Welcome to Carnarvon School of the Air! As a Home Tutor you have just taken on a role that is both fulfilling and demanding. The Carnarvon School of the Air Home Tutor Resource File has been compiled to assist you in the rewarding experience of educating your children with this school.

The idea is for you to have a package that will orientate you as much as possible into our unique community - which we can update from time to time by email or post.

Please keep this booklet close to hand. It contains lots of important information, trivia and those invaluable pearls of wisdom that are essential to making a success of home schooling.

One of the main messages in this book is that you are not alone. You have the support of your school and teachers and other members of our community. Never be afraid to reach out for help.

I hope that this package contains some helpful information to assist you during your time with our community. We would also welcome any suggestions you might have for additions or changes to the booklet during the year.

Welcome to our school!

Stephen Gossage
Principal

Email address:
Stephen.Gossage@det.wa.edu.au
Welcome from the School Registrar!

Hello and welcome to new and continuing CSOTA families.

The School Registrar is usually your first point of contact when you telephone the school.

My responsibilities to your family include helping with general enquiries, processing enrolments, keeping of student and family records, collecting and receipting of monies, together with camp organization and bookings. My other duties include administrative support for the Principal, as well as financial management at the school.

Please don’t hesitate to call if there is something I can help you with.

Our telephone number is (08) 9941 1 015 and fax no is (08) 9941 1420.

Debbie Burridge
Registrar

Email addresses: debra.burridge@det.wa.edu.au
CARNARVON SCHOOL OF THE AIR

Carnarvon School of the Air caters to the educational needs of isolated children from Kindy to Year 7 in the Gascoyne and Murchison regions of Western Australia. Students are on stations, roadhouses, camps and small communities throughout the regions.

THE A - Z of CARNARVON SCHOOL OF THE AIR

ABSENTEEES - please contact the school if you will not be on air lessons or you are going away. Absence from the CENTRA lesson means an absence on the roll for our students.

(AIR) CENTRA LESSONS - are held Monday to Thursday, with Japanese on lessons at times set by Schools of Isolated and Distance Education (SIDE), and Music on Friday. Students may have one or more air teachers, for example a different teacher for music. Air lessons are your child’s chance to have exclusive time with their teacher and peers. Younger children will need you close by to help with organisation (and sometimes voice interpretation) while older children may be happier working alone. Please resist the temptation to prompt your child with answers while on-air. It can be very hard to resist when all the other kids seem to be getting the answers correct and your child is not. Instead, please phone the teacher after the lesson and discuss your concerns. It is a hard to find the balance between ‘enough help’ and ‘too much’, but as you go along your instincts will help. You would also be surprised how sensitive CENTRA can be to voices in the background.

ASSEMBLIES - We have a class assembly every third Friday at 8.00 am in the assembly area on CENTRA. The students in the class present songs, poems, and stories on the radio. The Teachers and Principal present merit awards to class members to recognise outstanding efforts. All assembly dates are in the Term Planner and you are also notified in the newsletter.

CAMPS - Camps play a major role in the education of isolated students and CSOTA’s students have the opportunity to attend at least three camps per year, with some additional specialist area camps being added from time to time. The main school camp, the Home Tutors’ Seminar, brings together the entire school
community including students, teachers, parents and tutors. At this seminar, parents and/or tutors are provided with valuable professional development in catering to their students' educational needs.

A Sports Camp is held every year for Years 4 - 7. (Year 3s who are able to spend that length of time away from home are also welcome to attend.) This camp focuses on developing the skills in a range of sports and activities. This camp is held in Term 2 or 3 and is held in Geraldton or Dampier.

The final camp for the year coincides with our Year 7 Graduation Ceremony. The SOTA MUSTER (Perth) is attended by Years 4 - 7 from each of the five Schools of the Air. This camp offers valuable insights into city living for these rural students including visits to museums, science centres, adventure world, sports days and boat trips, allowing them access to experiences otherwise not within their reach.

