



# Southern Cross

SCHOOL OF DISTANCE EDUCATION

## 2019 Student Handbook



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## Southern Cross School of Distance Education

Southern Cross School of Distance Education provides for students who cannot, for various reasons, access an education in a face-to-face school, or who cannot access a particular subject at the school in which they are enrolled.

### Location Map

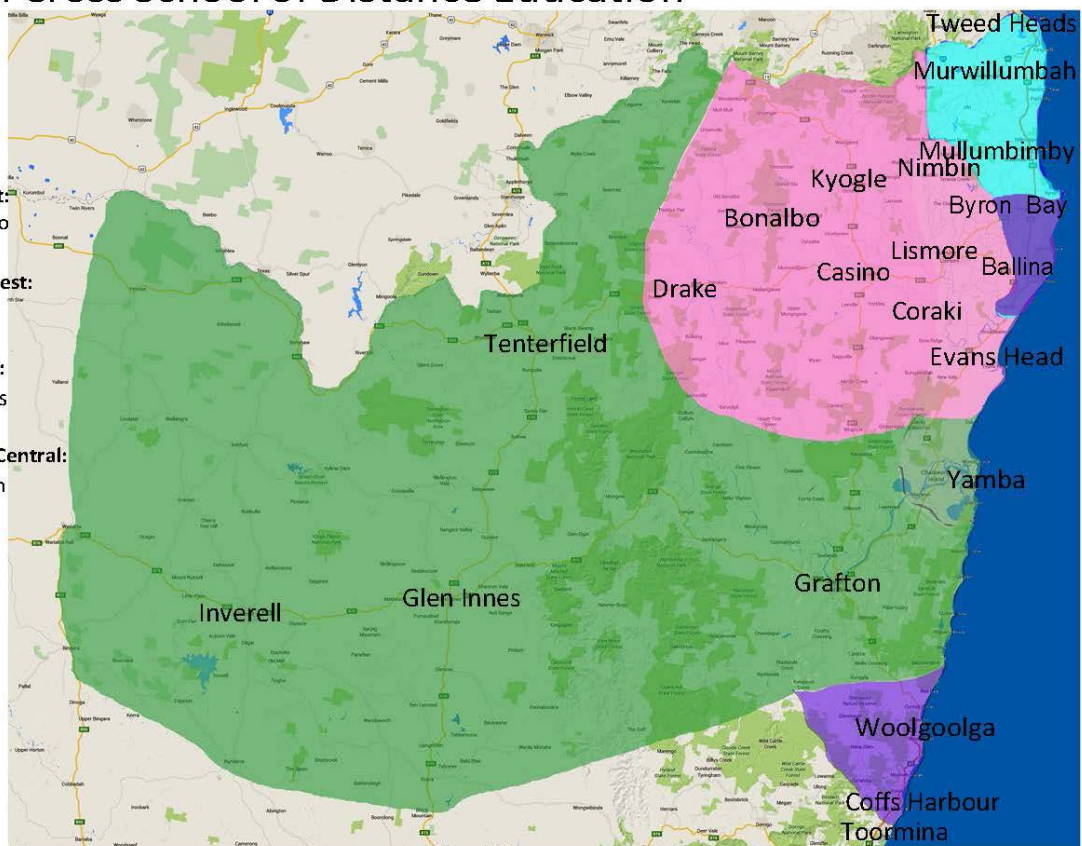
Southern Cross School of Distance Education is located in Ballina and has 1 campus. The campus is located in 2-40 Chickiba Drive East Ballina.

## Regions within Northern NSW

### Southern Cross School of Distance Education

Geographic Areas

-  **North Coast:**  
Mark Ippolito
-  **Clarence West:**  
Anne Price
-  **Coffs Coast:**  
Brett Rhodes
-  **Richmond Central:**  
Ally Quinton



How can the Stage Advisers help you?

