Innovation, Inspiration, Inclusion
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Enrolment categories

Home Based Enrolments
A student may be enrolled as a home based learner where it is determined that the student does not meet the criteria of any other category but chooses distance education as the preferred education provider.

Medical Enrolments
A student who has a physical health problem or experiences a social/emotional condition of such severity that the student is unable to attend a local school on a full-time basis for more than 80 consecutive school days may be enrolled with the Brisbane School of Distance Education with either Head of Special Education or Guidance Officer approval. If this is not appropriate please contact your Regional Senior Guidance Officer for support.

School Based Enrolments
A student may be enrolled in one or two subjects through BSDE while attending mainstream schools for the bulk of their studies.

Where do I find enrolment procedures and forms?
If you want further information about enrolments procedures, required paperwork or a step by step guide, follow this link - https://brisbanesde.eq.edu.au/Enrolments/newenrolments/Pages/New-enrolments.aspx
If you would like to find a form follow this link – https://brisbanesde.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx
If you want to access student handbooks, follow this link - https://brisbanesde.eq.edu.au/Enrolments/Pages/Handbook-of-information.aspx

What happens when I send my enrolment forms to BSDE?
All enrolments will go through a Head of Department to ensure contact is made for every student. We understand that students who enrol with BSDE are here due to schooling not being as successful as it could have been. It is therefore our mission to commence every student with school success.

How do I know I am enrolled?
After the phone call is made to you by the Head of Department or Guidance Officer a Welcome Letter is sent to your personal email address. This email outlines what to do next. If you have received your enrolment phone call and you can’t find this email please email enquiries@brisbanesde.eq.edu.au

Enrolment is approved. What now? How do I get my Timetable?
Access your Timetable here - https://brisbanesde.eq.edu.au/Students/timetable/Pages/timetable.aspx

How do teachers make contact with us?
Teachers will generally make contact with your child via their school email address. The teacher will email through all details to access their scheduled lessons.

Scheduled Lessons (SLs)
When the student is enrolled, they will be emailed their Scheduled Lesson details. It is very important as their home tutor you ensure a record is kept of these details as students could or will have multiple teachers. You can find further information and a copy of a record keeping form on the ‘How to’ page. Please follow this link https://brisbanesde.eq.edu.au/Students/howto/Pages/how-to.aspx

What is a Scheduled Lesson?
A Scheduled Lesson is a time when a whole class gets together in a virtual classroom. The computer program is called Blackboard Collaborate and when you logon you will enter a classroom with other students and the teacher. If you would like to trial blackboard collaborate to familiarise yourself please click on this link http://try.bbcollaborate.com/trial/register.go

How do I start?
For details on how to ‘Get Started’ and connect to lessons click here. https://brisbanesde.eq.edu.au/Students/howto/Pages/how-to.aspx
Do students have to attend SLs? (SL Exemptions)
Home based and School Based students are required to attend ALL SLs and a roll will be marked. Students are also required to engage in both small group and individual online lessons conducted in real time. These lessons are of approximately 45-70 minutes duration. Students unable to participate in a daily lesson must notify Student Absences team. Please follow these links for more information –
https://brisbanesde.eq.edu.au/Students/absences/Pages/Absences.aspx

Students may have an SL Exemption
This means that you have organised with the school that due to medical reasons your student cannot attend SLs. If this is the case, students can either opt in or out of SLs depending on their medical needs. SL Exemption must be sought and approved by the sub-school Deputy Principal.

Blackboard and iConnect / webconferencing
Blackboard Collaborate is the web conferencing program used for scheduled lessons, some staff may call it iConnect. Blackboard Collaborate and iConnect are the same thing just different names for the program we use for web conferencing. So if a teacher or staff member asks you to go into Blackboard Collaborate, they are referring to a lesson through iConnect. However, if they use the term Blackboard, they are talking about the students Learning Place logon where your student will find their home page containing all of the subjects they are enrolled in.

What is the Absentee Notification process?
Student attendance at scheduled lessons is one of the important ways the school gauges student attendance. All student absences must be reported as soon as possible. As we are a significantly large school, it is important that absence notifications are able to be dealt with easily and efficiently. Please read the following options below carefully. Please follow this link for more information about student attendance –

Reporting a Students Absence Prep - Year 12
Option 1: Send a Text Message (preferred method)
Send a text message to the schools dedicated absence line 0427 771 204 including the student’s full name, reason for absence and date of absence. If the absence is only for part of a day, please state which period the student will be absent. Please note this mobile phone number can only accept text messages and not incoming calls.

