



Southern Cross

SCHOOL OF DISTANCE EDUCATION

2024 Student Handbook

Our school stands proudly on Bundjalung land

2-40 Chickiba Drive, East Ballina NSW 2478 | Tel: 02 6681 0300 | Fax: 02 6681 0499
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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

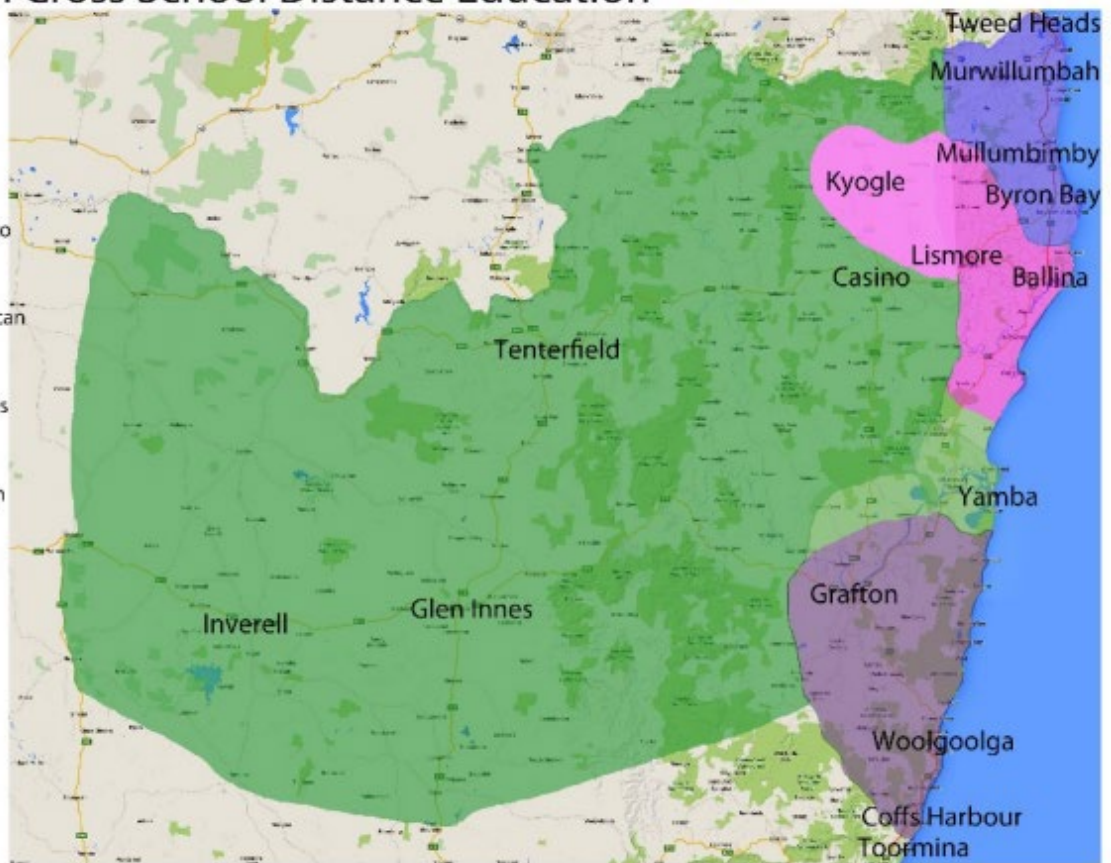
Southern Cross School of Distance Education is located in Ballina and has 1 campus. The campus is located in 2-40 Chickiba Drive East Ballina.

