



The QDE Courier – Semester 1, 2018



to our new students in Semester 1

- Adam
- Adelle
- Anna-Maria
- Anouk
- Archie B
- Archie S
- Axel
- Beau
- Belle
- Ben
- Cooper
- Danielle
- Danny
- Delilah
- Diesel
- Eirini
- Eleni
- Emma
- Emily
- Essie
- Gemma
- Hera
- Hollie
- Ilya
- Isla K
- Isla M
- Jacob
- Jala
- Jawad
- Jessica
- Kian
- Kruz
- Lochlan
- Lucinda
- Lucy H
- Lucy D
- Matilda
- McKinley
- Meg
- Miley
- Nicholas
- Noah J
- Noah Y
- River
- Rosie
- Rylee
- Sage
- Stella
- Tiller



SAY *Hello* TO OUR STAFF!



Gillian Gamble



Ryan Kearns



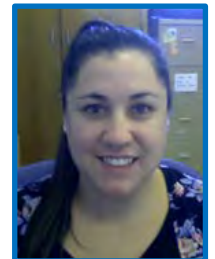
Erin Casey



Elisa Trevarthen



Emma Marmont



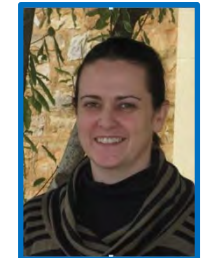
Natalie Tolmie



Kristina Thelning



Max Dews



Petah Batten



Vickie Fowlie



Shirley Sims



Mieka Pavkov



*Our school stands proudly
on Ngunnawal land*

May Gathering

We started with a fun and creative music lesson with Erin at our May Gathering!



First we made our own percussion instruments then looked at how to play a song together using sheet notation. With a bit of practice the QDEC percussion band was sounding brilliant!



We followed up on this learning when Elisa led the students to the Queanbeyan Public School music room to use the xylophones. The students made their own 4 bar patterns and then took turns to play each other's tunes.



Afterwards, we began to plan and draft our kite designs for the upcoming excursion. While these drafts were only small the final kite would be over a metre long! Each design was unique and full of meaning.



MOSAIC MEMORIAL MAKERS

Next we all gathered the materials for a mosaic memorial that will commemorate the QDE building.



First their design was marked out on paper. Next they put grout on their tile and pushed on coloured glass beads to match their design.

The teachers and students both created a lasting memorial to the QDE building that will stay on the grounds of Queanbeyan Public School after we have moved to the Finnigan school of Distance Education.



The end result was striking! It will become a lasting reminder of all the experiences we have shared in the QDE building.





NATIONAL
ARBORETUM
CANBERRA

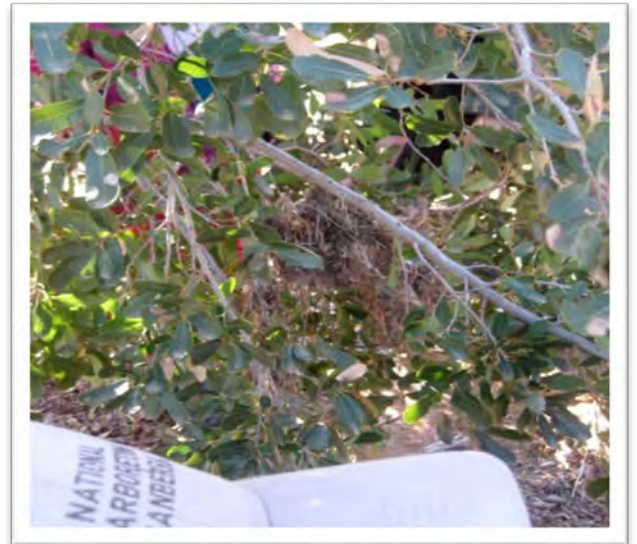
Visiting

Canberra



DE students and staff were very lucky to visit the National Arboretum in Canberra. Our guide had planned an afternoon of insects, acorns and kite flying. First we set off through the oak trees, gathering red acorns that led us down the maze of paths.

These birds make a ball shaped nest and even make an empty 'decoy' nest on top, to trick any predators who might be hunting for eggs.



It was hard to spot at first. The bird did a great job at hiding it.

We then made our way to the volunteer's garden where we went searching for insects hiding in the trees.



We spotted a bird's nest made of sticks and spider webs





The students needed to search around the paths and stamp their cards whenever they found a new type of insect hanging in the bushes. There were great displays of teamwork, enthusiasm as well as endurance running!



