DATES FOR YOUR DIARY:

TERM 1 WEEK 3

Wednesday: Parent introductions to advisory 4.30 - 5.30pm
Wednesday: Serious swimmers to compete in Newcastle HS Swimming Carnival at Stockton.

INSPIRATIONAL QUOTE

I THINK.
I QUESTION.
I DESIGN.
I CREATE.
I STRUGGLE.
I COLLABORATE.
I TRY.
I SOLVE.
I INVENT.
I REFLECT.
I LEARN.

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“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do, so throw off the bowlines, sail away from safe harbour, and catch the trade winds in your sails. Explore, Dream, Discover.”

–Mark Twain

Welcome to our new year! In 2015 we welcome **51 new students**. This is the greatest intake we will probably ever have since our opening last year. The two main words to begin the year were **slow** and **gentle**. Learning a whole new way of doing school can be quite a daunting process and we want to make sure that our exploring students have a good understanding of the processes before they begin to work. Our orientation process was very successful with a calm and supportive approach from all our staff.

We have now reached our capacity as a small school with 136 students enrolled at the Campus. We welcome our new families to Cooks Hill Campus and we will be having a family evening for each advisory very soon.

We also welcome our new staff: David Buswell, Rebekah Maclean, Nikki Ladas and Marissa Shields. They have already proven to be an amazing addition to our wonderful staff here at CHC.

Getting on board with our first projects is now underway with new students beginning the “Who Am I” project. This introduces the design principles of the Big Picture design for learning and gives them a scaffold to work with. We look forward to watching the new students, and their advisory rooms, take shape!

**TRACEY BREESE**
From Darren’s Desk

I’ve decided to leave this page as ‘Darren’s Desk’ because I could never hope to replace such an awesome guy as he is. He’s left big shoes to (temporarily) fill and I’m doing my best to replicate the support and guidance that he offers the campus every day. As I come to terms with the demands of this role, I’m glad to have the support of our wonderful team of advisors and our fearless leader, Tracey.

I can still recall the text message Tracey sent to all the advisors at Christmas informing us that Darren had been seriously injured in a surfing accident and the shock, denial and worry that I felt that day. Thankfully he is on the mend and has even penned his own journal entry recounting the experience and the subsequent life evaluation that followed. I’ve included it as an appendix to this edition of TGIF and urge all students to read it for the life lessons and reflections that he conveys, as well as seeing it as an excellent example of a journal entry.

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As a firm believer in the idea of a “growth mindset” rather than a “fixed mindset”, I like to challenge myself with new projects that help me to expand my skills in a diverse way. To this end I’ve spent some time sanding, staining and lacquering some household furniture. Let me just say that I was not very good at woodwork in high school due to a lack of practice and adolescent refusal to see how it would be helpful in my life. Luckily I don’t subscribe to this fixed mindset any longer. Nevertheless, I’m still learning—and failing, which is where the magic happens. This project has taught me that you need to try anyway, to regularly evaluate your effort and to work to improve the next attempt. And I’ve learned a lot about how to restore furniture in the process.

This project has also taught me that no matter how many times you lacquer something, it won’t help the aesthetics of the object if the sanding was sub-standard. Not that the final job was terrible, just not as good as it could’ve been had I spent more time on the basics. This reinforced the idea that to succeed well in anything, you need to get the foundations right. Whether it’s a house or a piece of artwork, beginning properly is just as important as finishing well.

As we make our way into the first few weeks of the year, it’s important for our explorers to take time to digest all the new information they’re getting before setting off into learning ‘Big Picture style’. For our pioneers, with 12 months experience under their belts, these weeks where they reconnect with their learning are important in setting the foundation for their success later in the term and later in the year. For both, self-reflection and an enquiring mind are essential as they chart their new course.

Let’s set sail!

Brendt Evenden - Deputy Campus Leader (Relieving)
Welcome to 2015!
What a great start to the year, catching up with familiar faces from last year and meeting our new students and staff. Everyone seems to be settling in well to the Big Picture way of doing things and making some new friends and it’s only week 3.

I am excited to hear about all the possible placement ideas from all students and congratulate students who have already made some contact with workplaces. The LTI program is such a fantastic opportunity for students to explore their passions and interests further, and also to expand their vocational knowledge. The real-world skills learnt from their experiences outside the classroom with their expert mentor can have great benefits to their learning at school.

