School Handbook

2015

Northern Territory Government
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Welcome to Alice Springs School of the Air

Alice Springs School of the Air is one of three Schools of the Air in the Northern Territory operated by the Department of Education and Children’s Services (DECS) and funded by the Northern Territory Government.

Our School offers a wide range of educational services and activities to Primary and Middle Years students in the southern and Barkly regions of the Northern Territory, the northern end of South Australia and the mid south-east of Western Australia.

At ASSOA we utilize a wide range of curriculum including the Australian Curriculum, The NT Curriculum Framework and we purchase learning materials from the School of Isolated and Distance Education (WA) as well as designing material that is specific to the needs of our students. Teachers are responsible for planning, teaching and assessing a learning program for your child that addresses all 8 learning areas, however our unique contexts mean that not all learning areas will be delivered via Interactive Distance Learning (IDL) each term. Parents and Home Tutors are vital partners in education and we look forward to working with you to ensure your child’s educational experience is rich and rewarding.

At ASSOA we appreciate the extreme isolation experienced by our students and their families. This handbook is intended to provided our community with information and resources that will assist us to work together to ensure that our students receive every educational opportunity possible.

Please contact our school staff for further information:

Telephone: (08) 89 516800
Free phone: 1800 309412 (Australian calls only)
Fax: (08) 89 516835
Email: assoa@assoa.nt.edu.au
Internet: www.assoa.nt.edu.au

Postal: PO Box 1220
        Alice Springs NT 0871

The School is located at 80 Head Street, Alice Springs.

Mel Phillips

Mel Phillips
ACTING PRINCIPAL
SCHOOL PURPOSE

To optimise learning outcomes for isolated students by providing quality teaching, appropriate education materials and regular personal communication to build a partnership with students, parents and home tutors.

SCHOOL VALUES

Education
We are a community committed to developing a love of learning by providing a positive and inspiring environment that incorporates contemporary learning approaches and allows children to take risks and to learn from their successes and their mistakes. We provide opportunities for each person to maximise their learning experience and to strive for excellence. We provide a high quality education for remote and isolated students using professional staff and the most appropriate resources.

Communication
We believe that high quality communication is vital to developing and sustaining our school community. Using a variety of means such as email, blogs, class web-pages, regular mail services, telephone and IDL, our school community has much scope in having a shared knowledge and understanding of our operational, social and cultural activities.

Support
To achieve common goals, all members of our school community are willing to assist each other with clear, consistent and accessible leadership to promote the educational, emotional and social wellbeing of our whole school community.

Respect
We appreciate that each person is an individual with their own beliefs, needs and learning styles.

Professionalism
We promote excellence in teaching by showing dedication to continued learning, personal development, confidentiality and provision of support to fellow educators and community members.

MAJOR GOALS

ASSOA is a distance education organisation involving teaching and support staff, parents, home tutors and students. Our aims are to:

- Provide a teaching and learning environment which is responsive to the development of students’ talents and capacities and reflects the diverse needs of our community
- Provide all staff with professional development and support, enabling them to deliver educational services to the best of their ability.
- Provide ongoing personal and professional support, teaching methodologies and strategies for home tutors to allow them to deliver and support the educational program
- Enable all users to achieve an overall competency in using technology.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mrs Mel Phillips</td>
<td>Acting Principal</td>
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<tr>
<td>Mrs Ro Cunningham</td>
<td>Acting Assistant Principal</td>
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<tr>
<td>Mr William Newman</td>
<td>Middle Years Team Leader</td>
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<td>Mrs Joanne Moar</td>
<td>Middle Years</td>
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<tr>
<td>Mrs Susie Jones</td>
<td>Middle Years</td>
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<tr>
<td>Ms Martell Dunn</td>
<td>Year 5/6</td>
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<tr>
<td>Mrs Sally Anderson / Mr Steve Bell</td>
<td>Year 4</td>
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<tr>
<td>Miss Stephanie Whitelum</td>
<td>Year 2/3</td>
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<tr>
<td>Ms Ursula Dobbe</td>
<td>Year 1</td>
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<tr>
<td>Ms Sasha Cameron</td>
<td>Transition</td>
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<td>Mrs Vicki Skoss</td>
<td>Pre School</td>
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<tr>
<td>Mrs Nicole Ash</td>
<td>Teacher and Learning Support</td>
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<tr>
<td>Mrs Amanda Richmond</td>
<td>Teacher and Learning Support</td>
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<tr>
<td>Ms Kerrieanne Holani</td>
<td>Special Education Support Assistant</td>
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<tr>
<td>Mrs Anne Winzar</td>
<td>Admin Manager</td>
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<tr>
<td>Mrs Dorothy Crennan</td>
<td>Admin Officer</td>
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<td>Mrs Lorraine Ellis</td>
<td>Library Admin Officer</td>
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<td><strong>Corella Creek Annexe</strong></td>
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<tr>
<td>Ms Judy Brand</td>
<td>Teaching Principal</td>
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<tr>
<td>Miss Sandra Lancaster</td>
<td>Primary Teacher</td>
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<tr>
<td>Ms Donna Green</td>
<td>Assistant Teacher</td>
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<td>Ms Lorraine Finlay</td>
<td>Mobile Pre-School Teacher</td>
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<td>Mr Cedric Tennyson</td>
<td>Grounds Maintenance Officer</td>
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<td><strong>IT</strong></td>
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<tr>
<td>Mr Jake Nethery</td>
<td>IT Admin Officer</td>
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<td><strong>Visitor Centre</strong></td>
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<tr>
<td>Ms Jennifer Standish-White</td>
<td>Manager</td>
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<tr>
<td>Ms Jolanda Arts</td>
<td>Visitor Guide</td>
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<tr>
<td>Mrs Barbara Bowers</td>
<td>Visitor Guide</td>
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<tr>
<td>Mr Sam Roberts</td>
<td>Visitor Guide</td>
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<tr>
<td>Miss Danielle Debrenni</td>
<td>Visitor Guide</td>
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TERM DATES

Semester 1 2015

Term 1....................... Friday 23 January to Friday 3 April
(Student resume Tuesday 27 Jan)

Mid Semester break: Monday 6 April to Friday 10 April.

Term 2....................... Monday 13 April to Friday 19 June

Good Friday.................. Friday 3 April
Easter Monday............... Monday 6 April
ANZAC Day................... Saturday 25 April
May Day...................... Monday 4 May
Queen’s Birthday........... Monday 8 June

Semester break:.............. Monday 22 June to Friday 17 July

Semester 2 2015

Term 3....................... Monday 20 July to Friday 25 September

Picnic Day.................... Monday 3 August

Mid Semester break: Monday 28 September to Friday 2 October

Term 4....................... Monday 5 October to Thursday 10 December

Important Dates

Term 1 2 - 6 March 2015
In-School & Home Tutor Conference Week 6 (x5 days)

Term 2 11 - 15 May 2015
NAPLAN Testing and Sports Week Week 5 (x5 days)

Term 3 24 - 28 August 2015
Get Together Week Week 6 (x5 days)

Term 4 30 Nov - 4 December 2015
Swim Week Week 9 (x5 days)

School Council Meetings (subject to change)

Term 1
11th of February
4th of March (AGM-Inschool/HT Conference)
1st of April

Term 2
13th of May (in NAPLAN/Sports Week)
3rd of June

Term 3
5th of August
26th of August (Get Together)

Term 4
7th of October
4th of November
2nd of December (Swim Week)
**AGE OF ENTRY POLICY**

Children turning four on or before June 30 are eligible to enrol in a regular preschool program at the commencement of the school year. Children turning four after June 30 are eligible to enrol in a preschool program after their birthday, if places are available and with the understanding that the child may need to access more than 12 months of preschool. Enrolments of children turning 4 after June 30 will be negotiated on a case by case basis within the scope of the DoE Age of Entry Policy.

