Dear Parents

As a large number of applications for registration are received at the beginning of the school year, the last few months have been particularly busy for the Unit. The team has been working to ensure new applications and continuing registrations are processed in as timely a manner as possible. If you have any questions regarding your children's registrations or the processes at the Unit, please contact us.

Just a reminder as to the eligibility requirements of registration for home education in Queensland: a child is eligible for provisional registration, or registration for home education if the child will be at least 5 years and 6 months on 31 December in the year the registration takes effect; and the child’s compulsory participation phase has not ended.

The compulsory participation phase starts when a young person stops being of compulsory school age (that is, turns 16 years of age or completes year 10) and ends when the person:

- turns 17 years; or
- gains a Queensland certificate of achievement, a Queensland senior statement, certificate III or certificate IV; or
- has participated for two years, after the person stops being of compulsory school age, in a prescribed eligible option.

If you have any questions regarding the eligibility requirements or other matters regarding registration, please give the Unit a call on 3513 6755 or 1800 677 176 or alternatively email homeeducation@det.qld.gov.au

Kind regards
Madonna Fogarty

TEXTBOOK AND RESOURCE ALLOWANCE (TRA) PAYMENT FOR YEARS 7-12 STUDENTS

The TRA is available to eligible students once a year. Parents are given the opportunity to register in either March or August. As a letter is sent to parents of all eligible students, please ensure your postal address details are up to date if you wish to apply for this payment.

Please note the March payments have been finalised and have now gone to the financial services area of the department. Once the payments have been processed, they will appear in your bank account. We appreciate that parents are waiting on this payment. Please understand that it takes some time to process this payment.

REMINDER ON PRE-PACKAGED PROGRAMS AND AUSTRALIAN CURRICULUM INFORMATION

Please do not send photocopies of the Australian Curriculum or Scope & Sequence Charts from packaged programs as your child’s continuing program.

If you are using a pre-purchased program, or intend to refer to the Australian Curriculum, this information alone cannot constitute your child’s continuing program for the upcoming year. What the HEU needs to see is your adaptation of this information, geared to the individual needs of your child.

Triple P online

Triple P Parenting is an accredited parenting course that gives you strategies and support for the trickiest of parenting situations, and it’s FREE in Queensland!

Sign up for Triple P online and obtain 12 month’s free access to all the strategies, tips and knowledge to support with parenting.

WHAT’S ON

SLEEK GEEKS SCIENCE EUREKA PRIZE (reworded from The Australian Museum Eureka Prizes)

Less than one month until entries close for the 2017 Sleek Geeks Science Eureka Prize!
Sponsored by the University of Sydney, the prize for primary and secondary school students encourages the exploration of a scientific concept, discovery or invention, or the testing of a scientific hypothesis, in a 1-3 minute film.

Find out more on the Eureka Prizes website and remember entries close 7pm AEST Friday 5 May.

Got questions? Email eureka@austmus.gov.au or phone (02) 9320 6230.
For more inspiration, watch the top submissions from 2016.

Looking for inspiration?
Head to our website for further information including a Teacher Guide and Suggested Lesson Plan.
There are also some great hints and tips from high school student Brandon Gifford, three-time Sleek Geeks Science Eureka Prize winner.

SPECTRA (from the Australian Science Teachers Association website)

What is SPECTRA? SPECTRA, or Science Program Exciting Children Through Research Activities, is a national science award program developed and administered by ASTA for students between Years 1 and 10.

SPECTRA can be used:
• as a class activity;
• to extend capable students;
• to encourage and inspire students that find science a challenge;
• in school science clubs;
• in homeschooling and by community groups (e.g. scouts).

There are two levels in the program: SPECTRA and Junior SPECTRA. Each level has a range of science topic cards where students complete activities related to their chosen topic.

The students carry out a range of practical and observational activities, research, experiments and projects. When the required number of activities has been completed to the satisfaction of the teacher/parent, the student is awarded a certificate and badge. The cards are provided in full colour with engaging images. Junior SPECTRA has Spike the Echidna on every card.

SPECTRA is aimed at, but not restricted to, Years 5-10.
For more information: http://asta.edu.au/resources/spectra

CSIRO DOUBLE HELIX MAGAZINE

Double Helix is a Science magazine from the CSIRO for kids and teens aged 8-14 years of age. Issued 8 times a year (about every 6 weeks), it's packed with loads of interesting articles on science, technology, engineering and maths, including activities, puzzles, and comics.

Double Helix can be another way of getting reluctant readers reading, and is also a good starting point for inquiry-based learning. (See the article over the page on inquiry-based learning).

