



# PRIMARY HANDBOOK

# Primary P-6 Handbook

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## School Contact Details

Emerald Campus  
Prep – Year 6

Gladstone & Gray Street  
Emerald Qld 4720

PH: (07) 4987 9100

PO Box 1616  
Emerald Qld 4700

Rockhampton  
Prep – Year 12

241 – 259 Farm Street  
Kawana QLD 4701

PH: (07) 4931 4800

Office Hours

Monday to Friday 8:00am to 4:00pm

Email

[administration@caprocksde.eq.edu.au](mailto:administration@caprocksde.eq.edu.au)

Facebook

[www.facebook.com/capricornia.sde](https://www.facebook.com/capricornia.sde)

Website

[www.capricorniasde.eq.edu.au](http://www.capricorniasde.eq.edu.au)

School-based enrolments

[school\\_based@capricornia.eq.edu.au](mailto:school_based@capricornia.eq.edu.au)



## Communication

Email is the main form of communication at CSDE. In the Primary department, emails are sent to the student's Webmail address and in some year levels, it will also be sent to the Home Tutor's address.

***It is essential that both email accounts are checked on a daily basis by the home tutor.***

### Student email addresses

All enrolled students will use an official Department of Education (DoE) web mail address for communication with the school (eg. [jsmit1@eq.edu.au](mailto:jsmit1@eq.edu.au)). This address will be provided following enrolment.

Students must conform to the acceptable use of email. DoE email addresses can be monitored and retrieved if required.

### Methods of communication used are:

- Schoolzine newsletter (From the school every week. Contains important messages and information)
- Emails and phone calls from teachers and the Care Group teacher.
- Announcements posted to the Year Level and Subject QLearn
- CSDE website
- CSDE Facebook page

*Regular communication from Home Tutors is essential to Primary students having a successful experience at CSDE.*

### School App (Szapp)

The School app (Szapp) can be downloaded for Apple and Android users.

This app gives families access to the school calendar, contact details, current and archived newsletters, uniform orders through the Qkr! Families can also advise of a student absence through the app.

### Student Absences

When your child is absent, please contact the respective campus before 9.00 am on the day of absence by one of the following methods:

- Szapp: Families can advise of a student absence through the widget in the app.
- Email: [studentabsences@capricornsde.eq.edu.au](mailto:studentabsences@capricornsde.eq.edu.au)
  - Include the student's name and year level in the subject header.
  - You must include the reason of absence and the part of the day they will be absent.
- Phone the Emerald (07 4987 9100) or Rockhampton (07 4931 4800) campus or email the administration office ([studentabsences@capricorniasde.eq.edu.au](mailto:studentabsences@capricorniasde.eq.edu.au)) before, or on the day of absence.
- Persistent and regular absence will require a medical certificate.
- Principal approved exemptions are required for more than 10 days absent consecutively.

If a student is absent (not able to attend lessons), it is still expected that work is being completed on a daily basis and assessment deadlines are met.

## Web based learning - eLearning

On enrolment, ***all students are issued with a username and password*** for all EQ platforms (MIS email, QLearn, One School) which enables them to access online courses, the school library and other learning and support materials.

Digital resources for subjects are provided on a digital platform and USB sticks. This will be unpacked on induction. Lessons can be accessed through Collaborate sessions in QLearn.

It is important that students have **reliable and regular access to the Internet** as subjects require students to download materials and submit work electronically. Digital learning materials may be supplemented with a range of other materials including (but not limited to), text books and story books. Students in Primary are also sent curriculum Resources boxes.



## Prep to Year 6 curriculum

Queensland state schools provide the Australian Curriculum in Prep to Year 10. The Australian Curriculum has been developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). It specifies what is to be taught and the learning expected of young people as they progress through school.