Children turning five on or before June 30 are eligible to enrol in a transition program at the commencement of the school year. Children who turn five after June 30 are eligible to enrol in a transition program from the commencement of the following school year.

School of the Air requires proof of date of birth and a copy of a student’s Medicare details on enrolment.

**ALLOWANCES AND FINANCIAL ASSISTANCE/INCENTIVES**

The following allowances are available on application for students enrolled at School of the Air upon entering Transition. Some may be applicable to pre-school aged children.

**Back to School Payment 2015**

The NT Government’s Back to School Payment Scheme provides financial assistance to parents or guardians, who have children enrolled in a NT school or are registered for home-schooling. The scheme helps to offset the cost of purchasing uniforms, textbooks, stationery, school excursions, or travel costs associated with school such as the Student ID card. Schools and school councils can make suggestions to parents as to the type of items that are available to purchase, within the specified guidelines however parents make the final decision as to how they wish to utilise the payment, within those guidelines. Parents or guardians are entitled to receive $150 of goods and services associated with educational items per student as follows:

- Preschool to Year 12 Territory students enrolled in Term 1 (entitlement is only valid for Term 1 and is not at the discretion of the school)
- Preschool students enrolled in a Territory school in Term 2, 3 or 4 (entitlement is only valid to the end of the term in which they first enrol)

**NT Department of Sport and Recreation (DSR) $100 Sport Voucher Scheme x 2**

The scheme is targeted at reducing the cost of a child’s participation in sport. In 2015 ASSOA will receive funding directly from DSR to support the programs we provide to all children. In 2015 ASSOA will deliver an ongoing PE program and implement the Blueearth program to all our students.

**Commonwealth Government Allowance: AIC**

The Commonwealth provides a non-means tested and non-taxable Correspondence Allowance under the AIC scheme (Assistance for Isolated Children). The payment is paid in quarterly instalments in January, April, July and September. Application forms are available from the Centrelink office in Alice Springs or if you have been issued with a client number. DEEWR (formally DEST) will automatically forward new applications towards the end of each year. Copies of the relevant forms are also available from the school.

Families must apply for this allowance and receive notification of eligibility of entitlement before applying for the Northern Territory allowances. As the Commonwealth requests detailed information for eligibility assessment prior to approval of application, the NT Department of Education (DOE) deem the Commonwealth eligibility sufficient for approval under the Territory schemes. Once AIC approval is received, you can proceed with your application for financial assistance under the
Territory schemes. (The school accepts interstate based enrolments, but the NT allowances only apply to NT residents.)

Centrelink requires the school to report whether 75% of student work, for each student receiving AIC, has been returned each term and require school certification of appropriate attendance. Should 75% of work not be returned completed the school will advise Centrelink and an adjustment of allowances may result.

Centrelink AIC: Phone 132 318

Northern Territory Department of Education Allowances

Once AIC approval is received, you need to obtain an application form from the Student Assistance Section.

Student Assistance Section
Department of Education
PO Box 4821
Darwin NT 0801
Telephone: 1800 019 157
http://www.det.nt.gov.au/education/students/student_assistance_schemes.shtml

As well as AIC, there are four NT allowances that may be accessed by eligible families:
1. The NT Correspondence Site Allowance
2. NT Schools of the Air Functions
3. NT Materials Delivery Scheme
4. The NT Correspondence Site Allowance for Preschool

Correspondence Site Allowance:
The deadline for this application is 30th September. Once this application is approved, the Student Assistance Scheme will check your child’s enrolment details with the Principal at the beginning and end of the second semester. This will be paid in two instalments. Claims for each year must be lodged by March of the following year. Only Northern Territory residents are eligible for these allowances. SOA families residing outside of the NT are encouraged to contact the Department as individual cases will be assessed upon request.

NT Schools of the Air Functions:
The functions allowance will be paid for attendance at a maximum of two approved school functions during the year (e.g. In-School, NAPLAN Testing, Get Together or Swim Week). Financial entitlement under this scheme is calculated on distance from ASSOA and will be advised by DECS. It is important to note that each family will be forwarded their two appropriate claim forms with approval advice. This allowance varies from $70 to $210 per function depending on distance from the school. The allowance also applies to middle years’ students. This is a separate claim from primary years. This allowance requires the Principal’s certification. Current Government policy differentiates between privately owned and company owned vehicles in relation to this allowance. Claims must be submitted by 31st of March the following year.

NT Material Delivery Scheme:
Provides assistance towards the cost associated with the delivery and pick up of ASSOA materials. Claim forms are to be lodged each month, signed by the Principal.

NT Correspondence Site Allowance for Preschool:
This payment is based on half the amount of full enrolment payment. The minimum age requirement for this allowance is four years. The application process for this allowance varies depending on whether there are other children in the family receiving NT allowances. Further information about this allowance can be obtained using the contact information above.
ANNUAL AWARDS

Our end of year awards may include:

Citizen of the Year Award:
This is associated with the Australia Day Council and is awarded to a Middle Years’ student who demonstrates commitment to his/her school and the community in general.

Board of Studies:
This award is presented to a final year student who has shown academic excellence. The student is nominated and selected by the teachers in conjunction with senior staff.

Helen Fuller Incentive Award:
Helen Fuller was a 22 year old home tutor for the Kelly family at Ayers Rock when she was tragically killed at the Inland Motel in 1983. Her family instigated this award which is given to a student in the school who has worked consistently throughout the year and has shown diligence in his/her studies.

Graduation Certificates:
All students completing Primary (Year 6) will be awarded a graduation certificate from the school as will students completing Middle Years.

Other awards may be:

Sports Award:
This award is given to three students, one from the Junior Primary, one from the Senior Primary and one from Middle Years who have demonstrated outstanding sporting skills.

ICPA Bursary:
An award presented by the ICPA for a Year 6/7/8/9 student leaving from ASSOA selected by senior staff and a member of the ICPA.

Library Award:
This award is presented to three students, one from the Junior Primary, one from the Senior Primary and one from Middle Years who have demonstrated a love of reading and participated in the library program continuously throughout the year.

Art Award:
This award is presented to three students, one from the Junior Primary, one from the Senior Primary and one from Middle Years who have demonstrated an enthusiasm for art and participated in the art program continuously throughout the year.
ART AND STATIONERY SUPPLIES

ASSOA primary students are supplied with an art pack on enrolment. Towards the end of each year, families are asked to complete a form requesting additional supplies for the following year. Throughout the year, families may need to top up their own resources. A stationery pack is issued to students at the beginning of each year. Families may need to purchase additional art or stationary supplies as the year progresses and to suit the individual needs of their classroom and students.