In LTI lessons students are working on interest exploration activities and also producing a mentor contact database of possible places to contact. Students will be writing phone and email scripts and doing work-ready activities.

Students should be organising themselves by having a separate folder for their LTI advisory work, and a book of their choice to write in as their LTI journal.

A good idea for Term 1 is to start off with a placement where students may feel comfortable and already may have the contact within their family or friends network. Students can then explore further in Term 2 after learning about the LTI process. Students from last year can get out and about for informational interviews or shadow days straight away.

Parents and students can come and see me or email if you have any questions so far about the program.

I look forward to working with all students and getting to know all new students, each with their unique interests, needs and abilities. I also look forward to working with Alex who will be LTI advising on Fridays. Welcome to the team Alex!

Amanda Hine
LTI / Careers Coordinator
This week in Advisory 1 has been very busy. From the first day, we’ve learnt tons of interesting, important knowledge to guide us through the busy term ahead. To make us feel more comfortable with our peers, we’ve participated in many exciting activities to build our knowledge to guide us with our PIP, and our LTI program.

For example, On Tuesday the 3rd two of the Year 9 Advisories went for a walk into the Newcastle CBD with advisors, Nikki and Alex (who was relieving for Marissa who was unwell). This was to provide us with possible options for our first LTI.

Our most active piece of work at the moment has been our Scavenger Hunt. Through the week we’ve had the opportunity to complete a Scavenger Hunt to help us learn more about CHC, how it operates and who operates it.

During the next fortnight our plan is to get stuck into our projects and to get closer to completing our Learning Plans. We’ve also taken a visit to the City Library, where we requested to join. We’ve found the Library to be a rich source for information, which will be vital in our projects, particularly researching our family histories for our ‘Who Am I?’ Project.
Having a brand new advisory we have the pleasure of making it our own through decorations, posters, buntins and plants.

We have all put in effort to make our space fun and creative. We tried to steer away from the typical classroom feel and make it more of a community.

This year we all hope to make our Advisory a productive and comfortable working space.

*Shout out to Sarah and Rebecca who both turned 16 this week.*
SASHA’S ADVISORY

Welcome back everyone! A special welcome to all the new students starting this year, and the new teachers. I hope you all had a great break. So far it seems everyone is settling in well, improving the school day by day, growing and learning about each other and their individual qualities.

It’s always good to see how all the students merge into one school and how each student finds their place. All our pioneers have been doing a great job making sure all explorers feel welcome and supported. They have stepped up realising they were once in the explorers ‘shoes before, knowing how scary it can be to start a new school.

The advisories have expanded but seem to be working out well, coming together as a team has been the key. To keep the communication going we have all needed to be open and patient with the way things are changing.

Our school is based around a project-based learning system. This means that rather than the mainstream typical work, we are given the test straight up and we work through it. My advice is to stay organised. Plan your day, this way you can know what you’re going to do and span out each subject aiming for the best results. Try your best to be an individual, it doesn’t matter the speed that everyone else is going, stay at a pace that best suits you. You will find that you will thrive doing that.

As a new student myself I’m finding my way around the school, I can see myself in the future academically achieving better than at any other school, as I know that I work better independently and when I’m treated like an adult. Everything is looking promising at the moment!

I hope you all have had a great week, keep striving for better results and stay happy!

Brittany
This year we have welcomed several new explorers to our advisory: Nicki, Neil, Em, Emily, Riles, Riley, Lauryn, and Georgia. We also welcomed three of Brittney’s new children: Merlin, Heidi and Marty - her hermit crab babies.

Our advisory is colourful and creative. We take out some time to decorate our beautiful classroom but always get back to learning when necessary. We are fun and loud and that’s the way we love it, welcoming every person into the room with a big, ”How do you do?” We’re proud to say we are passionate about succeeding! Are we eccentric? Yes! But we believe to improve and to graduate it’s better to be ourselves. In the words of Kurt Cobain, "Wanting to be some else is a waste of the person you are.” This is our class motto and we live by it. Our advisory is full of jokes, friendships, old and new, and of course memories, and more to be made in our time at Cooks Hill Campus.