Your Stage Adviser can help you with enquiries regarding attendance, general health and wellbeing, general academic progress or any other problems you might have.

Remember we are just a phone call away!

## Staff Directory

Position	Name
Principal	Danny Henman
Deputy Principal	Sharon Hodgson
Deputy Principal	David Thick
<b>Full Time Enrolments</b>	
Head Teacher Educational Support: Enrolment/ Wellbeing North Coast	Mark Ippolito
Head Teacher Educational Support: Enrolment/Wellbeing Coffs Coast	Brett Rhodes
Head Teacher Teaching and Learning: Enrolment/ Wellbeing Richmond Central	Sam Askew (Relieving)
Head Teacher: Enrolment/ Wellbeing West Clarence Administration	Anne Price
<b>Single Course Enrolments</b>	
Head Teacher Distance Education Single Course Coordinator/NESA Administrator	Michelle Dowling
<b>Head Teachers</b>	
Head Teacher Administration	Coralie Sandell
Head Teacher Welfare	Jeremy Whiterod
Head Teacher Aboriginal Education	Rob Roberts (Acting)
Head Teacher Teaching and Learning Curriculum	Tiffeny Cox
Head Teacher Teaching and Learning Technology	Mathew Moss
Head Teacher Vocational Education and Training	L'Amour Gina-Whewell
<b>Faculty Head Teachers</b>	
English	Belinda Giese (Acting)
History	Lisa Tonkin
Science	Matthew Cartwright
Mathematics	Delina Tibbs
Human Society and its Environment	Angela Pelc
Languages	Susan Newman
Creative and Performing Arts	Sharon Mwanza
Technology and Applied Studies	Louise Kearney(Relieving)
Personal Development, Health & Physical Education	Richard Mills
Secondary Studies: Learning Support	Yvonne Graham

## Student Support

Learning and Support Teacher and Disability Provisions Coordinator

Nancy McAndrew

Technology Support – General

Danielle Latinovic  
Donna Hardinge

Gifted and talented coordinator

Garry Somerville

Tim Dennis

Hedda Whitfield

Student Advisers

Stage	Adviser	Area	Head Teacher
Stage 4 Years 7 and 8	Judith Ford	Richmond/Central	Sam Askew
	Judith Ford	West Clarence	Anne Price
	Elisabeth Harbison	North Coast	Mark Ippolito
	Vicki Alford	Coffs Coast	Brett Rhodes
Stage 5 Years 9 and 10	Lisa Miller	Richmond/Central	Sam Askew
	Nancy McAndrew	West Clarence	Anne Price
	Nicole Sykes	North Coast	Mark Ippolito
	Tiffany Sales	Coffs Coast	Brett Rhodes
Stage 6 Years 11 and 12 Senior Pathways	Cassandra Bennett	Richmond/Central	Sam Askew
	Kim Morris	West Clarence	Anne Price
	Di Lewis	North Coast	Mark Ippolito
	Graeme Chapman	Coffs Coast	Brett Rhodes
	Peter Kay	Aboriginal Programs	Rob Roberts
Transition Coordinators	Liz Harbison	North Coast	Mark Ippolito
	Liz Harbison	Coffs Coast	Brett Rhodes
	Gary Kay	West Clarence	Anne Price
	Gary Kay	Richmond/Central	Sam Askew

Programs	Adviser	Area	Head Teacher
Out of Home Care	Jo Skinner	Central Richmond & West Clarence	Brett Rhodes
	Belinda Schaeffer	North Coast & Coffs Coast	
Young Parents	Wendy Rooney	Central Richmond & West Clarence	Anne Price
	Wendy Rooney	North Coast & Coffs Coast	

## Getting to know you

We want to get to know you so keep in touch with us throughout the school year, particularly if you are having any problems.

You can write, email, call in or telephone especially if you have problems or difficulties with any part of your work.

*Teachers like to hear from you even if it's just to chat or say hello.*

### Your teachers

You'll have a different teacher for each subject. These teachers are called subject teachers. Look for the name of your subject teacher on the title page for each subject.