ASSEMBLY

Whole school assemblies occur even weeks Friday at 10.00am via REACT on IDL. They aim to develop the concept of the ‘whole school’. At assembly, the children are recognised for their achievements and progress across a range of areas. Birthdays or any other special occasions are also mentioned. All teaching staff will attend assemblies and contribute where appropriate. Students with IDL access are expected to attend. Special guests are invited when appropriate.

Principal, Assistant Principal and Class Awards are presented each fortnight. Students from each class will have their efforts recognised and special or outstanding work showcased. Work that receives an Award may be put on display in the School’s Visitor Centre and awards are published in the school newsletter.

ASSESSMENT

Assessment of student learning will be undertaken continuously throughout the year both on-line and face to face. Teachers will utilise every available opportunity to measure progress via:

- Targeted assessment (eg: reading assessment via running record)
- Assessment of set work
- IDL and PLTs
- student assessment/observation during In-town weeks and on Home Visits

NAPLAN

Students in Year 3, 5, 7 and 9 are required to participate in the National Assessment Program (NAPLAN) each year. Children attending the May NAPLAN/Sports Week will undertake the assessments in school based testing conditions. NAPLAN is an opportunity for students to demonstrate their learning in an independent situation where teachers are able to provide the same level of support to each participating student. NAPLAN provides the school with reliable data about student performance in Writing, Reading, Spelling, Grammar and Punctuation and Numeracy.

Set Work Assessment

It is the responsibility of the Home Tutors or Govie to mark student work as it is completed (unless specified otherwise in the set material or by the teacher) so that student receive feedback immediately. Areas for improvement and/or errors can be pointed out and corrected as a means to assist students to progress with their learning. Student work, marked by home tutors, is then assessed by teachers.

As part of the assessment of student work, brief notes will be written regarding the work. All teachers in the primary school (including relief teachers) will provide feedback, assessment information and recommendations for future work. Incentives and rewards may be included in the work returned to the child. As students in the Middle School will have more than one teacher, comments on work will be made by the teacher of the unit/topic being studied.
Teaching strategies/suggestions for future learning may be incorporated in the work returned to students. This will specify what actions the teacher and the home tutor will undertake. It is the responsibility of tutor to ensure they go through the returned work with students/parents and implement the follow-up advice from teachers. Clarification or elaboration of the recommendations in the feedback can and should be sought from the teacher when necessary.

Teachers recognise the importance of immediate feedback and the benefits for students. The feedback enables tutors to action suggestions and strategies immediately rather than weeks later. For this reason set reports and/or feedback will be emailed on completion and a hard copy included with the returned learning materials. Where a student has experienced difficulties a phone call or email alerting the home tutor to concerns will be made prior to sending out the set report.

The generally accepted turnaround time for sets to be thoroughly assessed is 2-3 weeks from the date of receipt at school to the time when the set is returned to the pigeonhole.

In some circumstances it may not be possible to adhere to time frame, for example where In-schools are scheduled, where there are a series of home visits timetabled, or where feedback is being given to students on a daily basis during an online unit. Teachers will phone or email home tutors to alert them to any anticipated delays. If families, tutors or Govies require feedback at any time a phone call or email to the teacher is encouraged.

Other forms of assessment include Early Childhood Screening, the Assessment of Student Competencies (Transition students only) and may include particular diagnostic assessments where necessary.

COMMUNICATION

The school uses a variety of communication systems and it is essential that communication between school and home is maintained. The key tools that are used include:

- **Email**: Email is used as the most common form of communication and is used for such things as special notes, meeting notifications, School Council Minutes and general communication.
- **Phone**: All teachers have a direct line however use of the ASSOA toll free number is encouraged. (1800 309412)
- **Fax**: There are times when the school may need to fax materials as well as families needing to fax the school.
- **Extranet**: School based computer network, including an extranet site from which you can access class websites [www.assoa.nt.edu.au](http://www.assoa.nt.edu.au)
- **Website**: The school website will be refreshed and completed by early 2015

In order to use the school extranet you need a username and password. Our Admin Team will establish this for students, families and Home Tutors and advise you immediately following enrolment.

CONNELLAN AIRWAYS TRUST

This Trust was set up by E.J. Connellan in 1980 to help alleviate problems of isolation in the outback. Its particular focus is aiding the provision of education, communication, transport and health services to people in the Northern Territory. Further information about gaining financial assistance can be obtained from the Executive Officer, Mrs Kaye Clapin, by writing to PO Box 749, Williamstown, SA 5351, emailing: executiveofficer@connellanairwaystrust.org.au, or from the website [www.connellanairwaystrust.org.au](http://www.connellanairwaystrust.org.au)
CURRICULUM/ LEARNING MATERIALS/SET MATERIAL

Curriculum/learning material, commonly called ‘Sets’, refers to the material sent to each child to enable them to participate in the education program. This material can be printed, online, visual or digital and is generally accompanied by guidelines or instructions for the tutor. Children return that portion of the material which will enable the teacher to make an appropriate assessment of his/her progress. Curriculum or learning material is designed for use with ongoing preparation and support from a home tutor. Material is not intended or designed for students to teach themselves.

Curriculum/Learning material should be returned every 2-3 weeks unless other arrangements are made through the teacher.

The minimum work requirement each term is the completion of three sets or online units including the completion of IDL follow-up work or equivalent in teacher developed materials.

If teachers become aware that a student has not met the requirements of the set correspondence work, or work is not returned within a reasonable timeframe, the following procedure will occur:

1. Teachers will contact families (phone or written contact) and negotiate support strategies or receive advice to explain the non-submission of work.
2. If subsequent returned work or quality of completed work remains unacceptable the Principal/ Assistant Principal and class teacher will meet to discuss a broader range of strategies and support that families may adopt to meet an acceptable standard and/or level of completion and return of student work.
3. If there is not a satisfactory improvement, the Assistant Principal will advise in writing that there is still a concern about the standard of work or return timeframe and seek a more detailed explanation and renegotiate support strategies.
4. If there continues to be no significant improvement the Principal will contact the family to seek explanations about problems and concerns. If there is still no resolution, the Principal will advise in writing that work requirements are not being met and the child is not receiving an adequate education. This information will be reported to Centrelink as part of the AIC compliance reporting procedures.
5. Attendance issues may be addressed via the DECS Truancy Officer and support may be sought via Student Services or through the Director School Performance.

DENTAL TREATMENT

Dental treatment for all students enrolled at School of the Air is available from the Department of Health School Dental Therapist. The School Dental Clinic is located at Braitling School, adjacent to School of the Air, as well as on other school sites. As all the schools are on a roster, please contact the dentist well ahead of your visit to town to co-ordinate with her clinics. There is no fee for this service. Bookings can be made through Community Health phone 8951 6713.