We Linchpins have many talents, ranging from drawing to singing, and even archery! We encourage one another to do what we love, our talents are extraordinary and practice makes perfect. We want our friends to be the best they can be!
We are thrilled to be back and we welcome the fresh faces of Cooks Hill Campus. There have been some new and exciting changes to the Wolf Pack this year as we have said good luck and good bye to our Dylan as he is now completing a carpentry apprenticeship, and Taylor who is now furthering her studies in a TAFE course. We welcome Lara, Tiffany, Jordan, and Niamh into the Pack and hope they are just as happy as we are.

What we are looking most forward to in 2015:

Lizzy: seeing my pack successfully completing their first year in stage 6
Ally: being fit and happy
Tiff: starting my Nursing traineeship
Paige: getting into TAFE to complete Cert 3 in Fitness
Justin: getting an apprenticeship
Shayla: successfully completing my first three HSC subjects
Riley: successfully completing my first three HSC subjects
Sam: studying Community and Family Studies
Scott: (visitor from Aurelia’s Advisory) stay out of trouble in and outside of school.
The RFPs?

Well, it’s the second week back at school for 2015 and the RFPs are settling in nicely. We have two additions to our class, Maddi and Bethany. We welcome them and hope that they can get used the Big Picture system ASAP because it is a lot to handle!

The class has voted to change our name but there isn’t one locked in place. So keep an eye on the title of our page.

Aurelia has found us some pigeon holes at a bargain price (and she won’t stop bragging about it.) Our class has had a great start to 2015 and we look forward to making memories at Cooks Hill Campus.
THE ZEN PEN

The past week in The Zen Pen we have welcomed 2 new students, Courtney and Samuel. We have also welcomed a new advisor, Dave.

During the past few days we have re-arranged the room and set a list of expectations. When we were re-arranging the room people showed great leadership skills and the class proved we can work together.

One of our class mates, Chelsea, is scared of our fluffy green mat at the door. Matt has been teasing her by putting the mat on her chair and under her desk.

The Zen Pen has a good vibe, everyone is getting along. Some people have already got their heads down working hard.
From Dave’s Shed

Thank you to everyone for making me feel welcome.

Just a shout out from me this week to any student who wants to participate in the swimming carnival with Newcastle High School you will need to come and get a permission note from me.

**When** – Wednesday 11\textsuperscript{th} Feb

**Where** – Stockton Swimming Pool

**Time** – 10.20am till finish.
Once again the University of Newcastle has invited students to join the High Performing Students Program. Any gifted and talented students are eligible to apply. Applications close the 10th of February and it is a $400 fee to do the course.

It counts towards your university credits once you start.

The University of Newcastle reserves the right to withdraw courses from the High Performing Students Program if there is insufficient interest.

SEMESTER ONE

GLOBALISATION AND INTERNATIONAL MANAGEMENT (BUSN1001)

This course analyses the challenges and opportunities presented by the globalisation of markets and production for managers in both domestic and multinational companies (MNCs). The cultural, political, economic and technological drivers and implications of Globalisation will be presented providing an introduction to basic concepts in global economics and international business. While a key purpose of the course will be to understand how managers design effective strategic business decisions cognizant of cultural, political and economic difference internationally, a critique of the basic paradigm of profit maximising behaviour by MNCs will also be presented through a discussion of strategizing with corporate social responsibility.

INTRODUCTION TO 2D STUDIES (AART1500)

This course introduces the basic core skills required to develop and explore the expressive potential of current drawing, painting or printmaking practices. The course establishes enquiry in foundation material, technical, conceptual and theoretical dimensions of these practices in the context of an historical and contemporary frame.

INTRODUCTION TO ENGINEERING PRACTICE (GENG1803)

This course introduces students to the scope and practice of professional engineering and the role it plays in today’s society. Emphasis is placed on developing technical skills and innovative thinking to find solutions to social needs within a sustainable framework.

FOUNDATIONS OF HEALTH AND DISEASE (HUBS1417)

This course provides an integrated introduction to human biosciences. The anatomy and physiology of the major organ systems will be explored together with interactive labs/tutorials looking at pathophysiology, utilising the expertise of Faculty of Health and Medicine staff including: Clinical Exercise Physiology, Medical Radiation Science, Nutrition and Dietetics, Podiatry, Occupational Therapy and Nursing. The course will be taught in a blended mode that includes face to face instruction in lectures and practical tutorials, in conjunction with on-line teaching and interaction. The learning outcomes of the course will be assessed in mini-tests, reflective exercises and an end of term exam.