As well as your subject teacher all students will have a Student Adviser who will take care of your general questions/personal problems about your schoolwork. See the Staff Directory on Page 7 to see who your Stage Adviser is.

### Your work

Students are encouraged to call into the distance education centre to collect their first package of work. This gives us the opportunity to meet you and help you understand what you need to do each week.

If you cannot manage to get to the distance education centre, you will be sent the work for each subject. Teachers will contact you, as well as try to visit you, as soon as possible.

Each subject has its own coloured cover called a title page.

Once you return work you will receive more work in that subject as well as the completed work with comments indicating your progress.

## Ten things you need to know about being a DE student:

### 1. The importance of returning work each week

All students must satisfy the NSW Education Standards Authority (NESA) requirements for the award of the Record of School Achievement (RoSA) or Higher School Certificate (HSC). To meet these requirements, you must engage in learning to meet the course outcomes for each subject.

A variety of teaching and learning activities will be provided to you such as weekly title pages, school camp, mini schools and excursions. The title pages outline the teaching and learning activities you will need to attempt each week. In general, work in each subject each week should be returned to your teachers.

Engagement in teaching and learning activities is monitored by your teachers. If you are not meeting the requirements of a subject, you will receive a warning letter indicating the need to improve your engagement with the learning activities.

Contact the school if you are concerned about meeting these requirements. We want to help you complete your schooling successfully.

**NB:** *If you receive Centrelink payments lack of work return could affect these payments. e.g. payments might stop and/or you might have to pay the money back to Centrelink.*

### 2. Getting help

When you sit down to commence work, firstly check that what is mentioned in the "Your Work for the Week" on the front of the title page is contained in the subject bundle. If something is missing (e.g. an enclosure, USB, DVD), contact your teacher immediately for instructions.

If you cannot do a task you should ask your Supervisor for help. It could be just that you have not understood the instructions.

If you are still having trouble, then that is the time to contact your teacher. You can email or phone the school and when you call, it will save you time on the telephone if you can tell us:

The name of your teacher

The subject and title page number you are having trouble with

The exact page and/or question number you wish to discuss.

If a teacher is not available, he/she will call you back as soon as possible and provide you with the assistance you require.



### 3. Weekly work

Your weekly work for each subject will arrive with a coloured title page. Each title page provides instructions about the tasks you need to complete for the week.

You should return work each week in all your subjects to ensure you are showing diligence and sustained engagement in your learning.

Please do the following:

- always READ the title pages before you begin. They contain instructions and suggestions for you. Your teacher will communicate comments and suggestions
- complete your title pages in order
- always return your work with its title page attached to the front, and return work in each subject per week.
- always read the teachers comments on your returned work title pages so you know how well you went

#### Subject title page colours:

Subject	Colour	Subject	Colour
English	Dark Green	Languages	Deep Pink
Maths	Lemon Yellow	PDHPE	Gold
Science	Lime Green	Studies of Religion	Lilac
Geography Mandatory	Lilac Years 7 and 9	Dance	Mint Green
Geography elective	Grey	Drama	Mint Green
HSIE Mandatory	Lilac Years 8 and 10	Music	Mint Green
Economics	Yellow	Photography	Mint Green
History Mandatory and elective	Red	Visual Arts	Mint Green
Aboriginal Studies	Red	Visual Design	Mint Green
Legal Studies,	Yellow	Mandatory Technology	Pale Blue
Business Studies	Yellow	Food Technology	Pale Blue
VET Retail	Yellow	Textiles	Pale Blue
Vet Business Services	Yellow	VET Hospitality	Pale Blue
Commerce	Light Green	Exploring Early childhood	Pale Blue
International Studies	Lilac	Engineering Studies	Pale Blue
Work Education	Grey Years 9 and 10	Electronics	Pale Blue
	Lilac Years 11 and 12		

## 4. Title pages

A sample title page is below. It is an English Year 10 title page. It clearly shows the title page number, teacher's name and subject as well as the instructions for the student to complete work for that week.

