a checklist or scale to indicate how much help was needed in a task
- Maths feedback (feedback sheet attached at the back of each maths unit)
- Information sharing via regular phone and email contact

On the following pages are some examples of parent feedback to give you an idea of how you could provide feedback to your child's teacher.

English		Complete ✓
Core Literacy 	[redacted] has already read all of her library books for this term plus a couple more we have picked up on the road! She has also been reading the picture books aloud to [redacted] and [redacted].	✓
Support Reading 	[redacted] did well with her English English unit "Who has the pendant", however the prepositions were a little tricky (we ended up looking at a list online) so hopefully they are ok.	✓
History 	[redacted] liked her history units and completed the answers thoughtfully.	✓ Power point on USB
Writing 	[redacted] wrote 2 journal entries - Mount Morgan & then one on the outings we did around Yeppoon/Rockhampton. [redacted] has included flyers and a drawing.	✓
Spelling 	[redacted] completed her spelling activities alone. There were only a couple of corrections needed (mainly with the homophones).	✓
Handwriting 	[redacted] has taken care with her handwriting and also the presentation that's gone along with it.	✓
Mathematics		Complete ✓
Maths 	[redacted] completed her 6x tables independently. She needed a bit of help with the multiplication & division as there were strategies that were unfamiliar (to both of us!) <i>[Handwritten note: [redacted] has calculated times but never gone through it.]</i>	Recordings ✓ on USB hope it's OK!
PD/H/PE		Complete ✓
PD/H/PE 	Skate parks, playgrounds, bike riding, dog walking, water slide, swimming, bouncy pillow. [redacted] has enjoyed having some girls the same age (and also traveling)	✓

Example Student and Supervisor Maths Feedback

Student Feedback

Tick to show your answer:			
Did you find the videos helpful?	✓		
Could you do the activities on your own?	✓		

Write one thing you have learnt from this unit: to multiply numbers in many different ways which was very helpful to me.

Supervisor Feedback

On a scale of 1 to 5, with 1 the lowest and 5 the highest, answer the following:

How much assistance did you provide your student?	1 2 3 4 5
Did your student enjoy completing this unit?	1 2 3 4 5
Did you find the videos helpful?	1 2 3 4 5

General Comment: ██████ is more confident with some strategies than with others but with repeated practice I'm sure she will find it gets easier!

Multiplication and Division Unit 2

matific Practice Makes Perfect

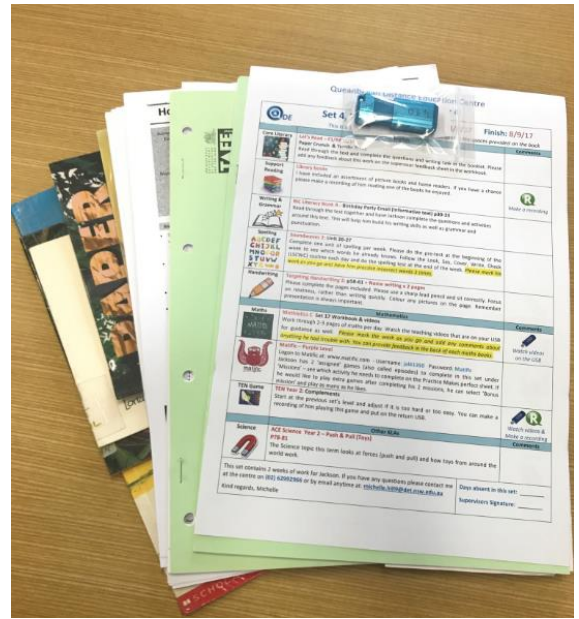
Programmed activities for: **Set 3, Term 2**