DUAL ENROLMENTS

Dual enrolment describes the situation where a student’s needs are best met by inclusion in the programs offered at ASSOA and their local community school or another urban school. Dual enrolment is an option for those students whose needs cannot be met solely by one school due to social, academic or access diversity. ASSOA encourages students’ participation at the local school wherever it is possible and educationally or socially advantageous. Dual enrolments are negotiated between the Principals of both schools. Where dual enrolment is agreed, the student will be provided with ASSOA course materials which are completed with the assistance of a tutor, arranged by the family. Course work must be marked by the tutor as completed and returned to ASSOA for assessment.
Students participate in suitable programs at the community school, as agreed between the Principals and the family. This may vary according to individual circumstances.

Where the local school has IDL access, dual enrolled students are encouraged to participate in ASSOA lessons. Student access to ICT will form part of the enrolment negotiations between Principals.

Student Record Files should be held at each school where the student is enrolled and combined when the student transfers.

Middle years students in remote schools for whom ASSOA provides curriculum material in designated curriculum areas will also be dual enrolled.

**EARLY CHILDHOOD SCREENING**

Children may access screening during their preschool year and preferably prior to their commencement in Transition. Early childhood screening attempts to identify any areas of concern to enable the school and the family to work together so the child’s needs are appropriately catered for. Preschool children are also eligible for a health screening via NT Community Health. This usually occurs during In-school or Get Together.

**END OF YEAR PROCEDURES**

Students continue their formal learning program, including IDL lessons until the end of each term. This includes attendance at Swim Week in Week 9 of Term 4. In Week 10 a Transition and Orientation program will prepare students for the next year of schooling and electives will be run in stage of schooling groups.

Completed work received by Monday of Week 8, Term 4, will be fully assessed by teachers. Work received after that date will be assessed, however a formal report will not be written. If there are any specific areas to address, tutors will be notified. All work returned will include a written message to the student, acknowledging the work they have completed.

Families are asked to return materials no longer needed e.g.: Grey Despatch at the end of Year 3, Maths kits at the end of Year 2 and Year 9, dictionaries, texts etc so that they can be allocated to other students, ready for the new school year.

**EXCURSION POLICY**

The following guidelines are in place for camps and excursions for ASSOA.

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<tr>
<th>Preschool to Year 2</th>
<th>Year 3 and 4</th>
<th>Year 5 and 6</th>
<th>Middle Years</th>
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<tbody>
<tr>
<td>In town excursion/local area within school hours</td>
<td>Overnight excursion incorporating local area excursion</td>
<td>Extended Excursion (2 nights or more)</td>
<td>to be advised</td>
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Excursion activities and locations are to be decided by the class teacher and approved by senior school management. Camp and excursion destinations may vary each year dependent upon class programs. All camps and excursions are planned to meet the requirements of the Australian Curriculum and Northern Territory Curriculum Framework and will include Essential Learning outcomes as well as other curriculum outcomes. Australian Curriculum documents will inform planning, when developed and implemented. All camps and excursions will adhere to DECS policies, procedures and guidelines. (These are included at the end of this document)

Camps and excursions are highly valued by the ASSOA school community and form a significant part of the learning for students. These events will occur in Get Together week in Term 3. Excursions may be planned by teachers or the school during other In School weeks based upon programs or
opportunities that may arise outside Get Together week. These may or may not be undertaken in subsequent years.

Additional Information:
1. The ASSOA Primary and Middle Years Camp and Excursion Policies, together, provide opportunities for all students to participate in local, intrastate, interstate and overseas camps and excursions.
2. Funding for excursions and camps will be from parent and school contributions; fundraising, donations, grants and annual DECS core funding. All camp and excursion costs are to be included in the camp/excursion budget. The ASSOA Staff and School Council (P & F) will liaise in order to provide funding support for camps and excursions.
3. The ASSOA Uniform Policy will apply to school camps and excursions. At the discretion of the organising team and in response to excursion-specific factors, this may be varied.
4. Parents and caregivers will be advised of all excursion details in the lead up to departure.

- Educational Excursions Policy
- Educational Excursions Guidelines
- School Swimming and Water Safety Programs
- Recording and Reporting Student Injuries Policy
- Recording and Reporting Student Injuries Guidelines
- Mobile Phones and Electronic Devices in the School Environment Policy
- Mobile Phones and Electronic Devices in the School Environment Guidelines
- Compulsory School Uniforms T – 9
- ASSOA Mobile Phones Agreement

FIRE ALARM AND BOMB THREAT PROCEDURE

If there is a fire alarm while you are at ASSOA, you must follow the procedure as detailed below:

- Assess situation and decide on most appropriate exit. (Check map displayed on wall in your area)
- Move quickly, in an orderly manner, DO NOT RUN, to the designated area, taking any students, parents and guests with you.
- A designated staff member in the teaching area checks the teachers’ area, teachers’ storeroom, studios, classroom and ICT room before moving out and closing all doors.
- The Visitor Centre Manager checks the Visitor Centre and the Visitor Centre toilets and leads everyone to the designated assembly area then leaves, closing all doors. Manager confirms all clear and reports to Principal.
• The Admin Officer phones the Fire Station (89516688) to check that they have received the call, collects all unsecured back up discs, staff list and checks foyer then leaves, closing all doors.
• The Assistant Principal checks the Conference Room, Staffroom and Principal’s Office and then leaves, closing all doors.
• The Administration Officer checks Library, Library Workroom, Rolling Stock room, New Classroom, Toilets and Mailroom and leaves, closing all doors.
• The Administration Manager is advised of the cause of the fire, meets at designated area and checks with above mentioned staff that all areas are clear. The Admin Manager Reports to Principal that areas are clear, all staff are in designated area and the whereabouts of the fire.
• The Principal meets the Fire Brigade and advises that the building is clear and the location of the fire.
• All personnel must remain out of the building until cleared by the Fire Brigade and until notified by the Principal to return.

Bomb Threats
If you receive a bomb threat DO NOT HANG UP THE PHONE.
Evacuation as above except that ALL DOORS ARE LEFT OPEN.

HOME TUTORS

Home tutor is a term applied to both employed (Govies) and other tutors (usually parent/guardians) of students on School of the Air.

All ASSOA students (including dual enrolled students) must have an identified tutor as an essential member of the teaching team who support students at ASSOA. The Govie or Tutor, in conjunction with the family and teacher works towards appropriate preparation, interpretation and understanding of the material. The tutor facilitates student engagement in the learning program, both with IDL and with the learning materials provided. In effect, tutors are the teacher’s eyes and ears in the child’s classroom. **Tutors are responsible for marking student work and providing feedback to the student and class teacher.** Teachers will assess and report on student progress and will seek input from tutors as part of their assessment process.

Home tutors may find that Middle Years students will prefer to work later into the afternoon e.g. start at 9am and work to 4pm. Students need to check in with home tutors but may not need constant monitoring as do primary students.

Tutors can be either a parent/guardian or an employed person. It is the responsibility of the family to appoint/employ a tutor to facilitate the learning program. In the event that a Home Tutor is working with students within the school environment it is a requirement the tutor holds a current Working with Children Clearance. (www.workingwithchildren.nt.gov.au)

Communication between home tutors is encouraged. This is done through emails, the Govies Gazette and possibly through a blog site and is especially important when organising the Govies Muster. When a new govie/tutor is employed, please let the Govies Coordinator know by advising the Admin Team at ASSOA.