The race was on to find all of the insects in the volunteer's garden



After lunch we set to work on our kite designs. Each kite was made with carbon fibre rods, which are very strong and very light, perfect for a kite!



It was finally time to test our kite designs!

The grass amphitheatre made a great wind funnel as well as a nice downhill runway!





GOODBYE AT THE PARK

We were very lucky to have a clear day with some wind about. The hardest part was trudging back up the hill to have another go!



After a day of walking, hunting, designing, building and flying we were ready to head back to the bus!

The final afternoon of the gathering was spent at Boundless Playground in Canberra. This play space is designed to be an inclusive playground where children of all ages and abilities can play together. It turned out to be a fitting place for the Queanbeyan Distance Education students from Kindy to year 6 to gather and enjoy each other's company before heading home.



Home visits

A HOME VISIT TO THE PRINCE FAMILY

On 27th February, Erin and Petah headed off to Canberra to visit the Prince family. The trip was long and arduous and lasted about 25 minutes on a perfect, sunny day.

We were met at the door by smiling faces and a warm welcome by Jesse, Ashton and their family. We did some reading, writing and counting together before we were given the tour of the Lego collection. It was undeniably impressive and Ashton and Jesse proudly showed us their creations. It was hard to go back to work and not join in with the building!



A HOME VISIT TO THE GRAVENOR FAMILY

Ryan and Erin had a wonderful time visiting the Gravenors near Jindabyne in March! We enjoyed a cup of tea and a sneaky visit from one of the chickens who broke in to the house and tried to hide under the bed!

We quickly got our school work completed and got to witness the amazing cricket skills Zollie and Leven have developed over the term.



Our home visit was a great time to see where Zollie and Leven work during the week and we got to hear many funny stories about growing up on such a beautiful property.

As the fog lifted, we set off down the mountain and back to the warmth of Queanbeyan.

Thanks for having us!

A HOME VISIT TO THE SHORT FAMILY



In March, Erin and Max drove down to the beautiful South Coast, near Batemans Bay, to visit the Short family.

We were welcomed by Chaelee, Matilda, Meg and their family and enjoyed fresh scones made by the Shorts. Erin was particularly excited to hold a one-day-old Labrador puppy that the girls and their mother had helped deliver the night before.

We worked hard on our schoolwork and then Chaelee, Matilda and Meg showed us their clever mud family statues!

During our visit, we also had the privilege of holding a baby guinea fowl and had a tour of the beautiful new house the Shorts have been building themselves. It was a lovely day and Max and Erin thoroughly enjoyed their visit. Thank you so much for having us!



The Epic Quest

By Leven Gravenor

Once in medieval time two young boys set off on a hunting quest to find food for their family. The boys couldn't sleep that night because they were so excited.

At first light, they said good-bye and set off on their quest.



At first they thought it wasn't very hard, on the second day they were ready to come home. When they were walking down the path they spotted a cave. One of the boys said "That wasn't there before." "You are right. Let's go check it out, come on," said Islando.

"Fine but only for a minute," Mark told Islando. As soon as they entered the cave they realised it was a dead end.

Suddenly they were ambushed by Radasck guards.

Bang... The guard hit the boys over the head with a club.

Two hours later

The boys woke up. "OW! My head hurts," said Islando.

At the Radasck kingdom the tribe of Blackadans were ready to execute the children. Islando and Mark knew they were in trouble but just then they noticed a sharp fork on the ground. Islando picked the fork up and tried to pick the lock. Mark said, "That's no use. You got us into this mess! You and your instincts." "Be quiet you. I've almost got it." "**Look out.** Here comes the guard!" He quickly hid the fork.

The guard walked past saying, "You will be executed at first light or you will be entertainment for the king.

Haaaa haaa **haaaa haaaa**"

"Guess what I have," Islando whispered as the guard walked away.

"What?" asked Mark.

"I have the keys, let's get out of here," said Islando.

They crept out the door and snuck towards the exit. They were spotted and made a run for the gates. Suddenly guards started to chase them. "Quick Mark, grab the vine, we'll climb up the wall."

The boys climbed as fast as they could. They were exhausted by the time they were at the top.

"Quickly, keep going, we can't stop! Jump on the trees!" shouted Mark.

The guards opened the gate but the boys were already gone swinging through the trees.

Islando and Mark set off towards their village.

Finally they were home.