To subscribe ($35 a year), go to https://doublehelixshop.csiro.au/Subscribe

QUEENSLAND MUSEUM & SCIENCE CENTRE, LEARNING RESOURCES, LOAN KITS

The Queensland Museum is the state museum of Queensland, Australia and has loan kits available for parents and teachers: http://www.qm.qld.gov.au/Learning+Resources/QM+Loans

The museum operates four separate campuses: South Brisbane, Ipswich, Toowoomba and Townsville.

• Brisbane address: Cnr Grey & Melbourne Streets, Sth Brisbane QLD 4101 Hours: Mon-Sun 9.30-5.00
• The Workshops Rail Museum, Ipswich: http://www.theworkshops.qm.qld.gov.au/ Ph: 3432 5100
• Museum of Tropical Queensland, Townsville: http://www.mtq.qm.qld.gov.au/ Ph: 4726 0600
INQUIRY-BASED LEARNING

Inquiry-based learning is an effective strategy for teaching a diverse range of topics across any curriculum. The processes of an inquiry-based approach provide students the tools to effectively investigate, analyse and evaluate an issue, event or other area of interest.

“Tell me and I forget, teach me and I may remember, involve me and I learn.” (Benjamin Franklin)

In today’s world, memorising and recalling facts is not the most important skill; we can simply do an Internet search for this type of information and receive it instantly. It is becoming more important to know how to interpret and use the large volumes of data and to apply the information to practical, real-life applications.

What is inquiry-based learning?

There are a few words that can be used to describe inquiry learning, including ‘investigating’, ‘researching’, ‘seeking for truth’, ‘complex questioning’, ‘reasoning’ and ‘problem solving’. It involves going beyond the facts by using a variety of skills to solve a problem, investigate an issue and arrive at an answer (or sometimes to arrive at more questions for further inquiries!) Students are guided to pose and respond to questions related to real-life contexts. The teacher’s role is to explicitly instruct students to reinforce understandings and skills.

Why would I do inquiry-based learning?

Research suggests that the children of today will work in jobs that haven’t been created yet, so how do we know now what ‘facts’ and ‘skills’ they will need for these future jobs? One of the best qualities we can give our children now is the opportunity to learn skills which they can apply to situations in the future. Inquiry-based learning opportunities may assist in developing these skills. Inquiry tasks lend themselves to developing and practising higher-order thinking and critical and creative skills across a range of learning areas.

How do I do inquiry-based learning?

A good place to start with inquiry learning is asking your child what they are interested in learning about. A quick Internet search on these topics combined with ‘maths inquiry’ or ‘science inquiry’ is likely to bring up hundreds of ideas, including lesson outlines and unit plans that other parents, teachers and educators around the world have already developed.

There are a range of inquiry models to sequence the investigation. One model is the 5Es - engage, explore, explain, elaborate and evaluate. This model has been developed by the Australian Academy of Science and further information is available at https://primaryconnections.org.au/about/teaching

Can I include inquiry-based learning tasks as work samples for my child’s report?

Certainly – your supporting parent annotations ‘set the scene’ that explain how the inquiry came about, what teaching and learning occurred along the way, the teaching strategies you have used and how your child’s skills progressed during the inquiry process.

Some possible investigations could include:-

What makes the best playground in the world?
Where did my shoes come from?
What is hiding in my backyard?
What's the fairest board game for kids?
What a waste! Where does our garbage go?
Does faster always mean stronger and better?

References (accessed 15 February 2017):

- http://www.thirteen.org/edonline/concept2class/inquiry/

SCOOTLE Access

Scootle is an online database of educational resources directly linked to the Australian Curriculum. Available resources include video clips, information sites, games and material to promote critical and creative thinking. Further information can be found here.

If you would like to access Scootle to support your child’s home education, please contact Education Advisor, Chris O’Sullivan on homeeducation@det.qld.gov.au, providing your registered child’s name in your email.
CHILDREN PREFER TO READ BOOKS ON PAPER RATHER THAN SCREENS

By Margaret Kristin Merga (Murdoch University) & Saiyidi Mat Roni (Edith Cowan University) – from The Conversation 10/03/17

There is a common perception that children are more likely to read if it is on a device such as an iPad or Kindle. But new research shows that this is not necessarily the case.

In a study of children in Year 4 and 6, those who had regular access to devices with eReading capability (such as Kindles, iPads and mobile phones) did not tend to use their devices for reading - and this was the case even when they were daily book readers.

Research also found that the more devices a child had access to, the less they read in general.