Regions within Northern NSW

Southern Cross School Distance Education

Geographic Areas

- North:
Mark Ippolito
- West:
Richie Duncan
- South:
Brett Rhodes
- Central:
Ally Quinton



Staff Directory

Position	Name
Principal	Daniel Henman
Deputy Principals	Sharon Hodgson David Thick
Full Time Enrolments	
Head Teacher Enrolment/Wellbeing - North	Mark Ippolito
Head Teacher Enrolment/Wellbeing - South	Brett Rhodes
Head Teacher Enrolment/Wellbeing - West	Sam Askew (Rel)
Head Teacher Enrolment/Wellbeing - Central	Ally Quinton
HT Secondary Studies Single Subject	Jason Ferns (Rel)
HT Teaching & Learning - Curriculum	Melinda Lynch (Rel)
HT VET	Julie Ferns (Acting)
HT Administration	Coralie Sandell
HT Administration	Bryce Webster (Rel)
Teaching & Learning Technology	Mathew Moss
HT Teaching & Learning Alternate Programs	Rob Roberts/Tiffany Sales (Acting) Jeremy Whiterod
Faculty Head Teachers	
English/History	Kerri Browne (Rel)
Science	Matthew Cartwright
Mathematics	Delena Tibbs
Human Society and its Environment	Angela Pelc/Nicole Sykes
Languages	Susan Newman/Martyn Jacka
Creative and Performing Arts	Sharon McKay
Technology and Applied Science	Adrian Delman
Personal Development, Health & Physical Education	Joanne Skinner (Rel)
Engagement & Learning	Shelley Hernage
Learning and Support Teachers	Donna Hardinge
LAST Teachers	Melinda Lynch/Kate Malthouse
Counsellor	Leanne Neville
Technology Support	Jason Ferns Tim Dennis
Youth Worker	Mandy Aitken
NDIS Support Officer	Darren Lowe

How can the Student 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!

Student Advisers	North	West	South	Central
Junior 7 - 9	Liz Harbison	Nancy McAndrew	Mariet De Wit	Leesa Maher
Senior 10 - 12	Di Lewis	Will Hawley	Nicky McLaughlin	Sam Askew
OoHC	Louise Webster	Louise Webster	Louise Webster	Louise Webster
Young Parents	Cara Brisbane	Cara Brisbane	Cara Brisbane	Cara Brisbane
Transition	Liz Harbison	Gary Kay	Liz Harbison	Gary Kay
Deputy Principals	Sharon Hodgson	David Thick	Sharon Hodgson	David Thick

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 learning activity or teacher contacts of your Canvas course, 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 5 to see who your Student Adviser is.

Your work

Students are encouraged to call into the distance education centre school site in East Ballina. This gives us the opportunity to meet you and help you understand what you need to do each week. Including accessing online learning.

If you cannot manage to get to the School, you will be provided work for each subject online or in hard copy. Teachers will contact you, as well as try to visit you, as soon as possible.

Each subject has its own coloured cover called a learning activity for hard copy learning materials.

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

Subject learning activity colours

Subject	Colour	Subject	Colour
English	Dark Blue	Languages	Deep Pink
Maths	Lemon Yellow	PDHPE	Gold
Science	Lime Green	Technology & Applied Science	Pale Blue
HSIE	Lilac Years 7 and 9	VET	Yellow
CAPA	Mint Green	History	Red

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

1. Delivery Modes

SCSoDE offers a mix of online learning and paper-based delivery of learning activities.

Access to technology is important so you can learn via our online learning platform, Canvas, and also participate in live online lessons wherever possible.

Online learning, via Canvas, and participation in live lessons is the preferred method of curriculum delivery.

You are expected to attend a live lesson for each of your subjects each week. Your teachers will provide you with the information and related links so you can access the weekly live lesson.

SCSoDE uses the platform of Microsoft Teams for live lessons. To access Teams, you will need an internet connection. If needed, ask your teacher or contact technology support at SCSoDE on 02 6681 0424 or assistance in setting up the access to the live lessons. Attendance at every live lesson for all fulltime students is very important and will benefit your students learning.

During live lessons, you will engage with teachers and classmates in real time. This means asking questions, answering questions, and completing work with your teacher who will respond immediately to questions and queries. It is also a great opportunity to connect and work with student peers.

However, the mode of delivery of the distance education learning program can be negotiated and will take into consideration the learning needs of individual students.

2. Engaging in learning each week

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

A variety of tasks including written and practical, depending upon the subject will be provided within your weekly learning.

Please remember to:

- always READ the learning activities before you begin. They contain instructions and suggestions for you.
- complete your learning activities in order
- attach the cover sheet to the front of your work if completing paper-based learning activities
- always read the teachers comments on your completed learning activities so you know how well you went and how to improve
- 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.