### HOME TUTOR – PREP YEARLY CURRICULUM OVERVIEWS 2024

	Term 1	Term 2	Term 3	Term 4
<b>English</b>	Unit 1 Enjoying Our New World	Unit 2 Enjoying and Retelling Stories	Unit 3 Interacting with Others	Unit 4 Responding to Text
<b>Phonics</b>	Jolly Phonics 3 new sounds per week	Jolly Phonics 3 new sounds per week	Revise Sounds, introduce blends and different long vowel spelling	Revise Sounds, introduce blends and different long vowel spelling
<b>Reading</b>	Introduction to Guided Reading with teacher (2 x sessions /week)	Guided Reading (2 x sessions /week) Decodables level 1	Guided Reading (2 x sessions /week) Decodables level 2	Guided Reading (2 x sessions /week)
<b>Literacy Intervention</b>	OLEY (2 x 15 min)	POND (2 x 15 min)	PMAP (2 x 15 min)	<i>If identified</i> - PMAP (2 x 15 min)
<b>Mathematics</b> (Delivered by home tutor)	Unit 1: Grouping Familiar Objects	Unit 2: Sorting Shapes Unit 2: Understanding Numbers From 1 To 20	Unit 3: Answering Questions Unit 3: Explaining Duration and Event Sequences	Unit 4: Identifying Numerals
<b>Number Sense</b>	Number Sense – hands on work with teacher	Number Sense – hands on work with teacher	Number Sense – hands on work with teacher	Number Sense – hands on work with teacher
<b>HASS</b> (Delivered by home tutor)		Unit 1 My Family History	Unit 2 My Special Places	
<b>Science</b> (Delivered by home tutor)	Unit 1: Our Living World	Unit 2: Our Material World	Unit 3: Weather Watch	Unit 4 Move It, Move It
<b>HPE</b> (Delivered by home tutor)	Unit 1 Health: I Can Do It Unit 1 Movement: Let's Get Moving	Unit 2 Health: I Am Safe Unit 2 Movement: Animal Groove	Unit 3 Health: I am Growing and Changing Unit 3 Movement: Catch the Bean	Unit 4 Health: Looking Out for Others Unit 4 Movement: Who Wants to Play
<b>Technologies</b> (Delivered by home tutor)		Unit 1 Digital: Computers: Handy Helpers		Unit 2 Design: Grow, Grow, Grow!
<b>The Arts</b> (Delivered by home tutor)	Unit 1 Dance: Dancing Characters		Unit 1 Visual: New Stories	

## PREP AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Prep Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB or papers	Sem 1: Upload tasks to Seesaw Sem 2: Upload tasks to QLearn	Teacher will comment on student progress
M100W Magic Words	5 x 5 mins/ week	- M100W Sight word activities	No submission of work required	Tested at Mini-school
Jolly Phonics sounds	5 x 5 mins/ week	- revision of sounds as outlined in term overview. (Use this activity to practice the correct formation of letters)	Sem 1: Upload picture of completed Jolly Phonics booklet page to Seesaw Sem 2: Upload tasks to QLearn	Teacher will comment on student progress
Daily Reading	5 x 10 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family	Sem 1: Upload reading log to Seesaw on Friday Sem 1: Upload video of your student reading on Friday Sem 2: Upload tasks to QLearn	
Daily Writing	5 x 10 mins/ week	Term 1 – Students write a full line of each letter in lower and upper case in Jolly Phonics booklet as covered in class  Term 2 – Students use a sentence starter to write one short sentence each day with an illustration  Term 3 – Students write one sentence each day with an illustration  Term 4- Students will begin working on a piece of writing for a whole week Students add daily to their writing and on Friday will edit and publish their work	Sem 1: Upload published writing to Seesaw on Friday Sem 2: Upload tasks to QLearn	Teacher will comment on student progress
Handwriting	5 x 10 mins/ week	- Begin Prep handwriting kit in Term 1 and continue for Term 2 - Targeting handwriting book in Term 3	Home tutors give immediate feedback on letter formation	Consult with teacher if there are concerns
Reading Eggs and Fast Phonics	3 x 10 mins/ week	- Online Reading program Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Term 3 Number of the Day	5 x 10 mins/ week	- Begin in Term 3 – instructions provided by your teacher	Sem 1: Upload one photo to Seesaw on a Friday Sem 2: Upload tasks to QLearn	Teacher will comment on student progress
Math Seeds	5 x 10 mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Term 3 and 4 Typing	2 x 10 mins/ week	- Begin in Term 3 - students start to practice their typing skills	No submission of work required	