Govies Muster

The Govies Muster is an annual event organised by ASSOA Govies, traditionally held on the Friday night of the Alice Springs Show weekend. All monies raised go to the students of the Alice Springs School of the Air via the School Council. A dedicated committee of Govies, works throughout Semester 1 to arrange the Muster.
Professional Development sessions

These sessions are available to all home tutors and are used to share ideas and valuable teaching tips/classroom organisation ideas to assist with tutoring. These are held weekly on Thursday between 3.15 and 4.15pm. Session descriptions will be advised each week via email.

HOME VISITS

Once a year, generally in Terms 2 and 3, for children from Transition to Year 6, the class teacher will visit each student. Dates, duration and format of visits, including social activities are negotiated with families. A survey setting out all home visit options will be sent out in Term 1. It is advisable for tutors to attend the classroom during the home visit and observe the work the teacher is doing with the student. Any issues, concerns or challenges can be discussed with the teacher at this time.

Questions and queries relating to the role as a tutor may be discussed during a visit.

There are a number of objectives of any Home Visit including:

- To enable the teacher to build the relationship with the student based on an appreciation of the child’s unique context and learning environment
- To give the teacher firsthand experience and understanding of the physical and social environment in which the child is working
- To provide the parents and tutors with the opportunity to discuss matters of importance
- To provide the teacher with an additional opportunity to assess the ability and progress of the student
- To provide the teacher with opportunities to work with the tutor and/or families in establishing work patterns, productive classroom management strategies and incentives and rewards for appropriate engagement in classroom learning activities

Each student may have one home visit per year. Students requiring extra support may receive more than one visit per year.

Exceptions may include:

- Travellers.
- Preschoolers, unless there are other children in the family to be visited or within close vicinity to another family.
- Students who are known to be leaving or short term enrolments
- Families that choose to have an In-town visit.

Home Visit Procedures

Families receiving a visit will usually be hosting two members of our school staff. Staff should be made to feel welcome and safe. All meals are expected to be provided by the family although staff will generally bring food to contribute. It is essential that contact is made between both parties to determine all necessary accommodation and meal requirements and other special needs.

For duty of care reasons, staff sleeping areas must be separate to those of the students. Please ask staff to bring a swag or bedding if this is needed.

Before the Home Visit the teacher will:

- Liaise with the family about the visit, availability of accommodation (if necessary), special needs, shopping requirements (eg: fruit, bread) and up to date information on the state of the roads.
- Advise the family of expected arrival time and ask them to ring school if staff have not arrived within an acceptable period (one hour after ETA)
• Provide the tutor with details of the visit, e.g. expectations and involvement of the tutor, visit objectives etc.
• Complete a Movement Requisition two weeks prior to travel for all trips and forward it to the Assistant Principal. Ensure arrival times are as accurate as possible.
• If commercial accommodation is needed, request Administration Manager make appropriate bookings.
• Collect a Mud Map from ASSOA and check the accuracy with the family. The mud map folder is located in the teaching area. Make a photocopy and leave the original in the folder. Where no mud map is available, please make one and add it to the folder on return. Include information such as distances of sealed and unsealed roads and any major landmarks. Date the mud map.
• The person named first on the movement requisition is responsible for the vehicle including checking fuel, tyres, water, SPOT and satellite phone prior to departure.
• Arrange for the return or hand over of the vehicle with the staff member who is responsible for it or taking it over.

During the Home Visit the teacher will:

• Advise ASSOA immediately of their safe arrival at the destination. If the trip is over 200 km on dirt, teachers should, where possible, notify the school of progress mid-journey.
• Teach a part of a day’s program, modelling teaching and behaviour management strategies to the tutor.
• Discuss with the tutor/parents any problems, suggestions for classroom management, teaching strategies etc.
• Spend time with the tutor, student and family.
• Provide feedback to the tutor and parents prior regarding student progress and other pertinent aspects of the child’s learning program.

After the Home Visit the teacher will:

• Advise the Assistant Principal of their progress and their safe return home. If the teacher has not called 2 hours after the expected time, the Assistant Principal will begin investigating.
• Hose any mud off the outside; clean the windscreens and the inside of the vehicle prior to returning it. Report any problems with the vehicle to the Assistant Principal.
• Keep a record of details discussed with the parents and tutors for the Student File.

Where teachers are travelling together, nominate one teacher who has overall responsibility for the above procedures.

INDIGENOUS FAMILIES SUPPORT GROUP

Indigenous communities, parents and schools are encouraged to work together to implement local strategies to break down the barriers to educational success. The IFSG Meetings for indigenous families are called as needed via IDL. Feedback is brought to School Council via the invited Indigenous support position on council or through P&F. Face to face meetings are scheduled during In-school weeks.

ISOLATED CHILDREN’S PARENTS ASSOCIATION (ICPA)

The Isolated Children’s Parent’s Association (ICPA) was founded in 1971 in Bourke NSW by isolated parents who considered that their children were being deprived of access to education. The ICPA is now Australian wide with approximately 110 branches and membership in excess of 3000.

ICPA (Australia) is a voluntary, non-profit, apolitical parent body dedicated to ensuring that all rural and remote students have equity of access to a continuing and appropriate education.
ICPA seeks to have all elements of education (cultural experiences, social contacts, participation in sport and other enriching activities) available for all children regardless of their home location.

Alice Springs ICPA Branch meetings are held at every “In School Week” (4 times a year) for “face to face meetings” and via teleconference if additional meetings are required. These meetings are notified by email and in Weekly Messages via the school network.

The main fundraising event of the year is the Harts Range Amateur Race Meeting at Harts Range on the Plenty Highway. This event is usually held at the beginning of August and is a fun family weekend. The Alice Springs Branch is responsible for running the canteen at the event. As well as a great relaxed environment it is a great chance to meet your neighbours. The money that is raised is used for travel and accommodation expenses of parents, to attend conferences or to meet with relevant politicians or DECS personnel. Being involved as a member gives you numerous opportunities if you wish, to utilise and develop skills in negotiations, public speaking and partake in a professional organisation and learn general meeting protocol. In addition, scholarship and bursaries are funded and donations are made to isolated children’s activities. ICPA represents its members to the government, through its local branches; any issues are brought forward and discussed with a view to providing the best possible educational opportunities for isolated students.

The Alice Springs branch of the ICPA is strong and encourages active membership. To function effectively we rely on the support and interest of all the isolated parents in our area.

The educational opportunities of isolated students are unique and with your help the ICPA can minimise the disadvantages.

Should you have any questions regarding the education of your child/ren due to isolation, or if you are not sure of your entitlements, please do not hesitate to make contact with the Alice Springs ICPA Branch.

ASSOA families are invited to join the Alice Springs Branch of the Isolated Children’s Parent’s Association (ICPA). Membership is $45 for twelve months. Membership is due on the 1st January each year.

The amount is divided up as follows:

$18 to Federal Council ICPA
$15 to NT State Council ICPA and
$12 to Alice Springs Branch ICPA

Included in your membership, you will receive four editions of our magazine, “PEDALS”. This magazine contains information on education, allowances, parent/ tutor articles, children’s activities and more. In addition the NT State Council of ICPA produces a quarterly newsletter “DOWN THE TRACK”, with information relevant to the Northern Territory.