Remember to submit or send your completed work each week. Regular submission or return of work will ensure you will complete the courses you are studying by the end of the year.

Your supervisor should be kept informed of your progress and for paper-based work is required to sign your learning activity cover sheet as it indicates they have checked your work and all instructions have been followed.

Learning activities

A sample learning activity is below. It is a PDHPE Year 12 learning activity. It clearly shows the learning activity 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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Learning activities are to be done in the numbered order

Year 12

Learning Activity 1 - 2024

Student name, teacher name and email address are clearly shown

Student:

Teacher:

School:

Phone:

Email:

Subject: Stage 6 PDHPE - Year 12

Your teaching and learning activities for this week are: **HSC CORE 1: HEALTH PRIORITIES IN AUSTRALIA - Measuring Health Status of Australians**

TP. 1. HSC CORE 1: Health Priorities in Australia. Measuring Health Status
Textbook reference "Outcomes 2"

This week you will learn about:

* **Measuring health status**

- role of epidemiology
- measures of epidemiology (mortality, infant mortality, morbidity, life expectancy)

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
Indicate how long you have spent on this work.

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:

Add comments or questions for your teacher about
your work for the week.

3. Why it is important to return 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.

Engagement in your weekly learning activities is monitored by your teachers. If you are not meeting the requirements of a subject, you will receive notification 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.

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

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

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.

4. Technology students need to access

Department of Education Student Portal and email

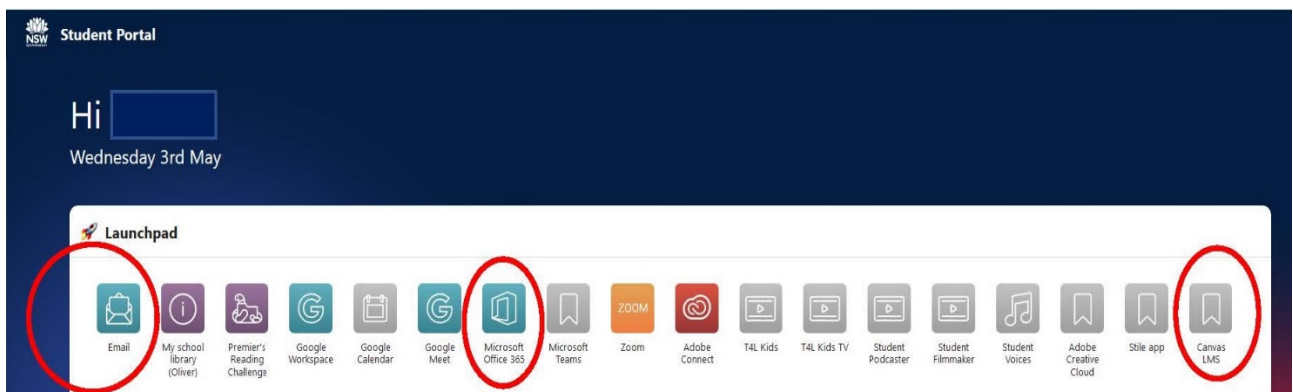
As a SCSODE student, you will be expected to use your Department of Education email account to make all email communication with your teachers.

After enrolling, you will be sent instructions and 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/>

Or use Google to search for the Student Portal.



Online learning via Canvas: If you are enrolled in a subject that uses online lessons click on the link in your Student Portal as circled in the image above.

Teams for Live lessons

To access Teams for your live lessons your teachers will email a link to you or there will be a link embedded in your Canvas course.

DEMS Student Portal

After enrolling with SCSODE you will be sent an email which includes a link to the DEMS student portal, your username, password, and school. The link to access the portal is:

<https://de.millenniumschoools.net.au/portal/>



DEMS

DEMS Student & Parent Portal

Username :

Password :

School :

Login

When accessing the DEMS student portal, you will be able to view your feedback for learning activities, assessment tasks and reports, as well as awards you have received, notification letters that you need to address and contact information for each of your teachers.