## HOME TUTOR – YEAR ONE YEARLY CURRICULUM OVERVIEWS 2024

	Term 1	Term 2	Term 3	Term 4
English	Unit 2	Unit 3	Unit 5	Unit 6
Phonics	Jolly Phonics Book will be incorporated throughout English lessons.			
Reading	Read in groups with HIT Lit teacher/Aide selected levelled books (5 x 15min)	Hit Lit reading groups (5 x 15min) Decodables level 3	Hit Lit reading groups (5 x 15min) Decodables level 4	Hit Lit reading groups (5 x 15min)
Literacy Intervention	<i>If identified</i> - Heggerty (5 x 15 min)	<i>If identified</i> - Heggerty (5 x 15 min)	<i>If identified</i> - Heggerty (5 x 15 min)	<i>If identified</i> - Heggerty (5 x 15 min)
Mathematics (Delivered online and taught by home tutor)	Unit 1	Unit 2	Unit 3	Unit 4
Science	Unit 1	Unit 2	Unit 3	Unit 4
HASS (Delivered by home tutor)	Unit 1: My Changing Life		Unit 2: My Changing World	
HPE (Delivered by home tutor)		Action Stations		Me and My Emotions
Technologies (Delivered by home tutor)		Design: Spin It		
The Arts (Delivered by home tutor)	Visual: Up, Down and All Around		Drama: Pretending Through Drama	



## YEAR ONE AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Year 1 Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB or papers	Sem 1: Upload tasks to Seesaw Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Jolly Phonics	5 x 10 mins/ week	- Teacher will provide instructions	No submission of work required	Tested at Mini-school
M200W Magic Words	5 x 10 mins/ week	- M100W/M200W/M300 Magic words	No submission of work required	Tested at Mini-school
Daily Reading	5 x 10 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family	Sem 1: Upload reading log to Seesaw on Friday Sem 1: Upload video of your student reading on Friday Sem 2: Upload tasks to QLearn	
Daily Writing	5 x 10 mins/ week	- Handwritten work - Student can build on the same piece of writing each day throughout the week - Teacher provides optional writing topic prompts	Sem 1: Upload a sample of writing to Seesaw on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Handwriting	5 x 10mins/ week	- Targeting handwriting book, following the instructions in Term Overview - Teacher may supplement with additional activities	Sem 1: Upload a sample of writing to Seesaw on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Spelling Mastery (Teacher directed when to start program)	5 x 10mins/ week	- Complete workbook lessons - It is essential to follow the guide book	Sem 1: Upload image of Spelling test to Seesaw on Friday Sem 2: Upload tasks to QLearn	Results and levels will be documented. Feedback will be provided where appropriate. Students not submitting regularly will be followed up
Reading Eggs	5 x 10mins/ week	- Online Reading program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Number of the Week	5 x 10 mins/ week	- See overview	Sem 1: Upload completed tasks to Seesaw Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Maths Seeds	5 x 10mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Mathletics	2 x 10 mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Typing	2x 10mins/ week	- Student's practice typing skills - links to free Typing programs on the CSDE Website under the Student Resources tab	No submission of work required	



## HOME TUTOR – YEAR TWO YEARLY CURRICULUM OVERVIEWS 2024

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2:	Unit 4	Unit 5
Reading	Read in groups with HIT Lit teacher/Aide selected levelled books (5 x 15min)			
Literacy Intervention	<i>If identified</i> - Heggerty (5 x 15 min)	<i>If identified</i> - Heggerty (5 x 15 min)	<i>If identified</i> - Heggerty (5 x 15 min)	<i>If identified</i> - Heggerty (5 x 15 min)
Mathematics (Delivered online and taught by home tutor)	Unit 1	Unit 2	Unit 3	Unit 4
Science	Unit 1	Unit 2	Unit 3	Unit 4:
HASS (Delivered by home tutor)	Unit 1: Present Connections to Places		Unit 2: Impacts of Technology Over Time	
HPE (Delivered by home tutor)		Health: Stay Safe		My Identity
The Arts (Delivered by home tutor)	Dance: Dancing Seasons		Unit 5 Music: Musical Stories	Media: Family Portraits



## YEAR TWO AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Year 2 Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB or papers	Sem 1: Upload tasks to Seesaw Sem 2: Upload tasks to QLearn	Teacher will provide feedback
M300W Magic Words	5 x 10 mins/ week	- Only if instructed by your teacher		
Daily Reading	5 x 10 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family	Sem 1: Upload reading log to Seesaw on Friday Sem 1: Upload video of your student reading on Friday Sem 2: Upload tasks to QLearn	
Weekly Writing Focus	3 X 10 mins/ week	- Work through weekly writing focus set by classroom teacher	Sem 1: Upload image to Seesaw on Friday Sem 1: Record in Seesaw (microphone tool) reading their work on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Handwriting	3 x 10 mins/ week	- Targeting handwriting book, following the instructions	Sem 1: Upload a sample of writing to Seesaw on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Spelling Mastery	5 x 10mins/ week	- Complete workbook lessons - It is essential to follow the guide book	Sem 1: Upload image of Spelling test to Seesaw on Friday Sem 2: Upload tasks to QLearn	Results and levels will be documented. Feedback will be provided where appropriate. Students not submitting regularly will be followed up
Reading Eggs	2 x 10mins/ week	- Online Reading program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Numeracy Passport	5 x 10 mins/ week	- Goals to be set by classroom teacher		Teacher tests timetabled NPP session
Maths Seeds	2 x 10mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Mathletics	2 x 10mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Typing	2 x 10mins/ week	- Student's practice typing skills - links to free Typing programs on the CSDE Website under the Student Resources tab	No submission of work required	