There is a space for the supervisor to sign once the work is completed. It is very important that your supervisor signs this certificate.

Space has also been provided for to write to your teacher about the work completed that week. It is a great idea for you to provide this feedback to your teachers. It helps your teacher understand how you are progressing and what work to send you next.



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Title pages are to be done  
in the numbered order ▼

**Year 10**

**Title Page 1 - 2018**

Student name, teacher name and email address are clearly shown

Student:

Ballina High School

Teacher:

Phone:

Email:

@det.nsw.edu.au

**Subject: Stage 5 English - Year 10**

Your teaching and learning activities for this week are: *SITHIND002 Source and use information on the hospitality industry Event 1*

**INSTRUCTIONS:**

1. Write your name on the cover page
2. Read and attempt the following:

- Part A: Read the task description and complete questions 1-7 and send
- Part B: Read each question, 1-11, complete and send.

*Resources to use for the above tasks are: Futura Source and use information on the hospitality industry & websites provided in the tasks.*

3. Upon completion of the tasks and if satisfied, write your name, sign and date under Student Declaration on page 8 and send.
4. If you cannot complete the task within the given time, because of a reasonable misadventure, contact the teacher as soon as possible, who will send you an application for misadventure. A new time frame for completing the assessment will be given upon approval of the misadventure application.
5. If you feel that the assessment is not fair or did not address your needs as a student, sign at the bottom of page 9. The school will follow up with the Appeals Procedure, for which you will be informed.

Your teacher will provide an explanation  
of your week's work here

Work was completed:  Unaided  Assisted with reading  Assisted with writing

**SUPERVISOR'S CERTIFICATE:**

To the best of my knowledge the student has completed the work and carried out all instructions. I certify that any tests are the unaided work of the student.

Supervisor's Name:

Date :

Signed:

Supervisor is to verify and sign.

Please indicate how long you spent on these learning activities. \_\_\_ hours \_\_\_ min.

If you have any questions or misunderstandings, remember to contact your teacher.

Student / Teacher Communication:

Please indicate how long you spent on this work  
and provide comments or questions to your  
teachers about your work for the week.

## 5. Assessment

Assessment is an integral part of teaching and learning and must support your learning and achievement.

A range of assessment tasks and activities are designed to measure your academic progress in a given course. Assessing your achievement involves collecting information on your performance in relation to the syllabus objectives and outcomes. Through this assessment program along with your weekly work, your teachers will build a profile of your achievements in relation to the course performance descriptors.

Examinations are a regular feature of the Southern Cross School of Distance Education assessment program. Students across all years are expected to complete exams in a range of subjects.

In stages 4 and 5 this is most often a yearly exam during term 4. However, students in stage 6 have more tasks to be completed under exam conditions. These are clearly outlined in the assessment schedules provided in the assessment policy booklet which will be sent to you.

Assessment task notification title pages look slightly different to your regular title pages. It is very important that you pay close attention to the assessment task instructions and due date. You must follow these instructions and ensure your work is completed by the due date.

Your teachers will provide you with a marking guideline and rubric for each assessable task. A rubric will help inform you what is being assessed in each task and the marking guideline will tell you what you need to do to achieve well in the task.

A sample Assessment task notification title page is provided on the top of next page. It is an English Year 11 Assessment task notification title page. It clearly shows the title page number, teacher's name and subject as well as specific instructions for the task, time allowed for the assessment task and the due date.

There is a separate page called the Assessment task cover page. An example is provided of an Assessment Return Cover page for Geography Year 10. This must be attached to your completed assessment task and your supervisor must sign to indicate that you have completed the assessment task and that the work is your own.