**COMPUTERS**

All families will receive a computer, printer and other equipment for use in their home. Computers are used in the delivery of CENTRA lessons. Computer training and trouble shooting sessions will be provided for both students and Home Tutors as needs arise. Please contact your teacher for support. Training will take place during home visits and at Home Tutor Seminar. If you experience issues with CENTRA please call Centra support on the freecall number 1800 764 011. There are conditions as to the care and use of the computers as this equipment remains the property of CSOTA.

**CSOTA** - stands for Carnarvon School of the Air

**CURRICULUM FRAMEWORK** - The foundation document, developed by the Curriculum Council, that guides the development of learning programs throughout Western Australian schools.
DESKS & CHAIRS - are available through the school. Please contact the Registrar.

ECE - stands for 'Early Childhood Education' - and generally refers to Kindergarten, Pre Primary, Year 1, Year 2 and Year 3.

ECE BOXES - Are resource boxes for children in Kindy to Year 3 containing theme based educational toys, games, puzzles, CD ROMS and tool kits. These can be borrowed from the school. Please contact your teacher for more information!

FEES & CONTRIBUTIONS

Voluntary Contributions: The total amount is capped at the 2 student level of $120, i.e. 1 student : $60  
2 or more students: $120.00 total

Families will be notified each year of the current voluntary contributions rate.

Seminar and Camps
- Home Tutor Seminar: Free
- Sports Camp: Free
- Year 6/7 Canberra Camp: To be discussed at P&C Meetings
- SOTA Muster: $300.00 per child with $40 being returned to the student for pocket money

GAMES BOXES - Large plastic boxes filled with games and puzzles for junior students to use. Due to the size of the boxes we ask that you pick them up when you are in town, or request one to be delivered during a teacher visit. Please swap your old boxes for the new box.

Tutors are responsible for checking the contents of the box when it arrives and ensure that it is complete when it returns. Jigsaw pieces etc need to be individually checked to ensure all pieces are present. Please tape a note to the box informing the school of any damage or loss, so the box contents can be replenished before it is sent out again.
HOME TUTORS SEMINAR - Annual school Home Tutor Training, Networking and Community Building conference held in Carnarvon. (SEE CAMPS)

HOME VISITS - During the year teacher contact is provided through three family visits, camps and a Home Tutors' Seminar. Extra support may be provided as determined by the principal, teachers and STL. Each home visit is a chance for you to talk about your needs and those of your children and hopefully solve any of the problems you are experiencing.

During Home visits the teachers will work with students on set work and/or other activities. This time is useful for Home Tutors as well to find out about teaching strategies and to share ideas. Home visits also provide teaching staff with an opportunity to monitor student outcomes from observations and work on site.

Teachers may bring out new set work, red bags, library boxes or other resources. Let teachers know prior to the visit if you'd like anything picked up in town. Visits are a great chance for everyone to get to know each other and to find out news about school.

HOME VISIT REPORTS - Following a home visit, a written report will be provided to the parents and home tutor of the student/s, with a copy being provided to the principal and, where appropriate, other stakeholders (eg. Support Teacher Learning). The report will cover the work covered on the visit and feedback also any concerns raised by HT, parents or teacher. They are not an assessment of the HT.

ICPA - Stands for the Isolated Children's and Parents' Association - which is an important Australia wide association and lobby group that advocates for the rights and needs of children and families who live in regional, remote and isolated areas - especially in the field of education.

LIBRARY - We have an ever increasing library at school and also use the facilities at the Carnarvon Primary School library and encourage students to borrow books from both sources. If students let the teacher know their interests and types of books they would like, the teacher will collect these and send them out on the next mail out. We also encourage families to use to resources form the Carnarvon Public Library.