## HOME TUTOR – YEAR THREE YEARLY CURRICULUM OVERVIEWS 2024

	Term 1	Term 2	Term 3	Term 4
<b>English</b>	Unit 1	Unit 3	Unit 2	Unit 6
<b>Reading</b>	Read in groups with HIT Lit teacher/Aide selected levelled books (5 x 15min)			
<b>Mathematics</b>	Unit 1	Unit 2	Unit 3:	Unit 4
<b>Science</b>	Unit 1	Unit 2	Unit 3	Unit 4
<b>HASS</b>	Unit 1		Unit 2	
<b>HPE</b> (Delivered by home tutor)	Take Care and Be Kind			Keep Moving
<b>Technologies</b> (Delivered by home tutor)		Design: Repurpose It!		
<b>The Arts</b> (Delivered by home tutor)		Visual Arts: Print Art	Music: Let's Celebrate, Let's Remember	



## YEAR THREE AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Year 3 Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB	Sem 1: Upload tasks to Seesaw Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Daily Reading	5 x 10 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family	Sem 1: Upload reading log to Seesaw on Friday Sem 1: Upload video of your student reading on Friday Sem 2: Upload tasks to Qlearn	
Weekly Writing Focus	5 X 10 mins/ week	- Work through weekly writing focus set by classroom teacher	Sem 1: Upload image to Seesaw on Friday Sem 1: Record in Seesaw (microphone tool) reading their work on Friday Sem 2: Upload tasks to Qlearn	Teacher will provide feedback
Handwriting	3 x 10 mins/ week	- Targeting handwriting book, following the instructions	Sem 1: Upload completed handwriting tasks to Seesaw to your Care Group Teacher on Friday Sem 2: Upload tasks to Qlearn	Teacher will provide feedback
Spelling Mastery	5 x 10 mins/ week	- Complete workbook lessons – It is essential to follow the guide book	Sem 1: Upload results of each test to Seesaw to your Care Group Teacher on Friday Sem 2: Upload tasks to Qlearn	Results and levels will be documented. Feedback will be provided where appropriate. Students not submitting regularly will be followed up
Reading Eggs	2 x lessons/ week	- Online Reading program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Numeracy Passport	5 x 10 mins/ week	- Goals to be set by classroom teacher		Maths Teacher tests timetabled NPP session
Mathletics	5 x 10 mins/ week	- Online Maths program. - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Typing	2 x 10 mins/ week	- Student's practice typing skills – links to free Typing programs on the CSDE Website under the Student Resources tab	No submission of work required	



## HOME TUTOR – YEAR FOUR YEARLY CURRICULUM OVERVIEWS 2024

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2	Unit 5 <i>* If alternative unit 4 text is required, then the unit will be taught by home tutor for 1hr/day</i>	Unit 6
Reading	Read in groups with HIT Lit teacher/Aide selected levelled books (5 x 15min)			
Mathematics	Unit 1	Unit 2	Unit 3	Unit 4
Science	Unit 1	Unit 2	Unit 3	Unit 4
HASS	Unit 1		Unit 2	
HPE (Delivered by home tutor)				Making Healthy Choices
Technologies (Delivered by home tutor)		Digital: What Digital Systems Do You Use?		
The Arts (Delivered by home tutor)	Dance: Connect Dance		Drama: Country/Place	