MOLECULES, CELLS, AND ORGANISMS (BIOL1001)

This course is an introduction to the basic principles and concepts of cell and molecular biology. Students explore the nature of life’s molecular building blocks and systems and how these interact to form functional cells and ultimately organisms. Students will discover some of the principles behind how cells work and explore ideas about how biological complexity and life itself may have originated. This knowledge underpins our ability to combat disease, to harness solar energy to feed the world, to sustainably power human industry and to recycle our waste efficiently using microbial systems.
SHOUT OUTs to all the new students (explorers) and the old bunch (pioneers) for such an easy start to the year.

SHOUT OUT to Mykeala and Nick from the Zen Pen for helping to make the CHC transition easier for a few students learning how to fit in.
For this issue I have written my own Journal entry based on my recent trip to Hawaii. I gained a lot from writing it, finding the process to be very therapeutic and the opportunity to get my mind working again enjoyable. It should also minimise how often I have to retell the story upon my return to work, ensuring our conversations are closer to the way I like them; that is, less about me, more about you. Please be aware that the article gets a little ‘heavy’ in places but has a happy ending, so I guess read it at your own discretion.

Welcome to 2015! Unfortunately I’ve not been able to physically re-join the campus this year due to an injury I sustained while on vacation in Hawaii. At about 9:00am Christmas day, after opening presents with my family, we went down to the beach for a quick swim/surf. About 30 minutes later, I dove off my surfboard at the end of a wave and landed head-first on a submerged reef. I was about 80 meters off shore, so it didn’t occur to me that there could be a rock just below the surface. I am often asked if I remember the moment of impact. Yes. Vividly. The crunching sound that accompanied this incident replayed in my mind at least 20 times a day for the next few weeks.

I was concussed and in shock, but realised the importance of returning to the beach. I used my hands to find a sweet spot for my head to sit on my shoulders, as it was ‘floppy’ and any movement sent debilitating pain through my head. I then carefully walked back to the beach. Luckily there were extremely professional lifeguards on duty who attended to me immediately. Within 1 minute of collapsing onto a beach chair, I was losing feeling in my limbs and having great difficulty breathing. This is because I had broken my C1 (neck) and fractured at least 4 vertebrae in my upper back. What I learned later was that the swelling around C1 (base of my skull) was encroaching on my spinal cord. This was inhibiting conduction of signals to the rest of my body. Important signals like telling my diaphragm to contract & relax (breathe), and my arms & legs to move.

I knew that I was dying, as did the amazing Waikiki lifeguards who were working on me. They’d contacted an ambulance immediately, had my neck in a brace and most importantly, had placed an oxygen mask on me. This meant that the small gasps of breath I was fighting very hard to inhale were enriched with a high percentage of oxygen and buying me valuable seconds. I won’t write what ran through my mind during the next 5 minutes, as some of it is not fit for print and some of it gives more of my personal beliefs and values away than I’d prefer to make public. I will say that my life did not flash before my eyes. That came later.

The ambulance arrived very promptly. Again, highly competent and professional medics did their part to save my life. Immediately understanding what was occurring, they gave me a shot to reduce swelling around the broken disc (adrenaline or cortisone I think?) as they loaded me into the back of the ambulance, this worked almost immediately and I can recall the greatest feeling of relief in my life occurring as we raced through the streets of Honolulu. I could breathe again.

On arrival at the emergency ward of Queens hospital I was immediately swarmed by a team of about 15 health professionals. They each went to a separate quarter of my body and got to work inserting needles, checking things, asking questions, bracing body parts, etc. I remember thinking how much they reminded me of a formula 1 pit crew. For the third time, and by the third different person in about 30
minutes, I was asked to recite my name, address, and the date. Mostly I got them right. I would have plenty of time to practice. I was asked these same questions roughly every hour for the next 4 days.

I spent the next few hours of Christmas day being scanned. A lot! X-Ray, CT, & MRI. I’m pretty sure I glowed that night when the lights went down. Apparently President Obama was in the building nearby on Christmas day. I certainly didn’t see him but a nurse was telling me very excitedly. Later, Leah told me that she went for coffee while I was getting scanned. She got lost on the way back and was confronted by several secret service agents who politely but firmly told her she was going the wrong way.