For further information, contact Rhiannon Brien BRANCH PRESIDENT 08 89631201 (during business hours or leave a message), email camandrhii@yahoo.com, Jodie Solczaniuk, SECRETARY 08 89569711 or email rrr@rossriverresort.com.au
ICPA HOME TUTOR REGISTER

The NTICPA provides to its membership free access to a Home Tutor Register which is run by one of its volunteer members. The aim of the register is to streamline advertising for Home Tutors thereby reducing the costs and the initial interview time for parents. This service is also open to ICPA members outside of the NT; however a fee of $100/year applies.

More information on this service can be found on the NT page of the ICPA website at www.icpa.com.au. Short term assistance for tutoring can also be sourced through VISE (see VISE section).

INFORMATION TECHNOLOGY

Our school uses a vast range of technologies to facilitate student learning and as our primary communication tool with families and our broader school community. We seek new and innovative opportunities to enable students to learn, interact and collaborate on-line.

Families are encouraged to purchase a memory stick for their students to use throughout their schooling. E-mail and the internet are major forms of communication with those families who have computers.

Teaching programs aim to introduce and develop skills in problem solving, communication, operations and information technology in society. Student skills and competencies are developed continuously throughout the primary and middle years, according to the Australian Curriculum/NT Curriculum Framework.

While in town, children are able to use the computers set up for them and teachers are encouraged to begin introducing children to the computers as early as possible.

Internet access for parents and tutors is available any time you are visiting the school.

Internet usage is monitored and families will be contacted should usage be excessive.

INTERACTIVE DISTANCE LEARNING (IDL)

IDL provides audio and visual access for students via 2 way satellite systems. It exists as the primary tool for delivery of learning alongside other tools including phone, email and fax.

Interactive Distance Learning is a face-to-face delivery via video conferencing, using REACT software. Lessons are delivered from our 3 studios at ASSOA. Students have lessons with their teachers via IDL. Students may have additional IDL lessons including LOTE, Music and Art. At times, other government agencies may access to our studio facilities however the primary use will always be for student learning. The majority of ASSOA families have been provided with a satellite dish, computer and peripherals to enable them to have 24 hour access to the internet, depending on their own home circumstances.

New families are placed on a waiting list and discussions are held between the IT Services Support Officers and the Principal to determine when access can be provided.

Where families are living in a community, it may be possible to use IDL at the local school when and if available. Negotiations for such use are undertaken by the Principal of ASSOA and the local school Principal.

When teachers are absent from the school, IDL lessons may be taken by another teacher. When staff are on home visits, IDL sessions are not held with the exception of the Transition class. If possible, teachers may negotiate with each other and their classes to use available studio time eg: when another teacher on a home visit.
Teacher absences will be advised via email at the start of each school day.

The school council has recognised and valued a contribution of $300 per annum per computer that is applied exclusively for IDL maintenance. Subject to availability an additional IDL computer may be issued when a need is identified, (e.g. siblings enrolled at ASSOA generating increased demand for use of ICT).

**IDL LESSONS**

 Teachers use IDL to deliver lessons and some PLTs to students. Changes to delivery are ongoing as teachers use the technology available to ensure the best possible use for each student.

Students are expected to attend all IDL lessons including Art, PE, Library and LOTE (Yr5-9). Attendance at whole school IDL sessions such as Assembly is also expected. Families/tutors are advised to advise class teachers in advance if students are unable to attend.

**IN SCHOOL WEEKS**

There are 4 In School weeks each year. Each week provides students with unique learning opportunities and teachers and families with the chance to discuss issues pertinent to each child’s learning and progress.

**TERM 1**

**Home Tutors Conference**

In Term 1 our Home Tutors Conference is held to develop the skills and knowledge of new and continuing home tutors. All tutors are encouraged to attend as this is a time when workshops are held, teachers show how courses and materials are used, visiting speakers are in attendance and teachers are available for advice and to meet with you to discuss your ideas, challenges particular to classroom issues. It is also a good opportunity to meet with other home tutors and share ideas. Childcare is provided for children whose parents are attending the conference and is funded by the School Council via the P&F. The conference is held in conjunction with In-school Week for students.

**In-School Week**

This is held in Week 6 of Term 1, while the Home Tutor Conference is being held. All children are encouraged to come into town and participate in classroom activities. It is an excellent opportunity for children to work together and for the teacher to get to know the class as a group.

**TERM 2**

**NAPLAN / Sports**

Sports Day is held in Term 2 and coincides with NAPLAN tests for students in years 3, 5 and 7 and 9. All students participate in a variety of assessment, sporting activities and team games with an emphasis on participation and skill development. The week culminates on Sports Day.

**TERM 3**

**Get Together**

Get Together is held in Term 3 for primary students. Children in Pre - 3 will work in a classroom situation and may travel to places of interest relevant to the curriculum. Years 3, 4, 5 and 6 will attend or travel on various excursions related to the curriculum focus of their learning program. Middle Years students may have excursion interstate each year. Please see the Excursion Policy for more detail.
TERM 4
Swim Week including Christmas Party and Concert

Swim Week is held for all students in Week 9 of Term 4. Children participate in swimming lessons, activities at the town pool, learning activities and prepare for the end of year awards and concert. A Christmas lunch is held on the final day of Swim Week for those children who are in town with their family. This is funded by the School Council and Alice Springs Branch of ICPA. The concert is held as the final event of Swim Week. Awards are presented and concert items are performed by classes.

IN TOWN VISITS

Whenever the children come into Alice Springs, we encourage them to spend time with their teacher. It is important that you advise the teacher 2-3 working days prior to your intended visit into town and they will let you know if/when they have time available to work with your child. It would be appreciated if families could contact teachers by phone when planning an in town visit.

If the town visit is only short, eg: 1 - 2 days, the teacher usually spends some time with your child, providing feedback on set work and addressing any issues that may have become apparent. It is also an opportunity to talk to the tutor and provide further assistance if needed.

On arrival at the school, at your pre-arranged time, please let the front office staff know that you are here. The front office will inform teachers that you have arrived. We request that students, tutors and parents wait in the reception area for teachers to come and meet them.

Preschool Visits
Visits to Teppa Hill Preschool or other preschools are encouraged but must be arranged in advance through ASSOA’s Assistant Principal.

LEARNING SUPPORT

Teachers work with tutors to adapt programs to ensure the individual learning needs of students are met. Some children are referred to Student Support Services for assessment by specialists in various fields. An Educational Assessment Program (EAP) is written so all specialists’ programs are coordinated. The child's progress is monitored and programs are reviewed regularly. Queries should be referred to your child's teacher or to the Assistant Principal. Additional learning support or intervention may be arranged to support children for specific learning needs and for varying periods of time.

LIBRARY

The School library has an excellent selection of resources for students and parents/tutors.

Book selection can be made on behalf of each borrower by the class teacher. Children, tutors and parents can help by keeping the teacher up to date on each child’s interests and reading abilities. If children are in town, try to fit in a visit to our school library so they can make a personal selection of their books.

There is no strict time limit for the return of borrowed books but it is suggested that approximately two months is an adequate borrowing time period. Library books can be exchanged as often as the borrower wishes.