Option 2: Send an Email
Send an email to the school via absences@brisbanesde.eq.edu.au including the student’s full name, reason for absence and date of absence. If the absence is only for part of a day, please state which period the student will be absent.

Option 3: Phone the school
Phone the student absence line: P: 3727 2666. If you reach the message bank please ensure you leave details including the student’s full name, reason for absence and date of absence. If the absence is only for part of a day, please state which period the student will be absent.

Year 7 to 12 Unexplained Absences
BSDE has introduced a new unexplained absences text messaging service for parents of year 7 to 12 students. Parents of any student who has an absence that is unexplained will receive a text message from the school the day after the unexplained absence requesting the absence be explained. To avoid receiving these text messages please report your student’s absence on the morning of their absence. Please follow this link for more information -
https://brisbanesde.eq.edu.au/Students/absences/Pages/Absences.aspx

How to be the best Home Tutor you can be
Getting Started
‘The important thing is not so much that every child should be taught, as that every child should be given the wish to learn’ - John Lubbock
As your child’s home tutor you are a critical element in the process. Your work compliments us and enhances student learning. As an active participant in the learning process, you provide an important service to our students.

The student, home tutor and teacher must work together to achieve success. It is absolutely essential that we all communicate information including concerns so that we can help students. This may include communicating any difficulties and issues with the student’s general understanding of concepts, workload issues (too much to do) and assessment, including send in tasks, exams and assignments.

An effective Home Tutor will ……

- Maintain communications with the school and will discuss any concerns with the teacher/s.
- Help the student with the organisation and set up of all subject materials.
- Facilitate your child’s adaptation to the school environment and to the variation and differentiation of online learning.
- Support BSDE staff in their effort to provide a relevant, quality education to each student.
- Increase student interest and involvement in their work and therefore increase the likelihood of success for everyone.
- Provide a role model who demonstrates a positive attitude towards education and a sincere wish to help them be successful.
- Encourage independence and capability to ensure a future success.
- Provide an educational environment that will work for them and their level of achievement.
- Improve student confidence by encouraging and providing the guidance and support for them to be successful.

Learning is a treasure that will follow its owner everywhere.
- Chinese Proverb

The tone for the entire term / year can be set from the first scheduled lesson. The following tips will help you to set up an effective practice that will benefit your child.

Be Organised

- School vs Non-School: Think about how you can differentiate what is school time and what is non-school time. You know your child best, what will work for them? eg. It could be certain times of the day 8am – 2pm or 9am – 3pm.
- Know what is on for the day and for the week. Have a timetable, just like a mainstream student. Keep on top of what is due.
- Use outlook if you have it to set up a calendar with all of the SLs. You can set it to send you a reminder; you can even send the appointment to your student’s email account.
- Use a written weekly planner so you can see what is coming up for the week at a glance. Block out the SL times and fit other independent work times around them.
→ Have files for each subject and make sure your student uses them. This means on the computer, having digital folders for each subject and actual hard copy ones as well, either a folder or a file in a filing cabinet. While most of the learning materials are digital, some things like exams, feedback sheets etc., may still have hardcopy and therefore need to be stored.

→ Assess each day at the end; what did you achieve? What do you need to reschedule?

**Be Structured**

→ Some children need stability in their lives and don’t handle change. Try and keep a routine in their week. eg. Start the day with spelling, end the day with independent reading. If your timetable has all of the SLs highlighted, it should be easy to have that structure.

→ Working Environment: Make sure your student has a designated place to do their school work. Making a mess on the dining room table that has to be constantly packed away may not suit your family and is not really ideal for the student.

→ Colour code subjects so the students get to associate a colour with a subject.

→ Keep a list of all contacts, email address, SL codes and passwords handy so that the students gets used to the routine of logon.

**Be Flexible**

→ For students who don’t like structure or would not respond to it, be flexible.

→ Work with the school, if your child cannot do work until the afternoon, try and organise for SLs to be recorded and listen to them instead.

→ Some students like to do one subject per day that is fine, just make sure you keep on top of what is due.

→ IT problems occur. That’s Life! So be flexible enough and always have a backup. If the lesson was going to be straight from Blackboard or the C2C materials turn to them and do them with your student instead. Don’t fall behind just because the computer or the website had a hiccup. Or have a list of ‘Other Work’ which could include educational computer games, reading, and a quick comprehension activity something that can keep your child busy until the problem is rectified.