MAIL - is sent to families each Tuesday from the school. When mailing articles to school, please place them in the red bag and label all pieces for easy dispersion to
staff members. If you are mailing a small amount please use an envelope and label it with our REPLY PAID address. (SEE POSTAGE)

**MARKING** – see APPENDIX 5 Marking Students’ Work

**NAPLAN** – an Australian wide assessment undertaken by all Year 3, Year 5 and Year 7 students. Results are sent to parents to give them an idea of how their children are progressing in Reading, Writing, Spelling and Mathematics compared to children of the same age. Valuable data is also given to the school to help them plan for better outcomes for all students.

**NON-AIR** - a non-air option is available for those who have difficulties attending air-sessions.

**OUTCOMES** – The knowledge, skills and values we want our children to achieve to their greatest potential.

**PERSONNEL** – CSOTA staff varies according to student numbers but generally comprises the Principal, Teachers, a part-time Librarian and part-time Registrar. A Support Teacher Learning (STL) is attached to the school to support and assist staff in developing programs specifically suited to the individual needs of students, in the context of their isolated situation. A specialist Music teacher offers a music program for Years 3 – 7. Staff are appointed through a Merit Selection process.

**P & C** – Parents & Citizens Association. The Carnarvon School of Air P & C meets regularly on air. Meetings are advertised via email. The P & C have a face to face AGM meeting at the Home Tutors’ Seminar in Carnarvon where the annual election of office bearers is carried out. To become a member of the P & C Association, please register with the current P & C Treasurer (a small membership fee is charged). See APPENDIX 2

**POSTAGE AND RETURN OF MATERIALS** – Red vinyl and canvas zip up bags are provided for the return of completed work and resources. Please do not hoard these as the supply is limited. When you open the bag, turn around the address label to show the school’s Reply Paid address. This is done via the unsealed slit inside the bag. Once your student has completed their set, place it inside the bag for the return trip to CSOTA. Other items such as videos, tapes, books or resources may also be returned in the bag. If the teacher is due to visit, please hold the resources and return them to school with him/her, as it is a great saving on postage.
The school pays all mailing costs as long as the red bags or Reply Paid stickers are used.

If you are coming to town, please call in and drop off and pick up your mail. This reduces the postage bill for our school.

For those parents who come into Carnarvon when the school is closed, materials to be returned may be placed in the large metal bin in the back area. Contact the Registrar to find where the key will be placed.

PRESENTATION CONCERT - The end of the year CSOTA Presentation Concert and Year 7 Graduation is held prior to Yr 4 - 7 students travelling to SOTA Muster, approx in the first week in December of each year.

RESOURCES - Are available for loan from the school in addition to those provided by the library. Talk to your teacher about what you need and they will do their best to track it down for you.

REVISE - Stands for 'Retired Educator Volunteers for Isolated Students Education'. Retired teachers are available to assist you to teach your children for a short period (usually four to six weeks). See REVISE - WA section APPENDIX 1
SCHOOL COUNCIL - This is the group that guides our school planning, ratifies our School Development Plan and monitors its implementation. This group meets 3 or 4 times a year and may have face to face, teleconference or CENTRA meetings. Dates and times of these will be advertised in the newsletter and via email. Councillors hold office for 2 years and elections are usually held at the Home Tutors' Seminar, with casual vacancies being filled as they arise.

SCHOOL PRIORITY AREAS - These are areas that the Department of Education (DOE), school community, staff and School Council decide need extra emphasis or resources each year.

SCHOOL UNIFORM AND COLOURS
School colour for Carnarvon SOTA is dark green. The school uniform is a deep green polo shirt with white trim on the colour and sleeves. The shorts, skorts or skirt are also deep green.

The school stocks most uniform items on behalf of the P&C. These are on display in the foyer.