## YEAR FOUR AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Year 4 Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB	Sem 1: Upload tasks to OneDrive Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Daily Reading	5 x 10 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family - Reading eggs to be used if instructed by classroom teacher	Sem 1: Upload reading log to our OneDrive returns folder on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Weekly Writing Focus	5 X 10 mins/ week	- Work through weekly writing focus set by classroom teacher	Sem 1: Upload weekly sample OneDrive returns folder on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Handwriting	1 x 20 mins/ week	- Targeting handwriting book, one double page, following the instructions	Sem 1: Upload handwriting page to OneDrive returns folder on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Spelling Mastery	5 x 10mins/ week	- Complete workbook lessons - It is essential to follow the guide book	Sem 1: Upload results of each test to your OneDrive work returns folder on Friday Sem 2: Upload tasks to QLearn	Results and levels will be documented. Feedback will be provided where appropriate. Students not submitting regularly will be followed up. Saved in OneDrive folder
Reading Eggs	2 x lessons/ week	- Online Reading program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Number of the Week	1 x 20 mins/ week	- Teacher will instruct the task to be done	Sem 1: Upload completed tasks to OneDrive returns folder on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Numeracy Passport	5 x 5 mins/ week	- Goals to be set by classroom teacher		Maths Teacher tests timetabled NPP session
Mathletics	2 x 10mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Typing	2 x 10mins/ week	- Student's practice typing skills - links to free Typing programs on the CSDE Website under the Student Resources tab	No submission of work required	

## HOME TUTOR – YEAR FIVE YEARLY CURRICULUM OVERVIEWS 2024

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2	Unit 5	Unit 6
Reading	Read in groups with HIT Lit teacher/Aide selected levelled books (5 x 15min)			
Mathematics	Unit 1	Unit 2	Unit 3	Unit 4
Science	Unit 1	Unit 2	Unit 3	Unit 4
HASS	Unit 3	Unit 5	Unit 1	Unit 2
Japanese	Unit 1		Unit 2	
HPE (Delivered by home tutor)				What Makes Me, Me?
Technologies (Delivered by home tutor)		Design: Design for Nature		
The Arts (Delivered by home tutor)	Visual: Artists of The World		Music: Rhythmic Riot	



## YEAR FIVE AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Year 5 Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB	Sem 1: Upload tasks to OneDrive  Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Daily Reading	5 x 20 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family	Sem 1: Upload reading log to our OneDrive returns folder on Friday  Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Weekly Writing Focus	5 X 20 mins/ week	- Work through weekly writing focus set by classroom teacher	Sem 1: Upload weekly sample OneDrive returns folder on Friday  Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Spelling Mastery	5 x 10mins/ week	- Complete workbook lessons - It is essential to follow the guide book	Sem 1: Upload results of each test to your OneDrive work returns folder on Friday  Sem 2: Upload tasks to QLearn	Results and levels will be documented. Feedback will be provided where appropriate. Students not submitting regularly will be followed up
Reading Eggs	3 x lessons/ week	- Online Reading program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Numeracy Passport	5 x 5 mins/ week	- Goals to be set by the classroom teacher		Maths Teacher tests timetabled NPP session.
Mathletics	2 x 10 mins/ week	- Online Maths program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Typing	1 x 10mins/ week	- Student's practice typing skills - links to free Typing programs on the CSDE Website under the Student Resources tab	No submission of work required	

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2	Unit 3	Unit 4
Reading	Read in groups with HIT Lit teacher/Aide selected levelled books (5 x 15min)			
Mathematics	Unit 1	Unit 2	Unit 3	Unit 4
Science	Unit 1	Unit 2	Unit 3	Unit 4
HASS	Unit 1	Unit 3	Unit 4	Unit 5
Japanese	Unit 4: My Family and Pets		Unit 5	Unit 6
HPE (Delivered by home tutor)				Healthy Habits
Technologies (Delivered by home tutor)		Digital: A.Maze.Ing Digital Designs		
The Arts (Delivered by home tutor)	Dance: Adventures in Dance		Natural Disasters	



## YEAR SIX AT HOME DAILY MUST DO TASKS – EXPLANATION

At Home Must do task	Time allocation	Description	Where and when to send it to?	What happens then?
Year 6 Curriculum Delivered by home tutor		- Taught daily, following the unit ILM USB	Sem 1: Upload tasks to OneDrive Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Daily Reading	5 x 20 mins/ week	- Read books from home, Home Readers, library books, e-Library - Read anywhere or anytime that suits the family	Home Tutor to monitor	Home Tutor to monitor
Weekly Writing Focus	5 X 20 mins/ week	- Work through weekly writing focus set by classroom teacher	Sem 1: Upload weekly sample OneDrive returns folder on Friday Sem 2: Upload tasks to QLearn	Teacher will provide feedback
Spelling Mastery	5 x 10 mins/ week	- Complete workbook lessons - It is essential to follow the guide book	Sem 1: Upload results of each test to your OneDrive work returns folder on Friday Sem 2: Upload tasks to QLearn	Results and levels will be documented. Feedback will be provided where appropriate. Students not submitting regularly will be followed up
Reading Eggs	3 x lessons/ week	- Online Reading program - Teacher will provide log-in details	Online participation program	Teacher will view student progress online
Numeracy Passport	5 x 5 mins/ week	- Goals to be set by the classroom teacher		Maths Teacher tests timetabled NPP session
Mathletics	3 x 10 mins/ week	- Online Maths program - Teacher will provide log-in details - Teacher may allocate weekly tasks for individual students to complete	Online participation program	Teacher will view student progress online
Typing	3 x 10 mins/ week	- Student's practice typing skills - links to free Typing programs on the CSDE Website under the Student Resources tab	No submission of work required	