If the assessment task is an examination or to be completed under examination conditions the assessment task will arrive in a sealed envelope. Once the exam or task is completed it should be placed back in the envelope and returned to the distance education centre.

*The supervisor's certificate on all tasks must be signed, otherwise the task is considered invalid. For all examinations and tasks to be completed under exam conditions, you must be supervised for the full length of the exam or task by your supervisor.*

Example of Assessment Task notification



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## Assessment Task Notification

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2018

Clearly indicates that the title page is an Assessment Task notification.

Student:  
Year 11  
Inverell Hub

Teacher:  
Phone:  
Email: @det.nsw.edu.au

### Assessment Task for Stage 6 English Studies

**SUPERVISOR:** Please give the assessment task notification sheet to the student IMMEDIATELY and adhere to the assessment instructions below.  
Assessment Task 2: Writing a motivational speech

#### Assessment Task 2

**Task Description:** Writing a motivational speech

**Start date:** start immediately

**Date to be completed:** 14 June 2018

**Weighting:** 30%

**Outcomes:** 1.2, 1.3, 3.1, 3.2

**Mode of submission:** Post the transcript only. (You may also email your speech to your teacher with a clear subject Assessment task 2.)

**Task details:** see attached for detailed task instructions.

Assessment task description, date to start, date due, weighting, outcomes, and task instructions are clearly listed here.

Example of Assessment Task Return cover page



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## Assessment Return Cover Page

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2018

Cover page must be attached to your completed Assessment Task.

Student:  
Year 10  
Coffs Harbour - Home

Teacher:  
Phone:  
Email: @det.nsw.edu.au

### Assessment Task for Stage 5 Mandatory Geography

Australia in its Regional and Global Context - Case Study: Indian Ocean Tsunami

N.B. It is the responsibility of the student/supervisor to contact the Distance Education Centre if any clarification is required regarding this task

#### SUPERVISOR:

Please return completed Assessment Task with this sheet.

If you have completed this task under examination conditions return in the reply paid envelope in which the task arrived.

If you have completed this task electronically please discuss with your teacher that the task has been received.

I certify this assessment is the students own work and has been completed as per instructions.

Signed \_\_\_\_\_ Date: \_\_\_\_\_

Your Supervisor must sign here to indicate you have completed this task by the due date and verify that it is your work. If this is not signed your Assessment Task will be considered invalid.

## 6. Students with Disability

### If things aren't going well

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 protect the rights of students with disability and their parents and carers.

Students with disability have the right to take part in their education just like all other students. Students with disability must be given choices so they can take part in schooling like all other students. This means that your school may need to make changes to the way they do things. The school will also need to talk with you or your family about this.

### Speaking up

If you have been treated unfairly discuss your concern with your family, a support person, or someone you know and trust. This might help to solve the problem. If not, everyone might agree that more needs to be done.

### Getting your thoughts together

Write down as much about the problem as you can:

- Who was involved
- What happened and when
- What you and others have tried to do
- Why you are still unhappy.

### Talking with the school

After discussing your concern with your family you might talk to the school. This is usually the easiest way to solve a problem. It is a good idea for you or your parents or support person to talk to a teacher you trust, your year advisor or the school principal. They may fix the issue and you won't have to do anything more. Sometimes the solution is not exactly what you want but it might still be fair. The school also has to think about everyone else's needs as well as yours.

### Taking your concerns further

If you are still unhappy with the result, you or your parents can contact the Department of Education's local educational services team on 131 536 or the Disability, Learning & Support state office at [disability.support@det.nsw.edu.au](mailto:disability.support@det.nsw.edu.au) or on 02 9244 5085.

If this does not help, you or your parents can contact the Anti-Discrimination Board of NSW or the Australian Human Rights Commission. The Commission can discuss the problem with everyone, and make a decision that everyone must follow. More information about the Commission is available on the <http://www.humanrights.gov.au/complaints-information> or you can call:

1300 656 419.