School Uniform Price List

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Shirts</td>
<td>$25.00</td>
</tr>
<tr>
<td>Skorts</td>
<td>$25.00</td>
</tr>
<tr>
<td>Shorts</td>
<td>$25.00</td>
</tr>
<tr>
<td>Hats - Bucket</td>
<td>$15.00</td>
</tr>
<tr>
<td>Hats - Broad Brim</td>
<td>$15.00</td>
</tr>
<tr>
<td>Polar Fleece Vest</td>
<td>$20.00</td>
</tr>
<tr>
<td>Polar Fleece Jumper</td>
<td>$25.00</td>
</tr>
<tr>
<td>Adult Shirts</td>
<td>$30.00 (order directly from Barefoot Clothing)</td>
</tr>
</tbody>
</table>

Please contact the P&C or Registrar for more information.

SETS - The traditional name given to a module of correspondence work. These are usually numbered.
SET REPORTS/FEEDBACK - Submitted set work will be returned with a brief written report reflecting the tenor of the verbal report/discussion/programming changes. The school expects the programming process to define assessment strategies and, accordingly, more efficiently target the marking and assessment process for teachers, home tutors and students.
Submitted student work must be posted for return to home tutors within 2 weeks of receipt by the school.
As a minimum, returned student set work will include:
- Brief written report to home tutor (reflecting verbal report - see above) which should be emailed or posted to the home tutor/parents wherever possible
- Letter to student
- Other - as determined by individual teachers eg: Stickers, certificates, motivational prizes

SIDE - Stands for ‘Schools of Isolated and Distance Education’. Our school is one of 8 schools that make up SIDE.
SIDE has 3 schools based in Perth:
- Senior Secondary (or High School) for students in year 11 and 12
- Junior Secondary (or High School) for remotely located students in years 8 to 10
- Primary School for overseas and travelling students
SIDE also has 4 other schools of the air servicing families like your own:
- Port Hedland School of The Air
- Kimberley School of The Air
- Meekatharra School of The Air
- Kalgoorlie School of The Air

STL - Stands for ‘Support Teacher Learning”. The STL is a teacher whose role is to help teachers and home tutors develop the best learning programs for children experiencing specific learning difficulties. This means addressing weaknesses and developing strengths and potentials. The STL also provides general training for home tutors and teachers. (See SUPPORT ROLES AT CSOTA)

SPORTS KITS - Are loaned to families and contain a range of sporting equipment for student use during your enrolment with CSOTA.

TIMETABLES - There are a number of timetables which you will use. The CENTRA timetable should be pinned up near the computer and/or in your classroom. Make up a timetable for your day to day routine so that the children can work to it - this is especially
important for the older children to enable them to become more independent. Your teacher will assist you in developing a daily and weekly classroom timetable.

**VISITORS** - CSOTA welcomes visits from all of our families whenever they are in Carnarvon. Please make prior arrangements with your teacher/s if you require a long visit to the school. This will help teachers reorganise their ongoing work and visit commitments as well as make any necessary plans for your visit to the school.

We also run tours of the school during the tourist season; these are at fixed times - Tuesdays and Fridays at 8.30 am. (The cost is $4 per adult with children free).
APPENDIX 1

REVISE
Retired Educator Volunteers for Isolated Students Education

REVISE WA has been established to meet the very real need of geographically isolated families who are teaching their children through Distance Education Centres or Schools of the Air.

The principal aim of REVISE WA is to provide the means of linking retired teachers and families to provide home tutors with relief in teaching. Our aim is to relieve the stress of the home tutoring mother by teaching her children for a short period (usually 4 - 6 weeks), thus allowing respite from what can become, at times, an overwhelming responsibility when coupled with all the other worries associated with station life.

The REVISE tutor would normally travel by bus to the place most convenient for you to pick her/him up and take to your property. Occasionally airlines may be used or a REVISE tutor may elect to drive. REVISE organises and pays for tutor transport.

Parents are requested to make a contribution towards the cost of tutor travel, which may vary from $50 to $600+, depending on location and the nature of transport. A ceiling of a $200 contribution is suggested, but any amount is appreciated and should be paid to REVISE WA.