## Assessment and Reporting

Teachers make standards-based judgments to award a level of achievement on a 5 point scale for student work demonstrated in response to summative assessment for a subject against the relevant aspects of the Australian Curriculum achievement standard being assessed. A core value at CSDE is maximising learning potential and we strive to achieve the best educational outcomes possible for our students. Students who do not complete exams or assignments as set out in the Semester Course Overview are not given a result on their Report Card. They are "Not Rated (N)".

Students may apply for an extension to the due date of assignments through the Class Teacher. Except in emergent circumstances, the application must be made one week prior to the due date of the assignment. Provisions for students with extenuating circumstances or special learning needs may be requested by families from time to time. These special provisions are considered by the Deputy Principal, Head of Special Education and other stakeholders in Equity meetings.

### Work returns and submission of assessments

Students need to complete all assessments for each subject. Subjects delivered through online lessons are taught and assessed by the teachers. Assessment and student work is returned to the subject teacher. Teachers will explain how they would like assessment and other class work to be submitted.

eTeach subjects (areas of the curriculum such as Technology, Arts and HPE) are delivered at home, by the Home Tutor using the digital lessons provided. Assessment for eTeach subjects is submitted to and marked by the class teachers.

A student's enrolment with CSDE is maintained through the regular submission of work. Failure to do so will result in the truancy process being followed, leading to the potential cancellation of enrolment if work is not submitted.

When returning work digitally students need to ensure:

- They refer to the Year Level Curriculum Overview for work return timescales and expectations
- a copy of the work is saved on their computer
- teacher's email address is correct
- attachments are no bigger than 3MB
- a signature on each email is used so that teachers know who the email is from.
- Make sure you include your full name and year level.
- The subject line of your email includes the subject and unit information, for example: Year 5 English, Unit 2.



## Adjusted curriculum and student support

We provide an Equity process which is part of the Education Adjustment Program (EAP). For students with identified additional learning needs, there is a school-based process to negotiate differentiated learning supports. If you have any queries regarding access to these services, please contact the school. The school also has access to Guidance services that are accessed through a referral process.

### Care Group teacher:

Students in Prep-Year 2 will have the same teacher for English, Math and this will be their care group teacher (main contact). In Years 3-6 students will have a different teacher for most subjects and will be also allocated a care group teacher as their main contact (for non- subject specific assistance).



## Expectations of Home Tutors

In the primary department, relationships between the home tutor and the teacher is critical to the success of the student. The home tutor makes a commitment to work with the student at home during the full school day. There are **set daily tasks that Home Tutors are expected to lead at home** when students are not in online lessons. These are an expected part of the program.

Please refer to the Yearly Overview for a list of *Daily Must Do* tasks

### Home Tutor tasks:

- Clear understanding of the: Yearly Plan, Semester Course Overview, Online Lesson Timetable
- Structured weekly timetable and routine
- Close supervision of the student
- Regular communication with teachers
- Student work submitted on due dates
- Deliver learning for subjects not taught online –called *eTeach* subjects (Technology, the Arts, and HPE)