DEMS Parent Portal

The DEMS parent portal allows supervisor/parent/carers to view the same information as what you can view.

If your supervisor/parent/carer has multiple students enrolled at SCSODE, they will be able to toggle between each student to monitor their progress in each of their courses as well as view their upcoming assessment tasks, issued notification letters, reports and view the contact information for each teacher that each student has for the subjects studied.

5. Getting help

If you need help or support with your learning please contact us. The school's email address is southerncrossschoolofdistanceeducation@det.nsw.edu.au and the phone number is 02 6681 0300.

When you sit down to commence work, firstly check that what is mentioned in the instructions for the learning activity. If you are unsure or 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 unsure, then that is the time to contact your teacher. Your teacher will provide their contact details in your learning activities.

If you contact the general school email or phone number listed above, it will save you time if you can tell us your teachers name and the subject(s).

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

Other help is available for you, not just your subject teachers.

Technology team: If you are having issues accessing Canvas, Teams, or your emails the school Tech Team can help.

On the school's webpage [Home - Southern Cross School of Distance Education \(nsw.gov.au\)](https://www.southerncrossschoolofdistanceeducation.nsw.gov.au) you will find videos to support you accessing various technologies. If you need assistance from a Tech Team staff member for anything Canvas or Tech related, please ring 02 6681 0424.

To support your wellbeing, you are able to seek support from your Student Adviser or our Youth Worker.

Student Advisers: Your Student Adviser work with our students, families and supervisors, facilitating their success in secondary education and post-school options. Your adviser can help you with enquiries regarding attendance, general health and wellbeing, general academic progress or any other problems you might have. Remember they are just a phone call away!

6. Students with Disability or learning difficulties

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.

The *Disability Standards for Education 2005* clarify the obligations of education and training providers, and seek to ensure that students with disability can access and participate in education on the same basis as students without disability. This means that your school may need to make changes to the way they do things. Contact the Learning and Support teachers for more information.

NDIS: Through the NDIS, people with disability will be able to access 'reasonable and necessary' supports to achieve their personal goals. Reasonable and necessary supports are those that help participants to live an ordinary life, that is, to build their skills and capabilities so they can engage in education, employment and community activities. Contact SCSODE NDIS support officer Darren Lowe for more information.

Adjustments

Learning and Support teachers: The Learning and Support teachers provide several support services to our students, staff and families. These include assessment of student strengths and skills, tracking and implementing student achievement of minimum standards and applying for disability provisions for the HSC.

Their core business is to ensure all parties are provided with support through close collaboration that assists students to set goals, achieve results and overcome difficulties in meeting the demands of studying via Distance Education.

They work closely with key personnel such as Student Advisers, School Counsellor, Head Teachers of Enrolment and Wellbeing, Curriculum and Faculties and the school's Learning and Support Team.

Literacy Numeracy support: At SCSODE we use the Quick Smart programs in both numeracy and literacy. In addition, we use the Rip it Up Reading Program which is delivered from Stage 1 to Year 12.

This program is designed to start you off on the right track and become an expert reader. When students engage, the program "lifts" student's ability to read.

HSC minimum standards: Students in Year 10, 11 and 12 are required to achieve a minimum standard (level 3 or 4) in reading, writing and numeracy, to be awarded the HSC (please note this is the actual paper certificate NOT the HSC credential). This is done via three short online tests that assess students' skills for everyday life.

Your friendly Learning and Support team (L&ST) will be supporting students to successfully meet the required minimum standards.

Disability provisions: Students in Year 11 and 12 are eligible to apply for disability provisions for their exams. In Year 11, these provisions are school based. In Year 12, provisions must be NESAs approved following an application process.

Year 11 provisions ensure that a student has practiced utilising appropriate support and provides our school with necessary documentation that supports a Year 12 application. (Please note there is no guarantee that the same disability provisions will be granted for the HSC exams.)

Disability provisions provide practical support for students to reduce disadvantage they may experience in exam situations. The use of disability provisions is NOT written on a student's results.

Students may apply for disability provisions under one or more of the following categories:

- learning disabilities, e.g., slow reading and writing
- medical conditions, e.g., diabetes, mental health/anxiety, vision, and hearing conditions
- temporary conditions, e.g., a broken arm.