Should there be any difficulty in meeting costs, please discuss the matter with the REVISE co-ordinator.

No parent is denied REVISE tutor assistance on the grounds of inability to pay.

The REVISE tutor will be your guest for several weeks so full accommodation and meals are required.

For further information, contact the REVISE coordinator:

REVISE - WA
Ph: Alice Johnson (08) 9315 9197
Fax: (08) 9361 3544

PO Box 6291
East Perth WA 6892

Website: www.revisewa.com.au
A warm welcome to all the new parents and home tutors who have joined Carnarvon School of the Air - and welcome back to those who are returning from their break.

The P & C at CSOTA is quite a unique one as we are not only here to do the odd fund raising project or busy bee that you might get at an ordinary school, but we are also here as a support system for each other.

The first thing you will be saying as you open all your packages from the school will quite possibly be one of the following: “You have to be joking, all THESE packages, where do I start?” “They expect my little angel to do all this work?” “Where is all the work” “Heck, I'm not a teacher! I can't do this! What do I do first?” and of course, “Where is the …..”

Whatever the question is, it’s been asked before. Whatever the problem is, it’s been dealt with before - and by just one parent or tutor, but several! Whatever problem you see your child having - behavioural, learning, physical, genius, struggling - someone out there has had the same issues before.

One of our long time parents made comment in her ‘leaving speech’ after 11 years at CSOTA, “It was not always easy, but it was a privilege to be able to teach your own children”.

As with all things in life, the path is not always easy and there may be many trials and tribulations along the way.

That’s where we as a P & C can help as a support group. We can put you in touch with the right person to act as a mentor whether it’s a specific problem or a kaleidoscope of difficulties.

We have P & C meetings on a regular basis with a minimum of 1 per term, starting with the AGM at Home Tutors Seminar in March. We have a strong P & C with a history of being actively involved in many aspects of the school, not only limited to fundraising.

In the past we have written cook books, history books, run BBQ's, cricket matches, Race Meets, sold raffle tickets, cake stalls, bull sale luncheons, sold souvenirs, hosted and catered for functions, grown Giant Pumpkins and built Junior Dragon Boats and much, much more.

**But the most important thing we do is support each other.**

The friendships we make over the Centra and on the telephone are very special. I can't recommend enough to you how important it is to try and get to the home tutor seminar and the other camps to put a face to the voices. At the end of the camp you will return
home more confident with your teaching and enriched by the tales from other tutors and parents. And one of the best things about camps is that you will return home with a child who is eager to learn - for they have also met Bill or Sally who they share their Centra lessons with - not to mention their teachers. You will also meet parents who have 'graduated' from CSOTA - or are just about to - and, Crikey! On the whole, they still seem quite sane!

There are so many parents and tutors out there with a wealth of experience and geographically spread throughout the Gascoyne. They have heaps of hints and tips and are very sympathetic listeners.

Welcome to our school community!
Support Roles within CSOTA

Support Teacher Learning

The Support Teacher Learning offers extensive professional support to teachers by working directly and collaboratively with them to:

- assess students
- diagnose learning difficulties and identify Talented and Gifted (TAGS) and Primary Extension and Academic Challenge (PEAC) students
- develop Individual Education Plans (IEPs) to address identified needs
- develop / modify materials & teaching aids
- review IEP’s as part of a learning cycle
- provide feedback, training & support to teachers/home tutors/parents as identified
- liaise with outside agencies (i.e. occupational therapists, speech therapists, psychologists, social workers etc)
- assist and support staff in identifying SAER student and developing IEPs.

The support officer is available to provide field support to teachers for the above.

All teacher liaison with outside agencies/professionals (eg. occupational therapists, speech therapists, psychologists) must be facilitated through the Principal and STL.

The STL is attached to the Centre for Inclusive Schooling but located at CSOTA. The position attracts different working conditions from that of teachers.