They were so tired and hungry they fell asleep on the floor.

District Athletics carnival

Natalie attended the Queanbeyan Public School athletics carnival held at Wright Park in Queanbeyan. She was there to support Katiah and Sonny Tait, who represented Queanbeyan Distance Education Centre and achieved some outstanding results.



Katiah: 11 years

- 2nd – 800m
- 1st – 100m
- 1st – 200m

Sonny: Junior Boys - 8, 9 and 10 years

- 5th 800m
- 5th 200m
- 2nd 100m (8 year old boys)

Congratulations, Katiah and Sonny, we are very proud of you both!

MacqLit

Erin spent some time out of the office in May to attend a course on literacy interventions for Primary students. 'MacqLit' is a reading intervention program focusing on phonemic awareness, phonics, fluency, vocabulary and comprehension.

Lessons are usually run in small groups but we will be adapting it to suit our students here at Distance Education. Erin is excited to begin teaching the program in the future.

Reinforced Reading, a component of MacqLit, ensures that the students are given opportunity to practise their reading with their supervisor.

The primary focus of MacqLit is teaching students the alphabetic code so that they can read grade-appropriate texts.



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**

Learning Difficulties

Learning difficulties are often referred to as "learning differences". This is because the main indication that a child or adolescent has a learning difficulty is when he or she is not learning the way that is expected, or is seen as the "norm". The result is that he or she will be underachieving in some, or many, aspects of their education.

The term "learning difficulties" relates to significant and unusual difficulties in the acquisition and use of one or more of the following areas: **listening, speaking, reading, writing and mathematical skills.**

In Australia learning difficulties are also referred to as "learning disorders", "learning disabilities", and/or "specific learning difficulties". Learning difficulties are not indicative of intelligence levels, in fact some children demonstrate high levels of intelligence in some specific areas such as visual-spatial ability or motor skills. On the other hand, some other children have what we call "global learning difficulties", and they will be seen as "slow learners" in all academic areas.

Learning difficulties are **not primarily due** to low intelligence, sensory problems such as vision or hearing problems, emotional problems or poor parenting or teaching. However, they may be **associated with a diagnosed primary problem** such as an attention problem (e.g. AD-HD), a Pervasive Developmental Disorder (e.g. Asperger's Syndrome) or a Communication Disorder (e.g. Specific Language Impairment).

Some common signs of learning difficulty.

Children and adolescents with learning difficulties are seen as a heterogeneous group, that is they are all individuals with different types and degrees of learning difficulty. However, the following is a list of many of the **common characteristics** of learning difficulty:

- Average to above average general ability, but with under-achievement in some learning areas.
- Difficulties with the development of literacy skills: reading accuracy and comprehension, spelling, written expression.
- Difficulty with "multi-modal" tasks, such as listening to the teacher at the same time as copying from the board or making something.
- Taking longer than other children to carry out and complete a task.
- Trouble remembering ideas in sequence such as times tables or the words to a song.
- Difficulty concentrating and paying attention, and easily distracted.
- Memory problems e.g. can't follow instructions especially if there are many parts, can't remember newly learned information such as Maths concepts.
- Organisation difficulties e.g. a poor concept of time, or forgets to bring the right equipment to class.
- May have a history of delayed developmental milestones e.g. speech and language, or motor skills.
- May have a family history of learning difficulties.



Recognising Specific Learning Difficulties

There are terms used for some very specific types of learning difficulty. The following are some of the most commonly used terms, each with a brief description.

Dyslexia

There are many different definitions and professional views of Dyslexia, which affects 5-10% of the population. The following definition has been formed by the Australian "Dyslexia Working Party" (Helping people with dyslexia: a national action agenda, 2010), and is based on definitions published by the British Dyslexia Association, the International Dyslexia Association, the International Reading Association and the Rose Report on Dyslexia (UK):

Dyslexia is a language-based learning disability of neurological origin. It primarily affects the skills involved in accurate and fluent word reading and spelling. It is frequently associated with difficulties in phonological processing. It occurs across a wide range of intellectual abilities with no distinct cut-off points. It is viewed as a lifelong disability that does not respond as expected to best-practice evidence-based classroom methods for teaching reading.