### Evidence of Learning (EOL) Home Tutor guide – how much assistance are you giving?

Not able to do this task (child likely achieves D or below)	A lot of assistance -scaffolding (child likely achieves a C or below)	Some assistance – prompting (child likely achieves a B or below)	No assistance required
<b>Leading questions that suggest an answer.</b> -Closed questions that have only one answer. -H/T reads the questions then helps the student to get an answer. -Let's work this out together... -After we/you .... , we/you will .... -This is the way you answer this question.	<b>Questions that are directed at a specific part of the task or assessment item.</b> <b>They need to be asked frequently and constantly. H/T has to read and discuss the questions to clarify the answer.</b> -Next you need to... -Can you explain what you mean? -Tell me what you are thinking? -Can you elaborate on that point? -How do you know that? -Where in the book did you see that? -Can you think of an example of this? -How can you fix this answer? -Show me what you have to do here?	<b>Questions that are general and discuss the whole task/ assessment item. They are asked once or twice. H/T needs to occasionally read questions and clarify thinking.</b> -Is there anything missing from this? -How could you improve this? -What would make this read better? -Have you answered the question? -Have you included all the parts? -What else can you tell me about this topic? -Explain to me what you have done here?	<b>Questions that allow the learner to clarify their own thinking without leading or giving them direction.</b> -What does the task or question ask you to do? -What will you need to do to answer this question? -What resources will you need to complete this? -Where else could you see this happening?

## Curriculum Resources

Curriculum resources aligned to the Australian Curriculum Units of learning for each year level are sent out to families from the Emerald Campus. All families will receive a Prep to Year 2 Literacy bag and Prep to Year 4 Maths box per family. Families will also be required to provide resources to support the learning program. Booklists for each year level are available off the school Website and QLearn. Home reading materials are distributed in packs, to students matched to student reading levels. Home Tutors are asked to return a pack as soon as their student has finished reading



## Field Service

Capricornia School of Distance Education provides a range of Field Services to our Primary students to support success in their learning experience.

### Mini-school

Every term a Mini-school on Emerald and Rockhampton Campus is provided for students to work face to face with their teachers and experience a mainstream classroom environment. Mini-schools are also timed to facilitate events on the broader education calendar such as NAPLAN testing, school sporting and celebration events. Families are strongly encouraged to participate in these to build learning relationships for students and Home Tutors beyond their home classroom. These events are advertised through the school.

### Cluster

Each year, Cluster learning opportunities are provided in multiple locations. In this instance a teaching team brings a one or two day learning experience to students who are geographically clustered in an area. These events are advertised through the school.

### Home Visit

Each year, a home visit is provided to students beginning Prep with CSDE. Teachers will travel to the family home to support set up of the learning environment and program as first time students.

### Home Tutor sessions

Home Tutor sessions are vital information sessions generally scheduled to coincide with the start of each new unit of learning. These are a means of preparing for the unit ahead, discuss teaching points, clarify concepts, and an opportunity to network with the other Home Tutors in your year level. You are encouraged to share your experiences and expertise with the other home tutors.

### Home Tutor workshops

These face to face workshops are provided to enhance Home Tutor skills and are held during Mini-school and at the start of the school year. These sessions are designed to meet needs identified Home Tutors themselves. It is strongly recommended that as many of these sessions are attended as possible as it is not always possible to repeat sessions and the content delivered during these workshops is often of a specialised nature. Some workshops are also held online via collaborate.



## 'Hints and Tips' for Home Tutors

1. Communication is key!
2. Be organised. Have a timetable and a routine. Prepare for each day in advance.
3. Set a daily timetable and stick to it as much as possible. (E.g. school from 9.00 to 11.25 with a 10 minute rest pause from 10:15-10:25, first lunch at 11.25, etc. Consider your child's most productive time when planning.)
4. Use activities that your child enjoys as a reward to maintain momentum during activities that are more arduous.
5. Keep interruptions to a minimum.
6. Invest in an answering machine or turn on 101 and turn down the ringer volume.
7. Give as much responsibility to your child for their learning as they can handle. Organising their own resources and learning space, getting ready for lessons, logging in and writing their names on their pieces of work.
8. Utilise technology as much as possible. Audio recordings, digital photos, DVD recordings. Involve your child with these decisions – they are experts in the making and will quickly become independent at these tasks.
9. Be present to ensure students are online and participating in online lessons. Be present to deliver learning that is not delivered online.
10. ASK FOR HELP. We are only a phone call/ email away.

### Starting with the School Room

- It is your child's learning environment, so get them involved.
- It is best to have a designated schoolroom that is away from any distracting noise and activity.
- Think about the placement of your child's work desk. If they are easily distracted then perhaps they would work better with their desk facing the wall than the window.
- Arrange a display area for the charts and posters that your child will refer to often during their school day. Leave an area to display your child's work and reward certificates.
- Organise a method for storing resources. Such as...shoe boxes, ice cream & Chinese food containers, zip lock bags
- Ensure all resources are well marked and accessible to students. If you involve your child with the set up they will know where things are and will not depend on you to get them, particularly those resources that can be used independently e.g. Supplementary and Guided readers, charts, Unit bubble packs etc. Utilise the Literacy Box to store these resources throughout the year.
- A dictionary and atlas are handy references to have.
- Start collecting art supplies - including plasticine, paint, food colouring, child's PVA glue, boxes etc.