We trust that the greatest care will be taken with the use, storage, transportation and posting of library books. Please package books carefully (preferably sealing them inside their plastic bags) before returning them to the school. If damage does occur, please do not attempt ‘home repairs’. The library is equipped to deal with such problems. Simply return the damaged article, together with a note, describing the damage.
You may be asked to pay for the replacement of items which have been lost or damaged. Resources for parents and tutors cover many topics and are also available for loan.

**MAIL**

Student work is to be returned in the green School of the Air mail bags. If posted through the normal postal service, the cost is paid by ASSOA and is free of charge to you.

Middle Year students will have self addressed envelopes when it is necessary to send work to teachers.

Pack the school work inside a plastic bag marked with the teacher’s name. Work may be sent in ring binders. **Please do not send work in Lever Arch folders.** They add considerably to postage costs and damage the green mail bags. Library books and other materials should be clearly marked to indicate the sender’s name. Please ensure that all art work is labelled with the current set number and the child’s name.

When returning work to ASSOA, please reverse the address label on plastic bag and write the teacher’s name on this. Zip up and lock the zip with the yellow plastic token supplied.

Should you have a post box in town, it is preferred that you collect your mail from school when you are in town. Further information on mail run entitlements can be obtained from Australia Post, School Council or ICPA.

Permanent holds are available and encouraged for families who come into town on a weekly or fortnightly basis. Families are encouraged to call into school whenever you are in town, to collect any mail that is there. Arrangements can also be made to collect mail at weekends through the Visitor Centre. Please contact the school to arrange this.

**MEDIA PROTOCOLS**

The Department of Education and Children’s Services (DECS) has guidelines for media releases which the school must follow.

Families may be asked to do interviews with the media from time to time. The school may have to provide details for publication and for this reason it is requested that you ensure your contact information is accurate and up to date. Please feel free to contact the school if you are asked for information you are unsure of.

Commercial media companies are encouraged to make a donation to the family or school, to cover costs incurred and the time involved.

**MIDDLE YEARS**

Our Middle Years program extends from Year 7 to 9 students. The Middle Years program includes traditional distance education students as well as students in remote NT schools and students located in Alice Springs who may access our program for a range of reasons.
PARENT TEACHER MEETINGS

Parent Teacher meetings are available on request. They may be conducted by IDL, phone or at the school. In Town weeks provide a good opportunity for parents and tutors to meet with teachers.

PARENT SUPPORT GROUPS

These groups are facilitated by the School Council including Parents and Friends School Community, ICPA and the Indigenous Support Group.

PRESCHOOL & TRANSITION ENROLMENT

PRESCHOOL

ASSOA offers a Preschool program that contains modules children may access prior to commencing the Transition program. In line with current NT DECS policy, children may commence Preschool PRIOR to commencing Transition.

Preschool children may access the following resources as part of the program:

- IDL lessons and paper based modules
- Toy Boxes (a selection of challenging, motivational concrete materials which stimulate language and develop fine and gross motor co-ordination).
- School Library (up to 20 library books may be borrowed). Families change these on a needs basis when required.
- Ideas and advice (parents may contact preschool teacher for ideas on creative activities, early childhood development and management).

Children who turn 5 on or before the 30th June may be enrolled in Transition at the commencement of the school year, irrespective of previous attendance at a Preschool.

In Town Visits for Preschoolers

Children who are 4 and enrolled at ASSOA are welcome to attend Teppa Hill Preschool when in town if prior arrangements have been made through the Assistant Principal. (Other preschools may also be available.) This assists socialisation and skill development.

The procedure for this is as follows:

- Home Tutor/Parent contacts ASSOA Assistant Principal with preferred dates for a preschool visit. (At least two days prior notice is preferred).
- Assistant Principal will organise the visit with the preschool Teacher in Charge.
- Assistant Principal will confirm dates, times and requirements for preschool (hat and fruit) and will notify the home tutor.
- ASSOA preschool teacher may be able to visit the child at least once while they are attending preschool to ascertain progress and develop relationships.

Preschool Screening and Assessment

All children will be assessed for hearing, sight and other developmental indicators. The Assistant Principal is the contact person who can arrange suitable times for this screening to be carried out during In-school weeks or during other in town visits. The screening is conducted by Community Health.
Allowances
Students become eligible for allowances from both the NT and Commonwealth Government when they enter Transition. Application forms are available from the school and are included in your enrolment package. Preschoolers are eligible for an NT Allowance.

PRIVATE LESSON TIME

All primary classes allocate each student a weekly 10 - 15 minute time slot using either the phone or IDL. PLTs are targeted teaching/assessment time. Students are encouraged to call their teachers for assistance when needed rather than waiting for their allocated PLT time. Emails are also encouraged.

The PLT is a very important time when the teacher is available to work with a student on an individual or small group basis. These lessons may include a specific instructional focus, follow-up of the child’s set work, additional support or activities related to the Australian Curriculum/NT Curriculum Framework that are not covered in the set work. Attendance is compulsory. Teachers appreciate being notified if a student cannot attend a PLT for any reason.

When teachers are on a home visit or undertaking Professional Learning offsite/away from the school during a scheduled PLT time, the PLT will be not occur. The teacher will resume normal PLTs upon their return from any home visit or other absence.

SCHOOL COUNCIL

The Council has a responsibility to manage and may provide input into:

- approving the budget, generating funds, overseeing expenditure of finances
- employment of school council staff as required eg: Visitor Centre
- use of school buildings
- the conduct of work associated with maintaining school facilities and grounds

Other functions generally are to advise, assist, and assess areas of school operation such as:

- implementing departmental policy
- serving school community needs
- initiatives in improving links between the school and community
- providing appropriate facilities and equipment
- selection panels for Principal and senior staff

The Council follows recommended guidelines and forms a structure which best serves all areas of school operation. The Council operates to ensure the good order of the school as its priority.

The Council may consists of:

**Parents**
Chairperson
Vice Chairperson
Eight parents

**Staff**
Principal - Executive Officer
Assistant Principal
Admin Manager (if appointed as Treasurer)
Primary/Middle Years Representative

The Council has a number of sub committees and/or working groups convened by parents or council members. They include Visitor Centre, Education, Parents and Friends and Finance. The Council hears regular reports from staff and the Student Leaders. The three invited council members represent

These committees meet on IDL/via teleconference between School Council meetings to discuss issues and make recommendations to Council. Parents are encouraged to participate on subcommittees. Recommendations from subcommittees are taken to Council for discussion, consideration and council makes decisions on behalf of the school community. Dates of meetings and agenda items are emailed and are included in the Weekly Messages.

The School Council meets on the first Wednesday each month at 3:15 pm on IDL. A number of In Town meetings are also held throughout the year. While meetings are open to all parents, voting is limited to elected Council members.

Subcommittee Roles

Education
The Education subcommittee supports the Principal and School Council on educational matters particular to our school and is a forum for discussion. This committee, in conjunction with P&F, welcome new families who join the school.

Finance
Continually assess and action the expenditure of the school and make recommendations to council based on the school’s action plan and budget.

Visitor Centre
The subcommittee reports on activities and plans for the VC. Recommendations are made to council based on the Visitor Centre business/action plan and budget.