Provisions may include, but are not limited to, the following: reader, scribe, extra time, rest breaks, small group supervision, modified environment, special chair, modified paper and font size.

Your friendly L&ST teachers are happy to answer any questions you may have in regard to meeting minimum standards, applications for disability provisions or any other learning support query you have.

For more information contact SCSODE Learning and Support teachers, Melinda Lynch or Donna Hardinge on 02 6681 0300.

7. 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. These are clearly outlined in the assessment schedules provided in the assessment policy booklet which will be sent to you.

Assessment task notifications are provided to inform of the requirements for the task, due date and marking criteria. 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 has been provided. It is a PDHPE Year 12 Assessment task notification. It clearly shows the assessment task number, teacher's name and subject as well as specific instructions for the task, time allowed and the due date.

There is a separate page called the Assessment Return Slip. An example is provided of an Assessment Return Slip for PDHPE Year 12. 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.

Use of Artificial Intelligences (AI) in assessment tasks

A lot of students have heard of Chat GPT and other artificial intelligence models and while it can be a useful tool for language learning and writing practice, it should not be used in the context of completing assessment tasks. Teachers are aware that some students are using these tools and students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. Chat GPT, while an advanced language model, is not a reliable tool to use in completing assessment tasks. Here are a few reasons why:

1. Chat GPT generates responses based on its training data and algorithms, which may not always be accurate or appropriate for the task at hand. Its responses can be vague, repetitive, or irrelevant to the question being asked.
2. Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
3. Relying on Chat GPT to complete assessment tasks can lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.
4. Using Chat GPT in assessment tasks may compromise the integrity of the evaluation process. Assessment tasks are meant to assess students' independent thinking, critical analysis, and communication skills, which are essential for your future academic and professional success. If students rely on Chat GPT to complete assessments, they may not develop these skills and may be at a disadvantage when facing real-world challenges.

The use of Chat GPT or similar AI may result in a malpractice determination where students may receive zero for the task. If a teacher suspects a student has used Chat GPT or other AI and is claiming it as their own work, then the responsibility is with the student to prove they did not use AI. This would be evidenced by research, drafts and study notes etc. used to develop the assessment task response.

Example of Assessment Task notification



Indicates the Learning Activity is an Assessment Task notification

ASSESSMENT NOTIFICATION

COURSE	Stage 6 PDHPE - Year 12	Assessment Task Number
TASK NAME	Assessment Task 1 - Core 1	
TASK WEIGHT	35%	Start date
NOTIFICATION DATE	Tuesday 20 October 2024	
DUE DATE	Wednesday 18 December 2024	Due date

OUTCOMES ASSESSED

H1	Describes the nature, and justifies the choice, of Australia's health priorities.
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
H4	Argues the case for the new public health approach to health promotion.
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

TASK DESCRIPTION

Task 1: Year 12 Core 1 – Health Priorities in Australia

Presentation type: Research task

Content:

How are priority areas for Australia's health identified?

What are the priority issues for improving Australia's health?

What role do health care facilities and services play in achieving better health for all Australians?

What actions are needed to address Australia's health priorities?

Task Description:

1. Identify groups in Australian society that suffer health inequities. (3 marks)
2. From your research and analysis of the national health priority areas in this chapter, identify the area that you believe is of most concern. Explain your reasons for selecting this area. (7 marks)
3. Explain how Medicare attempts to provide equity in access to health care. (5 marks)
4. Describe a health promotion initiative and evaluate how it exemplifies the action areas of the Ottawa Charter. (10 marks)

Place your information in a table (as indicated in the sample provided underneath the marking criteria for this question). The health promotion initiative must be for one of the following NHPA's; cardiovascular disease, cancer (breast or skin or lung) or the issue that you studied in class. You cannot use the National Action Plan for Mental health or the National Tobacco Strategy from your text.

See the two attachments for additional information.

MARKING GUIDELINES

Title: Assessment Task 1: Core 1 Health Priorities

Syllabus Outcomes: H1, H15, H16, H2, H4, H5

Description:

Assessment Task 1: Core 1 Health Priorities

See additional attachment for marking guidelines.