Every element of my environment for the next few days felt like it was named just to remind me of the seriousness of my situation. I was given a room in the ‘trauma ward’, which is similar to intensive care. I was assigned ‘trauma nurses’ who monitored me 24/7 for the next few days, and I was assessed very regularly by a ‘trauma team’ of 5 neuro and orthopaedic surgeons.

For the first day, the trauma team mostly spoke about the serious stuff to my wife Leah, which was disconcerting. I was in a haze of very powerful pain killers, and often looked asleep, but could still hear and comprehend my surroundings. On Christmas afternoon I remember a conversation happening next to my bed between the chief neurosurgeon and Leah. He was explaining to her that there are two ways that patients like me become quadriplegics or deceased. They either come in that way or it happens during the first 48 hours after the accident. He also expressed great concern for the development of something called a hematoma. He informed Leah that this was a large pooling of blood gathering around my C1, which was encroaching on my brain stem. The next 2 days would be crucial and my chances of survival or moving my arms and legs again hinged on how those 2 days were managed, combined with a little luck.

The combination of this news, the discomfort from my injury, and the fact that the ceilings in the trauma ward were not exceptionally interesting meant that I was in for an interesting few days.

I guess this was the ‘life flashing before my eyes’ moment. It didn’t so much ‘flash’ as ‘played out’. Faced with the very real fact that everything in my life could change dramatically, or stop, I took the time to consider and evaluate how happy I was with the way that I’d spent the first 38 years of my life. Due to the fact that talking was hard, I couldn’t move, I was face to face with my own mortality, and I was floating on a very fluffy opiate cloud, there were very few alternatives. The next few paragraphs are a summation of this reflection and are certainly self-indulgent. There are some tips which 15 year old Darren could certainly have benefitted from if he could have been convinced to listen to them, but for the most part I think they are more for my benefit than yours. Feel free to skim them or skip to the last few paragraphs.

My Christmas day reflection started with where I currently was. Not the hospital, but my station in life; my wife and daughter, my career, my family and friends, and my hobbies. Yes, in that order.
Not coincidentally, this is also the same order as the quantity of time I allocate to each of these facets. Every day the support and respect that my wife, daughter and myself show each other and the fact that I believe we make each other want to be better people (yes, it is “as good as it gets”) is evidence that I am on the money in that area of my life, so to be honest I didn’t reflect on this for evaluative reasons, only to pat myself on the back and smile.

Out of necessity, my career is higher in priority than adolescent Darren would have wanted/demanded. I need to eat and want to live comfortably. I want the best life possible for my family. I have found no better way to do this (and believe me I’ve tried) than to work very hard, which consequently consumes much of my waking time each day. For this reason I believe it is imperative to have a job that I enjoy and has greater purpose than a pay check. Adolescent Darren believed that ‘enjoy’ meant, either get paid for one of your hobbies or find a job where you don’t have to work very hard. Grown up Darren has since tried both and found that for me, this is not true. I worked professionally as a musician for quite a few years, while it was great, instead of turning work into a hobby, it turned my hobby into work. I’ve also had jobs where I didn’t have to work very hard. Along with not-so-great financial remuneration, these jobs resulted in me feeling hollow and unsure of why.

An occupation which gave me an opportunity to do meaningful things for as many people as possible, with respectable pay is where I found career happiness. I view my current role at the cutting edge of the education system, the amazing Cooks Hill Campus as the epitome of this. Not only do the fruits of my labour (and indeed those of our whole learning community) result in better life opportunities for our students, but also very possibly have far reaching and long overdue ramifications for the future of the Australian Education System. This absolutely meets the criteria for job satisfaction for me. Tick!

When it came to reflecting on my social circle, again I felt very happy. Over the years I have collected relationships with amazing people and discarded many. For this reason there are many fantastic people in my world from all walks of life, which absolutely makes it more enjoyable and interesting. Those who do not understand that respect, consideration and positivity are the cornerstones of healthy human interaction are, in my opinion, to be avoided. There are certainly various situations where I have to deal with this type of person. I can tolerate them without too much stress; however, I limit this time as much as possible and certainly do not dedicate any thought or time to these people when they are not in front of me. For these reasons the only thing I took from reflecting on this aspect of my life was a determination to communicate with my amazing friends more often if it was possible and spend less energy on those who impact negatively on me, or are not interested in helping others or themselves.