It suggests that providing children with eReading devices can actually inhibit their reading, and that paper books are often still preferred by young people.

These findings match previous research which looked at how teenagers prefer to read. This research found that while some students enjoyed reading books on devices, the majority of students with access to these technologies did not use them regularly for this purpose. Importantly, the most avid book readers did not frequently read books on screens.

Why do we think children prefer to read on screens?

There is a popular assumption that young people prefer to read on screens. This was mainly driven by education writer Marc Prensky who in 2001 coined the term “digital natives”. This term characterises young people as having high digital literacy and a uniform preference for screen-based reading.

But young people do not have a uniform set of skills, and the contention that screens are preferred is not backed up by research.

Despite this, the myth has already had an impact on book resourcing decisions at school and public libraries, both in Australia and in the US, with some libraries choosing to remove all paper books in response to a perceived greater preference for eBooks.

But by doing this, libraries are actually limiting young people’s access to their preferred reading mode, which in turn could have a detrimental impact on how often they choose to read.

Young people are gaining increasing access to devices through school-promoted programs, and parents face aggressive marketing to stay abreast of educational technologies at home.

Schools are motivated to increase device use, with Information and Communication Technology being marked as a general capability to be demonstrated across every subject area in the Australian Curriculum.

The drivers toward screen-based recreational book reading are strong, but they are not well-founded.

Why are students more likely to prefer paper books?

Reading on devices through an application leaves more room to be distracted, allowing the user to switch between applications.

For students who already experience difficulty with attention, the immediate rewards of playing a game may easily outweigh the potentially longer-term benefits of reading.

Digital literacy could also be an issue. In order to use a device to read books, children need to know how to use their devices for the purpose of reading books.

They need to know how to access free reading material legally through applications such as Overdrive or websites such as Project Gutenburg.

Tips for encouraging your child to read

Research shows that reading books is a more effective way to both improve and retain literacy skills, as opposed to simply reading other types of text. Yet international research suggests that young people are reading fewer and fewer books.

While equipping children with devices that have eReading capability is unlikely to encourage them to read, there are a number of strategies, supported by research, that can help encourage children to pick up a book. These include:
- Be seen to enjoy reading. This study found that a number of students did not know if their literacy teachers actually liked reading. Teachers who were keen readers inspired some students to read more often and take an interest in a broader range of books.

- Create (and regularly access) reading-friendly spaces at home and at school. Loud noises, poor lighting and numerous distractions will not help provide an enjoyable reading experience, and are likely to lead to frustration.

- Encourage regular silent reading of books at school and at home. Giving children time to read at school not only encourages a routine of reading, but it also may be the only opportunity a child has to read self-selected books for pleasure.

- Teachers and parents should talk about books, sharing ideas and recommendations.

- Continue to encourage your child and students to read for pleasure. While we know that children tend to become disengaged with books over time, in some cases this can be due to withdrawal of encouragement once children can read on their own. This leads children to falsely assume that reading is no longer important for them. Yet reading remains important for both children and adults to build and retain literacy skills.

- Find out what your child enjoys reading, and support their access to books at school and at home.

Sourced from The Conversation: https://theconversation.com/children-prefer-to-read-books-on-paper-rather-than-screens-74171?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%202010%202017%20-%20%2069305166&utm_content=Latest%20from%20The%20Conversation%20for%2020M

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**BOOKWEEK REMINDER:**

This year, the Children’s Book Council of Australia Book Week is from 18-25 August.

This year the theme is “Escape to Everywhere”. The Book of the Year winner announcement is the third Friday in August, with Book Week following.

The 2017 shortlist can be viewed at: https://cbca.org.au/cbca-childrens-book-week

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**SUBJECT FOCUS: THE ARTS**

Within the Australian Curriculum, The Arts encompasses five distinct areas:

- Dance
- Drama
- Music
- Media Arts
- Visual Arts

Each area is experiential and experimental, promoting student creativity and self-expression. The Arts is a learning area all students can enjoy and can provide an opportunity for success, in turn boosting self-confidence and self-esteem.

The Arts can be closely inter-related with other subjects in the curriculum. For example, Humanities and Social Sciences when studying other cultures (Dance, Music, Drama), Technology when designing/creating something (Visual Arts, Media Arts) and English (Drama, and any writing related to the particular activity, such as reviews, research etc.). It is also an area which develops critical thinking skills. Engaging in The Arts can help students to appreciate differences between themselves and others, and also help them to see life from another perspective.