Adapted from: The Standards for Students

[http://resource.dse.theeducationinstitute.edu.au/sites/default/files/in\\_brief\\_if\\_you\\_are\\_v2.pdf](http://resource.dse.theeducationinstitute.edu.au/sites/default/files/in_brief_if_you_are_v2.pdf)

## **7. Returning work**

Check that you have completed the work for each subject studied. Label all materials clearly to ensure that the right teacher receives your work and will be able to mark it and then provide you with feedback.

Before you send your work to the distance education centre give your work for all subjects to your supervisor to be checked and signed. The signature indicates they have checked your work and all instructions have been followed.

Do not hold onto completed work. Send it in immediately. Regular return of work will ensure you will complete the courses you are studying by the end of the year.

Make sure your name and subject is included on all items such as CD's, DVD's and USB's

When your work is returned in the mail, the first thing you (or your Supervisor) should do is open the package and read the correction sheets and feedback on your completed work.

## **8. Audio Recordings**

Some subjects will require you to make audio recordings. This may mean you have to record yourself giving a speech, speaking in the Language you are studying, interviewing other people or recording sound for Music.

When making a recording:

- State your name
- State your subject
- State the exercise number
- Indicate you have completed the exercise by saying "This is the end of recording"
- Check that the recording is clear when you have finished it
- Make sure that your name is included on the CD, DVD or USB
- Take care that all the above devices are properly protected and returned securely with the appropriate subject and title page.

If you need help with making a recording it is best to contact your teacher immediately so that support can be provided in time for you to be able to do the task.

## **9. Resources provided by Southern Cross School of Distance Education**

In some subjects, DVDs, CDs, USB, books and other materials are loaned by the centre. Please take care of them. When you have finished using these items be sure to return everything with your work.

## 10. Use a Timetable

Always try to work to a timetable. This will make sure you spread the work in subjects throughout the week. Distance education requires you to spend the same amount of time on lessons as students in a face to face school. We have provided sample timetables for you to use or refer to as you make your own later in this booklet.

On your timetable you must have all the subjects you study and how much time you need for each. You should consider adding information such as:

Part-time work

Meal times

Sport / recreation

Family Commitments (church, helping with housework etc.)

Special activities (favourite TV show).

Be as specific as you can and make sure that there is a balance that works for YOU.

Students must contact each of their subject teachers each week. Some subjects will schedule phone; adobe connect or other online lessons for a particular time. It is a good idea to timetable contacting your teachers.

Now look at time left and plan for homework and revision. Homework is the work which needs to be completed outside normal school hours. If you are unable to complete work in the allocated time you should spend time after "school hours" dedicated to completing this work.

Revision, on the other hand, is the activity of learning, understanding and remembering the work that you have covered.

One of the keys to effective learning is doing revision. Revision involves two main activities:

Summarising, synthesising, collating and condensing a mass of information into a manageable unit so that it can be effectively recalled.

Memorisation and recall.

Here are some suggestions for improving your revision:

Divide each subject into topics, identify what the main sections are and use clear sub-headings.

Make a set of summary notes from your original notes

Underline or emphasise significant information so that it stands out.

Identify the main issues or questions and attempt to answer them.

Go over corrected work: note your effective work and fix up any weaknesses.

Always do regular revision – don't leave it until the last minute. Use a study program.

Keep your revision notes separate, in a manila folder or booklet.

## **11. Explain your late work**

If your work is late or incomplete because of sickness or for other reasons, please notify your teacher or Stage Adviser.

If it is an assessment task, please refer to the assessment policy for procedures and forms.

## **12. Organise your work area**

It is important to have an organised and dedicated work area for your distance education school work. It should have a clear “desk top” for you to complete your work, be well lit and have a comfortable chair as well as a set of essential equipment to assist you with your work.

All your resources should be easily accessible and organised into subject areas. This organisation will help you be able to focus on each subject’s work as you are completing it. File your work in a separate folder or box for each subject. You might need to find information from them later.