## Privacy Statement

The Capricornia School of Distance Education may collect information on the enrolment application form for the purpose of school enrolment. This is authorised by the Education (General Provisions) Act 2006 (EGPA 2006). Personal information collected by the Capricornia School of Distance Education is protected by the Queensland Government Information Standard 42 – Information Privacy. Some of this information may be passed on to other State and Commonwealth agencies. Please refer to Right to Information Act 2009 [www.qld.gov.au/right-to-information/](http://www.qld.gov.au/right-to-information/). Your personal information will not be disclosed to any other third party without your consent, unless authorised or required by law.





## Glossary

<b>ACARA</b>	Australian Curriculum and Assessment and Reporting Authority
<b>Australian Curriculum</b>	Curriculum content for all subject areas and all year levels for use by all schools in Australia. Currently transitioning from Version 8.4 to Version 9.0. CapSDE will transition to Version 9.0 for English and Mathematics in 2025, with other subjects to follow in subsequent years.
<b>Blackboard Collaborate</b>	An online learning environment used by Education Queensland. Our school online learning materials are held in this environment.
<b>Camps</b>	School camps run each year for students in Years 2 to 12.
<b>Carnivals</b>	Athletics and swimming carnivals are held each year rotating between Emerald and Rockhampton locations.
<b>Clusters</b>	Part of our Field Services, a cluster is when CSDE teachers visit an area near your location to run school activities
<b>ETeach &amp; Offline Subjects</b>	Other areas of the curriculum not taught online.
<b>Computer Hire Scheme</b>	Computers are available for hire from Capricornia SDE for Geographically Isolated and Medical enrolled students.
<b>Computer Subsidies</b>	Financial support for families using computer for educational purposes for Geographically Isolated and Medical enrolled students.
<b>CSDE</b>	Capricornia School of Distance Education
<b>Diagnostic Testing</b>	Testing tools are used by the class teacher to assess student academic performance
<b>Differentiate</b>	Personalising student learning
<b>Field Services</b>	CSDE offers a range of face to face learning opportunities known as Field Services. Students may participate in a Mini-School at their campus or be part of a Cluster, Camp or Home Visit with school staff.
<b>Graduation</b>	At the end of the school year, CSDE holds a Prep to Year Six graduation ceremony alternating yearly, between the Rockhampton and Emerald Campus.
<b>GTMJ – soon to be renamed ‘Marking Guide’</b>	Guide to Making Judgements – an assessment grading table to mark student work against AC Achievement Standards.
<b>Guidance Officer</b>	Guidance officers work closely with students and their families, teachers, non-teaching professionals and in some instances departmental agencies and authorities.
<b>HIT Lit</b>	Small groups participate in supported reading instruction with a teacher to develop this reading proficiency. Working in small groups allows the teacher to closely support individual students.
<b>Home Tutor</b>	The parent or person responsible for working with the student.
<b>ICT Technician</b>	Our school has its own computer technician available for contact
<b>Induction</b>	Process followed by the school to ensure that students and Home Teachers are part of the school and understand our ways of operation.
<b>Mini-School</b>	Each school term, both Rockhampton and Emerald campus students attend the school for a week of Face to Face lessons and after school activities.
<b>Online lessons</b>	Lessons that students attend through QLearn, with their teacher and other students.
<b>QLearn</b>	The Learning Management System in use throughout all Queensland Schools. All students of CSDE will be provided access to this, upon enrolment. Online lessons are accessed through this
<b>Report Cards</b>	Each Semester, students will receive a Report Card detailing student achievement in each subject area from their class teacher or subject teacher.
<b>Return of Work</b>	Refers to the regular return of school work by each student in each subject area. Irregular return of school work is considered truant.
<b>Spelling Mastery</b>	School spelling program used across the school with both Primary and Secondary students.
<b>Student Free</b>	Time without students for teachers to engage in Professional Development
<b>Semester Overview</b>	An overview of the semester including unit information and work return schedules.
<b>SZine</b>	The school's communication app. Home Tutors are encouraged to download this on their devices.
<b>Weekly Newsletter</b>	The school's weekly newsletter, emailed at the start of each week and available through the SZine app