→ Materials and lesson sometimes change either because the teacher has adapted them to suit the class or because the whole department has. Usually this is a good thing. While it can be confronting for some students who don’t like change, don’t make an issue of it.

→ If refusal is an issue, try behavioural techniques such as star charts, rewards, or doing their favourite subject after a little bit of another one.

**Difference between guiding and doing**

→ Sometimes it is difficult for home tutors to accept the idea that they are not doing a great job unless they are spending the whole lesson explaining and demonstrating every concept to the student. The fact is, students learn so much more when they are the ones doing the explaining and working out the problems for themselves. If your student needs support try asking a simple guiding question such as “What do you have to do? or What do you have to do next? Ask you teacher to show / tell you again?”

→ At times you will have to correct mistakes in an encouraging manner. Always find something positive to say first and follow up with a suggestion for correction For example: “You did the first 3 steps of the problem perfectly but I’d like you to take another look at step 4. Do you see what you need to do differently?” If your student is having trouble finding the mistake the home tutor needs to ask guided questions to help the student see what to do in in what direction. Always give genuine praise such as “Yes that’s right I knew you’d figure it out!”

→ Students can often attempt to get a home tutor off a subject as a way of avoiding work or a situation. It is good practise to redirect. An example of how to do this might be, “Yes I did see that TV program and I really enjoyed it. Well I guess we’d better get back to maths since we have a task to do.” With redirection the behaviour will often diminish.

→ All learning sessions for students contain concepts for the students to complete. If time is left over always use the extra time to review, do more challenging problems or to look ahead and make a start on new material. Setting goals for each session sets the expectation of learning for the whole period. This helps students to understand that they are also responsible for their learning both in and outside the SLs.
Using questions to encourage questions - By using varied questions the home tutor can both participate and model questioning techniques to the student. Here are some you might use.

- To Engage – Why do you think …? What do you mean by …?
- To Clarify – How should I write that? What was there?
- To Share – What is a different example …?
- To Focus – What are some of the things that happen when …? Remember why we did this or put these things together?
- To Organise – What do you think is similar between … and …
- To Extend – What do you think is the most important? Rewrite that so it makes sense to you. Why do you think …?

We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself. - Lloyd Alexander

Handling silence can often be difficult for everyone. Do not make an issue of any resistance to answer by your student. Let your student know it is alright to try even if they are unsure or do not know the answer. Calmly ask the question again either giving a hint or ask another question. Always be pleased when an answer is given and praise the effort to engage. Once the correct answer is discovered review the question and answer together. Help the student through any misunderstanding but do not do the work for them.

Emotional Meltdowns
A normal part of life is meltdowns for everyone! Let them happen. Lessons are not more important than all those involved in the learning being stressed and under pressure. Let the class teacher know as soon as possible or keep a record of “condition and circumstance”. It may help to make notes from asking these questions. Is schoolwork the trigger? What can or have you done about them? Can you adjust or delete the trigger? Again the class teacher can help with the situation but will need to know as much detail as possible. Share and discuss the problem. The following tips may help if you know or recognise how the student may be feeling.

If your child feels –
Frustrated
- Use humour and enthusiasm, remind them of past successes and hold a positive expectation.
- Present material in another way by either breaking it down into smaller parts or presenting a new format.
- Back track and check the student understands the back ground material.
- Take a short break with a clear expectation of when you will continue or return.

Confused
- Try to discover the cause. Ask questions and wait enough time for an answer and explanation.
- Show connections between new and known information.
- Show the ‘big’ picture and how the details fit together.
- Separate relevant from irrelevant information getting reorganised.

Underprepared or lacking in confidence
- Work from easy to difficult. Remind of previous successes. Monitor negative self-talk. Create a positive, encouraging outlook.
- Be flexible; inspire persistence, patience and respect.
- Encourage the student to take personal responsibility for their behaviour instead of assigning blame to another reason. Mistakes, exploration, searching and examining are all necessary skills to learning.

Unmotivated and disengaged
- Remain friendly, calm and focused on success. Approach their needs in a logical factual manner showing empathy.
- Regain focus by clearly stating what you can do for them. Ask them “What they would like you to do? How can you help?” Focus on behaviour not attitude. Talk to establish a reconnection demonstrating you care, responding with “I am sorry that you feel this way” then giving positive feedback repeating what you know the student understands and try to communicate the task in another way.
Helpful Links
How students can improve Primary
How students can improve Junior Secondary
How students can improve Senior School Student
Student Support
I want to ...
Support and Resources

DISCLAIMER: All information contained is accurate at the time of publication.