The STL plays a key role in:

- Whole school assessment
- Data analysis and feedback to teachers and administration
- Screening of new enrolments and
- PD delivery to all stakeholders
APPENDIX 4

PERFECT ANGELS

DISRUPTIVE DEVILS
Classroom Behaviours

Step 1. Establish the types of behaviours you want and expect in your schoolroom.

Be very clear about what you want. Exclude
- Behaviour that restricts learning.
- Behaviour that is socially unacceptable.
- Behaviour that is unsafe.

Discuss with your child/ren how you and they want the schoolroom to operate. They have input, but you’re the boss.

Work out 5 standards of behaviour you all agree will make a good learning environment. Publish them and display them prominently in your classroom. Refer to them constantly. Be positive and praise the children when they work within those rules. Catch them out “Doing the Right Thing” as often as possible to establish desired behaviours. Give various positive feedback.

Step 2: Be Prepared for Trouble

Kids will be kids. You know that at some stage they will play up, or at least try you out. But trouble doesn’t appear out of thin air (although it might seem that way). It is important to understand WHY the child is misbehaving.

Ask yourself

**LEARNING**
- Does the child understand the material?
- Is the child stimulated by the work?
- Does the child require extension materials?
- Are you pushing the child through the paperwork?

**PHYSICAL**
- Did your child go to bed at the usual time/ wake up too early?
- Are they ill?
- Are you working too long on one particular subject?
- Are you ignoring break times?
- Are you tired and reacting more sensitively to pressures.

**EMOTIONAL**
- Is the child upset about something inside or outside the schoolroom?
- Have you got stuck in the negatives and neglecting the positives. Count how many nice things you’ve said to the child today.
• Do you have external pressures that are impacting on you?

ORGANISATIONAL AND ENVIRONMENTAL
• Are you annoying the child when they are concentrating on a piece of work?
• Do you listen to the child when he/she tries to explain in his or her own words what is important to them?
• Is the room comfortable and conducive to learning.
• Are there momentary interruptions such as the telephone, visitors, younger children etc?

SUGGESTIONS AND SOLUTIONS
Here are some suggestions that might help in those darker moments. They are from many different Home Tutors and you’ll find something that works for you.

• Try to keep calm
• Try to keep a sense of humour.
• Take a break from school
  o Count to ten and deep breathe
  o Leave the classroom
  o Do something totally different – eg a spot of weeding
  o Listen to soothing music for a few minutes
  o Have a quick cup of tea or coffee
  o Have an alternative activity handy – sewing, magazine or book, jigsaw, anything that can be put down easily.
  o Call for time out – leave the classroom and its problems. When you return have the child recount what the problem was and discuss it together.
• Change to an activity the child could do on its own
• Try role playing
• Try role reversal – take the child’s role and see it from their perspective.
• Try to keep your schoolroom a separate entity. Adopt a teacher/child relationship inside the schoolroom. Be mum out of school
• Have consequences for actions or inactions
• Suggest that time wasted must be made up in the child’s own time eg break times, end of school etc.
• Restrict or take away things they enjoy eg TV, Video.
• ALWAYS FOLLOW THROUGH.
• Focus where you can on the positive behaviour and reinforce that.
• Favourite activities can be rewards.
• Take away treats, rewards as a consequence of their actions.
• Separate children and have a cooling of time for a trouble maker.
• Restrict use of loud or aggressive language. Stay calm and point out the
consequences of the child’s misbehaviour. Let them take the responsibility for their actions. Children learn by imitation.

- Let the child see that learning has a purpose by relating it to his / her environment and needs. Eg counting sheep, writing letters, cooking, volume of dam etc.
- Reason with the child and set a goal. Eg If we finish this activity in the set time then we will do -------- after (make it something nice)
- Change activities.
- Use older children as role models of positive behaviours.
- Set reasonable goals.
- Use a count to 10 approach. By 10, classroom order should be restored. If not carry out the consequences.
- Try to attract attention by clapping hands, raising arm, 3 pencil taps for 'stop, look and listen', placing a dot on the page etc. Do not use loud attention attracting devices such as whistles as they can only add to the problem.