See ACARA rationale: http://www.australiancurriculum.edu.au/the-arts/introduction
THE ARTS: SKILLS AND KNOWLEDGE

The Arts develops a range of different skills and knowledge, depending on the particular area being taught and whether it is being performed or appreciated by the student:

Music
- **Aural skills** identify and discriminate between sounds in Music. Also referred to as *ear training* which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre.
- **Expressive skills** refer to elements such as dynamics combined with technical skills to enhance performance.
- **Form and structure** refer to the design of a piece of music e.g. binary (AB) or ternary (ABA).

Dance
- **Body awareness** focuses on the individual’s own body shapes, body bases, body parts, locomotor and non-locomotor movements.
- **Elements of dance** encompass *space, time, dynamics and relationships*.
- **Choreographic devices** refer to the tools a choreographer selects and uses to communicate ideas.
- **Design elements** incorporate the design of performance spaces (including sets).
- **Expressive skills** relate to the use of facial expressions to communicate in performance.
- **Technique** refers to the acquisition and execution of dance skills within a given dance style or genre.

Visual Arts
- **Composition** is the placement or arrangement of elements or parts in artworks. It requires consideration of line, colour, shape, texture, space and form in the art works.
- **Codes** are the accepted ways of arranging materials into familiar forms such as print, painting, moving image or sculpture.
- **Technique** is the manner of making, or skills used, in creating an artwork.
- **Visual conventions** include combinations of elements, design principles, composition and style.

Drama
- **Design elements** incorporate the design of performance spaces (including sets).
- **Dramatic action** refers to creating dramatic meaning, tension, belief and audience engagement. The progression of the drama from the introduction, development of ideas and conflict to a resolution.
- **Elements of Drama** include role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.
- **Expressive skills** relate to the use of facial and vocal expression to communicate in performance.

Media Arts
- **Composition** is the arrangement and sequence of images and text to support the purpose of communicating ideas or stories from different points of view using framing, editing and layout.
- **Codes** relate to *technical codes* (camera angles, brush strokes, body movement) and *symbolic codes* (language, dress, actions of characters and visual symbols).
- **Elements of Media Arts** include composition, time, space, sound, movement and lighting.

Knowledge and understanding of the conventions (traditional and contemporary) and design principles (including balance, proportion, contrast and emphasis) applies to all areas of The Arts.

CONSIDERING ASSESSMENT/EVALUATION IN THE ARTS

A number of factors come into play when considering assessment/evaluation of work samples in the area of the Arts including:

- Is the assessment from the perspective of having created/performed the artwork, or having appreciated the artwork?
- The knowledge, skills, techniques, processes, materials and technologies needed to produce/perform the piece of art or gained as a result of the experience.
- Student self-evaluation is also important and impacts heavily on future undertakings in The Arts.

Table 1: Examples of viewpoints and questions through which artworks can be explored and interpreted – ACARA provides this table demonstrating key questions aimed at developing students’ knowledge, understanding, and inquiry skills.

<table>
<thead>
<tr>
<th>Examples of viewpoints</th>
<th>As the artist:</th>
<th>As the audience:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contexts:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• societal</td>
<td>• What does this artwork tell us about the cultural context in which it was made?</td>
<td>• How does the artwork relate to its social context?</td>
</tr>
<tr>
<td>• cultural</td>
<td>• How does this artwork relate to my culture?</td>
<td>• How would different audiences respond to this artwork?</td>
</tr>
<tr>
<td>• historical</td>
<td>• What social or historical forces and influences have shaped my artwork?</td>
<td>• What is the cultural context in which it was developed, or in which it is viewed, and what does this context signify?</td>
</tr>
<tr>
<td>• What ideas am I expressing about the future?</td>
<td>• What historical forces and influences are evident in the artwork?</td>
<td>• What are the implications of this work for future artworks?</td>
</tr>
<tr>
<td><strong>Knowledge:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• elements</td>
<td>• How is the work structured/organised/arranged?</td>
<td>• Why did the artist select particular content?</td>
</tr>
<tr>
<td>• materials</td>
<td>• How have materials been used to make the work?</td>
<td></td>
</tr>
<tr>
<td>• skills, techniques, processes</td>
<td>• How have skills and processes been selected and used?</td>
<td></td>
</tr>
<tr>
<td>• forms &amp; styles</td>
<td>• What forms and styles are being used &amp; why?</td>
<td></td>
</tr>
<tr>
<td>• content</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluations</strong> (judgements)</td>
<td>• How effective is the artwork in meeting the artist’s intentions?</td>
<td>• How does the artwork communicate meaning to an audience?</td>
</tr>
<tr>
<td></td>
<td>• How are concepts and contexts interpreted by the artist?</td>
<td>• What interpretations will audiences have?</td>
</tr>
<tr>
<td></td>
<td>• What philosophical, ideological and/or political perspectives does the artwork represent?</td>
<td>• What philosophical, ideological and/or political perspectives evident in the artwork affect the audience’s interpretation of it?</td>
</tr>
<tr>
<td></td>
<td>• How do philosophies, ideologies and/or scientific knowledge impact on artworks?</td>
<td>• How do philosophies, ideologies and/or scientific knowledge impact on artworks?</td>
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<tr>
<td></td>
<td>• What important theories does this artwork explore?</td>
<td>• What important theories does this artwork explore?</td>
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<td></td>
<td>• How have established behaviours or conventions influenced its creation?</td>
<td>• How have established behaviours or conventions influenced its creation?</td>
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<tr>
<td></td>
<td>• What processes of the mind and emotions are involved in interpreting the artwork?</td>
<td>• What processes of the mind and emotions are involved in interpreting the artwork?</td>
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</tbody>
</table>