This reflection process went on for a couple of days, while I waited to learn my fate. What did occur to me is that I am extremely happy with the direction of my life and the contribution I have made to other people’s lives. For a long time, I have consciously worked hard and learned from many mistakes to ensure that my life is this way. This revelation made what could have been a very frightening and anxious couple of days, surprisingly peaceful... it is possible that the pain relief medication may have helped in this regard also.
Obviously, I survived the ordeal relatively intact. The staff on the trauma ward regularly told me how lucky I am, stating that the percentage of people who survive or walk away from an injury like mine is miniscule and especially as quickly as I have. I believe them. Although, to be honest, I believe that chalkin it all up to luck somewhat belittles the hard work, experience, knowledge, skill and dedication of the many medical staff who saved my life, along with my determination to ensure I had more time to spend with my many loved ones. The over crediting of luck is something that never sits well with me. I realise in most cases it is merely a figure of speech, but I just feel like we need a better one. This is because I believe the notion of luck often misplaces or steals the credit from the hard work of people who achieve great things. This in turn, is misleading for anyone else aspiring to success, as they ‘wait for a lucky break’. In all likelihood the lucky break will not happen, until hard work is added to the equation. For example, Leah and I are not ‘lucky’ that we had travel insurance (it cost $290 for travel insurance; my medical bills were over US$60,000. This would have placed my family in enormous financial hardship if we had to pay them). This is just a result of good planning and the application of some effort (to organise the insurance beforehand). Good planning and hard work. In my opinion, the key ingredients for success.

Apart from an excruciating flight home where we had to be upgraded to business class as part of my approval to travel (Leah & Bridget finally enjoyed a benefit from living with a crappy surfer), the following time has been very uneventfully; resting, recovering and appreciating the enormous support, kind words and great vibes I have received from my awesome friends and family.

At this point, I would sincerely like to thank the staff and students of Cooks Hill Campus for the kind words and support I have received, as well as for picking up any slack resulting from my absence. You really are an amazing community of people. Special thanks must go to Brendt, for filling in for me and taking on a range of new responsibilities at short notice and without complaint. I really appreciate it and am able to focus on healing knowing that my role at the school is in extremely capable hands.

I’m really looking forward to coming back to work and am now at a point where I am able to perform some tasks on a computer from home. I am hoping to return around the middle of term 1.

As always, please don’t hesitate to contact me if you have any enquiries about your student’s experience at Cooks Hill Campus.

Darren Ponman, Deputy Campus Leader,

Cooks Hill Campus

Darren.ponman1@det.nsw.edu.au
## BYOD Device Requirements Checklist

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<tr>
<th>Wireless Connectivity</th>
<th>Operating System</th>
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<tr>
<td>Wireless Connectivity is key to BYOD devices in schools! Devices must support <strong>5GHz</strong> dual band wireless or 802.11 a/b/g/n (Make sure it supports both 'a' and 'n')</td>
<td>To ensure the latest programs and software are compatible, we recommend the current or previous version of any operating system. E.g. iOS 6 &amp; 5 for iPads/iPods</td>
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<tr>
<th>Battery Life</th>
<th>Memory and RAM</th>
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<tbody>
<tr>
<td>Minimum 5hrs</td>
<td>16 GB Storage 2 GB RAM</td>
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**Devices need to last the school day**, we recommend a minimum of 5hrs battery life.

<table>
<thead>
<tr>
<th>Hardware Features</th>
<th>Screen Size</th>
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<tbody>
<tr>
<td>Camera &amp; Microphone</td>
<td>Reasonable Size</td>
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These are necessary to ensure students can participate in 21st century learning activities, a stylus or keyboard may also be useful.

**Other essential considerations**

**Casing:** Needs to be tough and sturdy, can it be dropped without breaking?

**Weight:** Is the laptop light enough for your child to carry each day?

**Durability:** Consider the overall durability of the device, are the keys and inputs sturdy.

Look for a tough and thick outer shell

Remember this device is expected to last several years

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<th>Accessories</th>
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**Carry Case:** A carry case or skin is essential in protecting your device and can provide ergonomic advantages

**Insurance:** Devices can become lost or be broken easily at school, make sure your policy covers these eventualities

**Warranty:** Make sure you consider purchasing extra warranty to reduce future repair costs as these devices will be used extensively