DISCIPLINE

Our ultimate aim is to enable students to become responsible and independent learners and citizens. How we operate our classrooms can help achieve this for our students.

Be organised
- An organised HT and schoolroom provides an ideal learning environment.
- A lack of organization courts disaster because the child has the opportunity to misbehave.
- Preparation beforehand and knowledge of the sets allow the HT to fully occupy the student throughout the day.
- PREPARATION is the essence of successful Home Tutoring.

Be Consistent
- With the type of behaviour that is rewarded / punished.
- With how that behaviour is rewarded / punished.

Set Guidelines
From the beginning, set rules and guidelines for acceptable classroom behaviour. Have a maximum of 5 guidelines that you and the students have agreed on. Try to stay calm and patient at all times.

Remember that being positive, encouraging the behaviours you want, with praise and rewards, will generally work far more effectively than punishing behaviours you don’t want. It also makes for a far happier and productive relationship. Just consider how you would like to be treated by others. IT WORKS.
APPENDIX 5

Marking Students’ Work

SET WORK – The basic Learning Resource

For Carnarvon School of the Air students, the set work materials provide the basic and essential learning resource. Studying the content of the set work and carrying out the allocated tasks, with the assistance of the Home Tutor and teachers, constitutes the child’s basic set of learning experiences.

MARKING – The teacher’s response to students’ learning efforts

Each student is required to complete assignments as part of each instructional set. These are forwarded to the class teacher for corrections and comment. This process, vital for progress through Distance Education, is known as marking. Through marking the student’s work the teacher is able to:

- Ensure satisfactory progress is being made
- Reinforce and encourage the child’s strengths
- Diagnose and help the child overcome weaknesses
- Correct mistakes
- Make individual adjustments to materials to cater for individual differences

Because marking is so vital to the success of the teaching/learning process it is necessary that teachers, parents and Home Tutors as well as students understand and appreciate what is involved in this task.

Marking is a misleading term for it implies actual writing, by way of corrections, comments and ticks and crosses on a child’s work. While this may be the core of a teacher’s response, it is only one of a number of responses, which when taken together, constitutes a rich method teachers use to respond to a student’s learning efforts.

The ultimate purpose of marking is to assist, encourage and inspire students to aim at ever-higher levels of success and mastery in their schoolwork. To this end, the teacher’s efforts need to be directed towards the Home Tutor as well as the students. In fact, during the junior years of a child’s education at SOTA the teacher’s efforts will be directed more often to the Home Tutor than towards the student.

Teachers can only respond to the work presented to them. There is always the temptation on the part of the Home Tutor, to provide assistance to the child so work can often become more that of the Tutor than the child. This temptation must be
resisted, to allow the student to receive appropriate feedback.

OVERALL RESPONSE OF THE TEACHER

Through the process of marking and responding to student's written work, a teacher interacts with the students, Home Tutor and parents. With the child, the teacher endeavours to create and maintain a warm, positive teacher/student relationship that is conducive to learning and fosters growth and development. This relationship must support and encourage the student and build up their confidence as a learner.

The teacher also tries to increase the HTs confidence in carrying out tasks, highlighting the student's strengths, suggesting ways of developing these; diagnosing areas of focus and suggesting strategies the HT can use to help the student overcome these.

The teacher can assure the parent whether the child is coping well or a has a specific learning area that needs attention, offer to provide the assistance required in minor matters or direct the parent to someone qualified to offer assistance in more serious learning difficulties.

Marking is also a means of setting out milestones in a student's learning progress. From the set of comments made on each set, the teacher can relate the student to his/her earlier work and prepare them for what is ahead.