Source: http://www.australiancurriculum.edu.au/the-arts/key-ideas
CHOOSING WORK SAMPLES FOR THE ARTS

In choosing appropriate work samples for The Arts for your child’s report, consider the goals you had for the particular activity/task. What skills or knowledge were you aiming to teach your child? Were the goals achieved? If not, why not?

Were your goals SMART?

- **Specific** – do they address the Who, When, Where, Why & What?
- **Measurable** – what are the expected outcomes and how will the results be recorded?
- **Achievable** – are the goals realistic?
- **Relevant** – do they work towards developing the skills you are focusing on?
- **Time-bound** – is there a target date by which you hope your child will achieve the goals?

Remember that progress needs to be clearly evident between the samples and that they must be a result of your own teaching. Depending on the chosen area of The Arts, a recording (USB or disk) or photograph, accompanied by annotations, may be most appropriate in demonstrating the progress between the samples.

Let The Arts be a time where you connect with your children in an enjoyable way! You may discover hidden talents you never knew were there! You don’t know until you try!

It is up to you as the educators of your children to provide the opportunities to explore all facets of the curriculum and let your children discover if they have abilities in particular areas or whether they simply enjoy learning about or trying certain things.

GRAMMAR & PUNCTUATION SPOTLIGHT

THIS MONTH WE FEATURE …THE APOSTROPHE!

The apostrophe is both grammar (possessive cases) and punctuation (contraction of a verb, such as “don’t”, “can’t”, “won’t”).

**Apostrophes are used for:**

- **Contractions** (they’re; isn’t; I’ll; I’m; let’s; can’t; we’re; it’s; can’t)
  
  They are = they’re; I will = I’ll; Let us = let’s; It is = it’s; cannot = can’t; shall not = shan’t; will not = won’t;

- **Possession** (Harry’s bike; Mum’s dress; Dad’s car; the four girls’ plan; the mothers’ group)
  
  The bike of Harry = Harry’s bike; the group of mothers = the mothers’ group

**Apostrophes are NOT used for**

for plurals (more than one).

- e.g. The girls walked along the esplanade and fed the seagulls. The bikes are slow. The kittens are playing.

Posessive pronouns **DO NOT** need an apostrophe: my, mine, yours, his, hers, its, theirs.

- e.g. This bike is mine; this apple is yours; this cup is hers; this bike is his; this is its bowl; it is theirs.

For more assistance on apostrophes see:

- **Fun English Games** [http://www.funenglishgames.com/](http://www.funenglishgames.com/) – This website has a range of interactive games, activities and quizzes as well as videos and printable worksheets. It is particularly useful for students in the early years and primary school ages, as well as students for whom English is their second language.

- **Grammar Bytes** [http://www.chompchomp.com/](http://www.chompchomp.com/) – Good for secondary kids. Younger ones would still enjoy it but explanations are pitched at older students. Introductory sheets explain the rule first. Interactive, with virtual prizes: virtual holidays, money, cars if you get it right and virtual donkeys and cows - complete with sound effects when you get it wrong. Has a link to an online Grammar MOOC (massive open online course) for older students to learn at their own pace.

- **Primary Resources** [http://www.primaryresources.co.uk/english/english.htm](http://www.primaryresources.co.uk/english/english.htm) – This comprehensive site provides activities to teach all aspects of writing – handwriting, spelling, phonics, grammar, sentence construction, punctuation, text types and other supportive resources. Click on the links for the specific aspect you wish to focus on for developing skills in literacy and literature.