6x Tables	Student Feedback	Supervisor Feedback
 Spinning Tables Multiplication Table 6-10	I completed the activity: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did you find this activity helpful? I rated this activity: 	██████ enjoyed this game and quickly got the hang of it.
 The Best of Times Multiplication Facts: 5 to 10	I completed the activity: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No I tried! will try again. Did you find this activity helpful? I rated this activity: 	██████ had trouble with this as there were "Stop the clocks" in the way and she couldn't get past them. We did a stop the clock just now and worked it out!
Multiplication & Division 2	Student Feedback	Supervisor Feedback
 Feed the Lions Multiply without Regrouping	I completed the activity: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did you find this activity helpful? I rated this activity: 	██████ really enjoyed this 200 themed game and working out the food required.
 Magic Triangle Divisibility Puzzles	I completed the activity: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did you find this activity helpful? I rated this activity: 	Magic triangle was a bit tricky but we now know how to get hints to help us!

Logon to Matific at www.matific.com and use the search bar to find the episodes to complete for this set of work.

RESOURCES AND WORK RETURNS

Supervisors are reminded that work is to be returned every fortnight. Please do not bank up sets and then post them all back in one go. Fortnightly returns ensure the best possible opportunities for meaningful feedback to students. Please ensure you are marking the maths and spelling every set. Where feedback is delayed by the delay of returning work, the value of teacher comment is lost for both student and supervisor. The gap between completing the work and having it marked and commented upon is just too wide to be meaningful. Where multiple sets are returned, the most recently returned set will be marked with detailed feedback given to supervisor and student. Earlier sets will be recorded as



returned only. Please contact your teacher if you need to change the fortnightly return routine. Return of resources –especially library books and USBs – is very important. Please return all finished books and USBs with each set so other families can also utilise these items.



ATTENDANCE AND COMMUNICATIONS

Attendance at school in DE

Your child, while on distance education, is enrolled as a student at a NSW Department of Education and Communities 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, or in some instances, one week. **The regular return of 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 or email or write a note so the teacher can record the absence and help you with re-organising.

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 the 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: queanbey-d.school@det.nsw.edu.au can be found on the Centre's website <http://www.queanbey-d.schools.nsw.edu.au/> and also on the contact card supplied at enrolment.

It's Gathering time at the



Tuesday 8, Wednesday 9 and Thursday 10 August 2017

Start Tuesday 8 August – 11.00am for all students
Finish Thursday 10 August - 2.00 pm



You will need to provide:

- ✓ Packed morning teas and lunches for students each day (except Monday lunch – sausage sizzle)
- ✓ Snacks as required
- ✓ Drink bottle
- ✓ Sun screen and hat
- ✓ Back pack for food and water bottle
- ✓ Clothes and shoes for outdoor activities in the

The Distance Education Centre


Create a documentary and a puppet show
The August Gathering will focus on documentary making, drama and technology. Students will participate in making a documentary about distance education and the centre and creating a puppet show and puppets. There will be a sausage sizzle, opportunities to play and socialise as well as spend time with their teachers. We look forward to seeing you.

**YEAR 6
FAREWELL**



**PLEASE LET US KNOW WELL IN ADVANCE -
WILL YOU BE JOINING
US?**

<https://itunes.apple.com/au/app/puppet-pals-hd/id342076546?mt=8>

 **Allergy aware environment for the duration of the gathering.**

Creative project time!!!!
Creating your own play or puppet show at home, filming and editing.



There is a wide variety of accommodation available in Queanbeyan for you stay during the gathering. Queanbeyan is a very busy town for visiting contract workers and salespeople so please ensure to book early to secure your accommodation.

If you access the following link: <http://www.visitqueanbeyan.com.au/> you will find a valuable website about Queanbeyan including listings and websites for all motels, hotels and caravan parks in town.



Queanbeyan Distance Education Centre
Wherever you are... personalised flexible learning.

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

Sign up and have QDE newsletters and notifications sent automatically to your email or to you iPad, iPhone or android device with our new app.

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 a student(s) year to receive updates on their email account.

Note: Every email that we send to you has a link to unsubscribe. All "Year" lists are automatically graduated to the next year on 1st January each year. For all other lists, you will have to unsubscribe yourself when the time comes.