When the work is returned to you:

Read the teacher’s comments and explanations on your corrected work

Follow instructions carefully if you need to redo any of this work.

Add the corrected work to your subject files as it is returned by your teacher.

This way you will always have an organised space with the appropriate equipment to complete your work.

**If you have any questions about the “Ten things you need to know about being a DE student” please contact us so we can help you by answering and clarifying the points.**



## Important technology information for students:

### Student Portal and email

As a student, you will be expected to use your Department of Education email account to make all email communication with your teachers.

After enrolling, you will be sent an instruction booklet containing your login details.

You should then login and check for any new messages from your teachers.

You can access the student portal at the following web address:

<https://student.det.nsw.edu.au/>

Your password will initially be set as southern1 and you can change the password when you login.



(Or you can find the Portal very quickly by searching for NSW DoE Portal in your favourite search engine)

### Steps to Obtain a Student Photo ID card

Provide a current, passport style photograph

Send to your Student Adviser with a labelled name and Year

e.g. Chris Hemsworth Year 11 2018

(Your photo must be current and shot on a phone or camera, not a computer webcam, with clear face recognition so no makeup or hats, beanies etc).

### Online Lessons

If you are enrolled in a subject that uses online e-lessons, the login screen can be found at the web address below:

<https://southerncross.instructure.com>



Southern Cross School of  
Distance Education  
(SCSODE)

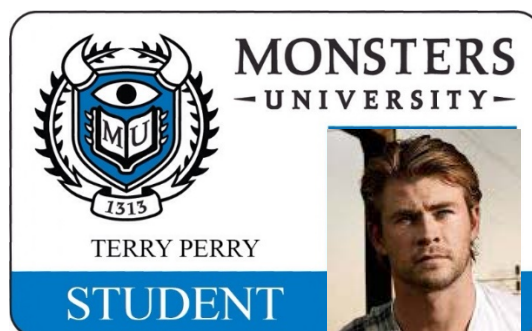
Student Login

Staff Login

Guest Login

Once your teacher has organised your e-lesson enrolment, you will be able to login by clicking on the Student Login (as above).

If you have already logged into the Student Portal, you will enter the e-learning system. If not, you will be redirected to the Student Portal login screen.



## How long should I spend working on my school work each week?

Years 7 and 8	
Subject	Hours to be spent on subjects
English	3 – 4 hours on each subject per week
Maths	
Science	
Mandatory Geography	1 ½ hours per week
Mandatory History	1 ½ hours per week
PDHPE	2 Hours per week
Creative Arts	1 ½ hours per week
	1 ½ hours per week
Technology	2 ½ – 3 hours per week
Sport	2 hours per week
Languages	2 ½ hours Languages per week (Year 8 only)
Years 9 and 10	
Subject	Hours to be spent on subjects
English	3 – 4 hours weekly each subject
Maths	
Science	
Mandatory Geography	1 ½ hours per week
Mandatory History	1 ½ hours per week
PDHPE	2 Hours per week
Elective1	2 ½ – 3 hours per week
Elective 2	2 ½ – 3 hours per week
Sport	2 hours per week
Years 11 and 12	
Course	Hours to be spent on subjects
2 unit	For each 2 unit course studied you should spend 4 hours per week
1 unit	For each 1 unit course studied you should spend 2 hours per week

The above times indicate how much time you should dedicate to your school work each week. Understand that most courses require “homework”, especially senior courses, to finalise some tasks and study time to consolidate knowledge and skills and prepare for assessments and exams. If your work always requires more time than indicated above please notify your teacher and Student Adviser. Remember you should allow time each week for contact and communication with your teachers.

Please indicate on each individual title page how long it took you to complete the work. Your teacher values this information.