Dysgraphia

Dysgraphia means "difficulty expressing yourself in writing", and is a specific learning difficulty that affects the ability to recognise and form letters, and recognise the relationship between speech sounds and written letters. Children and adolescents with dysgraphia commonly have persistent

and greater-than-average difficulties with:

- Spelling
- Letter formation, such as reversing the similar-looking letters p, b, q and d
- Writing appropriately sized and shaped letters, and spaced words
- Writing the right words, and generally formulating their thoughts onto paper.
- Poor, messy handwriting
- Tiredness when writing

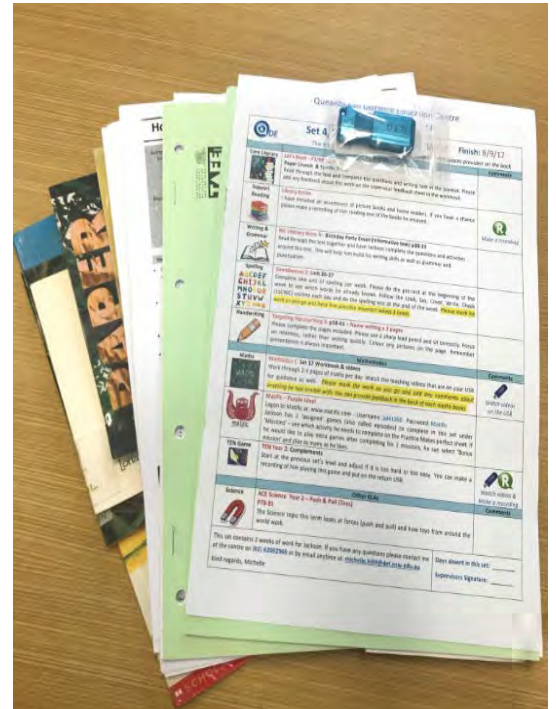
Dyscalculia

Dyscalculia means "a difficulty learning or comprehending mathematics". Difficulties impact a range of areas, such as an inability to understand the meaning of numbers, to an inability to apply maths concepts to solving problems. The SPELD Foundation list the following common characteristics of Dyscalculia in school-age children:

- Poor mathematical concept development
- Lack of understanding of mathematical terms
- Confusion over printed symbols and signs
- Difficulty solving basic maths problems using addition, subtraction, multiplication and division
- Poor memory of number facts e.g. times tables
- Trouble in applying knowledge and skills for solving maths problems
- Weakness in visual-spatial skills, where a child may understand the required maths facts, but has difficulty putting them down on paper in an organized way
- Frequent reversal of single figures and reversal of tens and units (e.g. 34 written as 43)

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 so the teacher can record the absence or 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.

Your fees for 2018

Among other student purchases, your paid fees allow your students to access online learning sites. Please pay your fees at the beginning of the school year so that there is no interruption to your student's online subscriptions. We have endeavored to keep the fees as low as possible. **The fees are:**

For each student resident in NSW or travelling in Australia = \$50 per 12 month period or part thereof depending on length of enrolment. Each student living temporarily or travelling overseas and receiving work wholly electronically or through diplomatic post = \$50 per 12 month period or part thereof. Each student living temporarily or travelling overseas and receiving work via the post = \$100 per term.

A resource deposit for newly enrolled students of \$60 is held in trust and refunded on the return of all resources.

Please Direct Deposit your fees to Bank name: Westpac Bank

Account name: Queanbeyan Distance Education Centre Administration Account

BSB Number: 032-001

Account Number: 16-7845

Further information about fees can be obtained by contacting the office on (02) 62992966.

Or on the website: <http://www.queanbeyn-d.schools.nsw.edu.au/parent-online-payments>

Dorothea Mackellar Poetry Awards



This year, the competition is back with the optional theme, 'I Have Promises To Keep.'

Entries are open to children aged K-12 from the 1st March and close 30th June 2018.

You can enter in one of three categories:

LOWER PRIMARY (YEARS K – 3)

Winner: \$300, trophy and prize pack

Runner-up: \$150 and prize pack

UPPER PRIMARY (YEARS 4 – 6)

Winner: \$400, trophy and prize pack

Runner-up: \$200 and prize pack

ASSISTED LEARNING PRIMARY – EALD

Winner: \$400, trophy and prize pack

Runner-up: \$200 and prize pack

Beach Scene by Coby van Teulingen - Year 6



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 your 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!

Option 1:

Follow this link to register by email:

<http://www.queanbeyan-d.schools.nsw.edu.au/notes-and-newsletters>

Or

Option 2:

Download the QDE app from the links below:

[Apple App store](#) or [Google Play](#)

Or search for 'enews Queanbeyan Distance' in your web browser