HOME VISITS
Written comments following home visits are generally directed to the HT and parent. They are a means to provide direct unambiguous feedback relating to student learning. They should not be taken as an evaluation of the HTs efforts. They provide a record for staff, of the content of discussions that have taken place and for the future directions for the learning program. They will include feedback of first hand observations of student work in the schoolroom.

WRITTEN RECORDS
Comments on air, on the telephone or in person are important but can be easily forgotten. Written comments provide a permanent record, which can be referred to by the teacher, parents, HT and students.

Written comments must be of sufficient quantity and interest to bring about improvement in the child's learning efforts. It is the quality and relevance of comments that is important. Relevance depends on quick turn around of the marking response.
STICKERS

It is impossible to standardise the use of stickers throughout the school. Each teacher has an individual approach and style and as such, will use stickers in the way they feel is appropriate.

Stickers are placed on response sheets or on work as an acknowledgement of the work the child has done. They are not intended for competition between students or family members.

We believe it is important for the HT/Parent to go through each set and response sheet with the student and ensure he/she understands why the stickers and comments are on the response sheet.

We strongly recommend that set report sheets are kept in a progress file, a scrapbook or displayed on the classroom wall. By doing this, students can refer to previous sheets and see how they are progressing with their schoolwork.

HOME TUTOR REPORTS

The Home Tutor is responsible for marking the day-to-day set work completed by the children. For marking to be relevant it needs to be done as soon as possible. This allows for immediate reinforcement of good work and correction of problems as they arise. It is also a good idea for HTs to check through tests as completed for the same reasons.

The sets in all year levels require a report completed by the HT. The reports should focus on how the student completed the activity, any difficulties they encountered, or any other relevant HT observations. These reports are essential for the teacher to monitor the student’s progress and plan for future programmes.

In the later years of schooling, the teacher might suggest that a student becomes more responsible for the marking of his or her own work. The HT should still be responsible for ensuring that the students are completing the work adequately and marking appropriately.

In Years 4 - 7, Day 10 work is an evaluation day. It is important that the Home Tutors follow the instructions for this day and not assist the child when completing the activities. You can look through them once completed and discuss errors with the student and the teacher. This way, immediate feedback is given to the student and the teacher can do possible changes to the programming.
ADVANCE AUSTRALIA FAIR

Verse 1
Australians all, let us rejoice,
For we are young and free.
We've golden soil and wealth and toil,
Our home is girt by sea.
Our land abounds in nature's gifts
Of beauty rich and rare.
In history's page
Let every stage
Advance Australia Fair.

In joyful strains
Then let us sing
"Advance Australia Fair"

Verse 2
Beneath our radiant Southern Cross
We'll toil with hearts and hands
To make this Commonwealth of ours
Renowned of all the lands
For those who've come across the seas
We've boundless plains to share
With courage let us all combine
To advance Australia fair.

In joyful strains
Then let us sing
"Advance Australia Fair"
We of Isolation

VERSE (1)
I can’t wait to get back, to my station home
Where there’s peace, and the animals roam
  I love muster time, in the bush
Where cattle don’t like, to be pushed

VERSE (2)
You pull in at Red Bluff, and see the osprey
And when you see the waves, you’ll want to stay
  I love my life dearly, at the station
  I feel like the king, of the nation

CHORUS
And I live, next door to nowhere
In the world’s biggest classroom, School of the Air
  In a land more beautiful, than imagination
Some people call this, the land of isolation.....isolation

VERSE (3)
The feeling of freedom, flows in the air
Everyone’s thoughts, are unique and rare
  I walk out my front door, and I stare
At the animals scrub, and the beauty that’s there

VERSE (4)
When your on SatWeb you have lots of fun
Then help muster the cattle, when school work is done
From Gascoyne river plains, where white cockies shriek
  To standing on sand dunes, at Quobba’s peak