<b>Sample Timetables</b>				
<b>Year 7</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Maths	English	Contacting Teachers	Mandatory History	Contacting Teachers
Maths	English	Technology	Mandatory History and Geography	Science
Morning tea	Morning tea	Morning tea	Morning tea	Morning tea
Maths	English	Technology	Mandatory Geography	Science
Maths	English	Technology	Visual Arts	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Contacting Teacher	PD/H/PE	Reviewing work	Visual Arts and Music	Science
Sport	PD/H/PE	Contacting Teachers	Music	Sport
Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break
	Homework + revision	Homework + revision	Homework + revision	
<b>Year 8</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Contacting Teachers	Languages	Music	Contacting teachers	English
Science	Languages	Music and Visual Arts	Maths	English
Morning tea	Morning tea	Morning tea	Morning tea	Morning tea
Science	Languages	Visual Arts	Maths	English
Science	Technology	Mandatory History	Maths	English
Lunch	Lunch	Lunch	Lunch	Lunch
Science	Technology	Mandatory History and Geography	Maths	PD/H/PE
Sport	Technology	Mandatory Geography	Sport	PD/H/PE
Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break
	Homework + revision	Homework + revision	Homework + revision	

## Sample Timetables

### Years 9/10:

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Contacting Teachers	Elective 1	PD/H/PE	Science	English
Mandatory Geography	Elective 1	PD/H/PE	Science	English
Morning tea	Morning tea	Morning tea	Morning tea	Morning tea
Mandatory Geography	Elective 2	Maths	Science	English
Mandatory Geography	Mandatory History	Maths	Science	English
Lunch	Lunch	Lunch	Lunch	Lunch
Elective 2	Mandatory History and Geography	Maths	Elective 2	Sport
Elective 2	Mandatory Geography	Maths	Contacting Teachers	Sport
Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break
	Homework + revision	Homework + revision	Homework + revision	

### Years 11/12:

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Subject 1	Subject 2	Subject 3	Subject 5	Subject 6
Subject 1	Subject 2	Subject 3	Subject 5	Subject 6
Morning tea	Morning tea	Morning tea	Morning tea	Morning tea
Subject 1	Subject 2	Subject 4	Subject 5	Subject 6
Subject 1	Subject 2	Subject 4	Subject 5	Subject 6
Lunch	Lunch	Lunch	Lunch	Lunch
Contacting teachers	Subject 3	Subject 4	Study + revision	Sport
Study + revision	Subject 3	Subject 4	Contacting teachers	Sport
Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break
Study + revision	Homework	Homework	Homework	Study + revision

Here is a blank timetable that you may like to use. You may want to turn it into a poster to have near your workspace.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before School							
After School							

Blank Page

## Suggested essential equipment:

- Blue, black and red pens
- Pencils: we recommend at least 1xHB and 1x2B and 1 set of coloured pencils
- Pencil sharpener
- Ruler with cm and mm – good quality clear plastic, at least 30cm in length
- A pair of Compasses (good quality – preferable drawing instrument quality)
- Protractor, 45 set square, 30 / 60 set square
- Eraser
- Scissors
- Glue
- Dictionary
- Thesaurus
- A4 lined paper
- Paper Clips
- Scientific Calculator: CASIO fx-82AUplus or plus11
- Pad of Graph Paper 2mm & 5mm
- Folders – 1 per subject for filing work
- Atlas – current
- Sticky Tape
- Stapler
- Rubber bands – large
- Art materials
- Computer

## Student checklist:

Before returning your weekly work, ask yourself these questions:

- Have I completed all work in every subject? If not have I explained to my teacher or Stage Adviser the reasons why and requested help? Have I informed my teacher how long I took this work?
- Are the correct title page cover sheets attached to the front of the work?
- Have I returned all the material I have finished with and loaned to me for this subject e.g. DVD's, USB's, texts, pamphlets, booklets?
- Have I labelled all the loose pages, USBs, photographs etc. for each subject?
- Have I checked that my supervisor has signed my completed title pages and/or assessment tasks?
- Have I organised and filed my returned work appropriately?



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