Example of Assessment Task Return slip



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ASSESSMENT RETURN SLIP

Return slip must be attached to your completed Assessment Task

STUDENT	
COURSE	
TEACHER	
TASK NAME	Assessment Task 1 - Core 1
TASK WEIGHT	35%
NOTIFICATION DATE	Tuesday 20 October 2024
DUE DATE	Wednesday 16 December 2024

It is the responsibility of the student/supervisor to contact Southern Cross School of Distance Education if any clarification is required regarding this task.

SUPERVISOR

Please return the completed Assessment Task with this sheet.

If you have completed this task under examination conditions then it must be returned in the 'Reply Paid' envelope in which the task arrived.

If you completed this task electronically please communicate this with your teacher, and check that it has been received by the due date.

I certify that this Assessment Task is the student's own work and has been completed as per the instructions.

Supervisor signature: _____ Date: _____

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

8. Opportunities

In addition to your weekly learning activities and live lessons, you will have many opportunities to participate in other events to support your learning. SCSODE offers students a range of mini schools, these include subject specific, e.g. Science, Visual Arts, Languages or whole school such as World Environment Day, NAIDOC.

Mini schools are sometimes held onsite at SCSODE campus in East Ballina or at various venues that may be closer to where you live. You are encouraged to get involved in these mini schools as they will support your learning, provide fun and engaging activities, and allow you to work with your classmates.

In addition to the mini schools there is a school camp that is held every year. Excursions may be offered to you in a variety of subjects to access external activities such as visits to an art gallery or museum, participating in sporting events such as kayaking, etc.

Student leadership: SCSODE has a student leadership team. If you are interested in student leadership, please let your student adviser know or to get more information.

Student Card ID: If you are a fulltime student of SCSODE you can request to have a student card. To obtain a student card contact your student adviser and provide a current, passport style photograph. Your photo must be current and shot on a phone or camera, with clear face recognition so no makeup or hats, beanies etc.

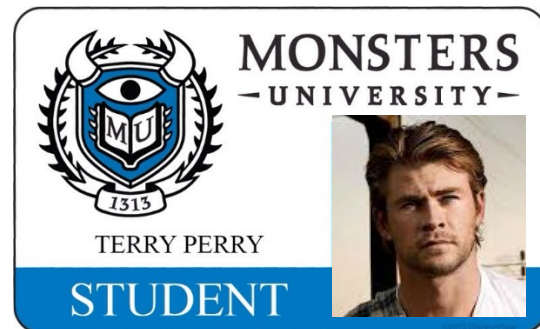
Steps to Obtain a Student Photo ID card

Provide a current, passport style photograph

Send to your Student Adviser with a labelled name and Year

e.g. Chris Hemsworth Year 11 2024

(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).



9. How long should I spend on my subjects each week

The following times indicate how much time you should dedicate to your schoolwork 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
Elective 1	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

In addition to these times most courses require “homework”, especially senior courses, to finalise some tasks as well as study time to consolidate knowledge, 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.

10. Use a Timetable and organise your work area

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.

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
- mealtimes
- sport/recreation
- family commitments (helping with housework, family time etc.)
- special activities (favourite TV show).

Be as specific as you can and make sure that there is a balance that works for YOU. Your subject teachers will schedule live lessons via Teams at a particular time and you need to ensure these are included in the timetable you develop; phone lessons may also be scheduled by your teachers.

Students must contact each of their subject teachers each week. It is a good idea to timetable contacting your teachers.

Once you have included all of these things, 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.

An organised space for your learning

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

Sample Timetables

Year 7

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 and revision	Homework and revision	Homework and revision	

Year 8

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 and revision	Homework and revision	Homework and 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 and revision	Homework and revision	Homework and 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 and revision	Sport
Study and revision	Subject 3	Subject 4	Contacting teachers	Sport
Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break	Afternoon Break
Study and revision	Homework	Homework	Homework	Study and revision

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 learning activity 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?

Example Timetable

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							



Southern Cross
SCHOOL OF DISTANCE EDUCATION