Other reports to school council may include:

- The NT COGSO (NT Council of Government School Organisations) representative reports on COGSO business. This organisation encourages and supports parent participation to promote high quality educational outcomes for all children in public education.
- The Student Leaders report on activities undertaken and make recommendations to Council on behalf of the student body.

School Community Groups

Parents and Friends (P&F)
The P&F’s role is to encourage social interaction and facilitate events throughout the year. It also provides the opportunity for you to mention any matter concerning the school’s operation, which can be referred to School Council. Every parent/tutor is welcome to attend and participate. All ASSOA families are automatically members of P&F.

The purpose of this group is to keep you informed on school events, particularly related to in school events. The P&F also assists in fundraising, provides support for activities and excursions during our inschool weeks, particularly Get Together Week, the end of year Christmas party and other social functions.

Minutes of each meeting are emailed to families and a report is tabled at School Council meetings.
SCHOOL HOUSE

The school house, obtained in 1981 through a Commonwealth grant, is for the use of students, tutors and families of School of the Air. A payment of $30.00 per night is required for the maintenance of bedding, furniture, etc. The school house has three bedrooms and can accommodate six comfortably. Bookings are essential and can be made through the school office. Priority will be given to families who come to town for a specific purpose at the request of the school.

The school house is not available for use during In School weeks as it is used for child care and/or Pre-school. During school holidays the school house may not be available to allow for annual cleaning and maintenance. Any variation on this will be at the discretion of the Principal.

An STD telephone line is available for your convenience. The number is 08 8953 0648. This works on an honour system and payment should be made to the Administration Manager.

Under no circumstances are pets allowed inside the school house. Smoking inside the school house is also prohibited.

STAFF MEETINGS

Time is allocated every Tuesday at 3:15pm for staff meetings and for professional learning. Senior staff meetings are held on Monday afternoon at 2.30pm. Additional staff meetings may be scheduled and families will be advised of any variation in this schedule.

START OF YEAR PROCEDURES

Students begin their learning program as soon as the school year begins. All students will begin to work on learning programs in Week 1 and will commence IDL lessons on Wednesday of Week 1. Lesson times for Week 1 will be a variation on the regular IDL timetable which will commence in full in Week 2 of Term 1. If your child will be absent or you are unable to commence please ensure you have discussed this with the class teacher and the Principal.

A Home Tutor session and Class Meeting is held in Week 1. This session enables teachers and tutors to clarify any issues that affect the whole class and plan for a smooth start to the year.

In Week 1 of Term 1, teachers will make contact with all families and at that time, PLTs are negotiated and IDL lesson times are advised. At this time, teachers will contact you to ensure that work has commenced, that your technology is working and will ensure that any IDL clashes are avoided. Scheduled lessons begin in Week 2 for Primary students and Week 1 for Middle Years students. PLTs and Student Support Programs commence in Week 3.

STUDENT SUPPORT SERVICES AND REFERRALS

Student referrals are made via the Assistant Principal to School Support Services when the class teacher, parent or tutor identifies a concern that may indicate a child needs assessment for additional support by a guidance officer, speech therapist, school health service, a medical practitioner or a welfare person. The Assistant Principal coordinates this process.

Procedure:

- Parental consent is required by the school before a referral can proceed. A parental consent form is completed and sent to the child’s parents.
- Teachers complete the observation sheet required by the DOE and discuss it with the Assistant Principal.
• The completed forms are forwarded to the Principal. The Assistant Principal will be responsible for contacting the relevant officers and maintaining liaison between them and the school.
• Following assessments, reports will be discussed with teachers and parents. A date for interview may be set. A panel may be required to discuss and recommend the future placement of the pupil concerned.

**STUDENT LEADERS**

A Student Leaders (SL) group is elected from Years 4 to 9. Each year level may have two representatives and from these an executive committee is elected. Elections are usually held during Week 6 Term 1 Get Together. Names of Student Leaders are recorded on the honour board.

The Student Leaders meet to discuss issues relevant to the students and recommendations are put to the Principal or the School Council. All Year 4 to 9 students are eligible to stand for election.

Meetings are held regularly and will be negotiated with the group and the teacher coordinating the group each year. While all students are welcome to participate, only SL members have voting rights.

**UNIFORM**

School uniforms are compulsory in all NT DOE schools. At ASSOA, students are expected to wear a uniform during all In-school functions. Students are expected to wear school uniform when representing the school, on excursions and at other In-school functions. ASSOA has a “no hat no play” policy and children will be excluded from the playground during In-school weeks if they do not have a hat.

**The uniform** consists of a navy blue polo shirt with a white trim and a navy bucket hat both with the school logo, comfortable long pants, shorts or skirts and covered footwear (no thongs). Polo shirts and hats are available for purchase through the school.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Shirt</td>
<td>$40</td>
</tr>
<tr>
<td>School Hat</td>
<td>$15</td>
</tr>
</tbody>
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Students travelling to cooler climates will wear a common design school jumper/jacket provided as part of their excursion fee.

Parents are encouraged to donate uniforms they no longer need and the school will sell these items at a reduced cost.

*Please note that no child will be excluded from representing the school if they do not have a school uniform. Where purchase of a uniform places an unreasonable financial burden on the family please discuss with the Principal so alternative arrangements can be made.*

**VISE (VOLUNTEERS FOR ISOLATED STUDENTS’ EDUCATION)**

VISE is a volunteer tutor scheme, designed to provide assistance to isolated families needing special help. Retired teachers and other suitable volunteers assist a family in the education of their children for short periods (usually six weeks) on a volunteer basis.

An application form is available through the VISE website: [www.vise.org.au](http://www.vise.org.au)
VISITS TO SCHOOL OF THE AIR (ALSO SEE IN TOWN VISITS)

You are very welcome to visit the school whenever you are in Alice Springs. Our front office staff will let teachers know you have arrived and teachers will greet you in the front office. Please check your mail anytime you call in.

If you are coming to Alice Springs at the weekend, you can arrange for mail to be left at or collected from the Visitor Centre. Families do not have access to the main school building at the weekends. Students are always welcome to visit the school library and to join in their class lesson from the studio.

VISITOR CENTRE

School of the Air Visitors Centre is a very popular tourist destination for both national and international tourists in Alice Springs. Up to 40,000 visitors per year come into our Visitor Centre.

The Visitor Centre provides tourists with a view of lessons in action and background information on the school, how it operates and the lifestyle of the students enrolled. The Centre is operated by the School Council as a fundraiser for our school.

The opening hours are:
Monday - Saturday 8:30am - 4:30pm
Sundays & Public Holidays 1:30pm - 4:30pm

The Visitor Centre will be closed between Christmas Day and New Year’s Day and on Good Friday.

Funds raised through the Visitor Centre and Voluntary Contributions directly supports our students and is used to fund their excursions interstate, supporting in town activities and providing funds for the purchase of expensive IT equipment amongst other things. Families of School of the Air are encouraged to call into the Visitor Centre any time when they are in town. A 20% discount on all merchandise (excluding already discounted products) is available to school families.

VOLUNTARY FINANCIAL CONTRIBUTIONS

ASSOA caters for a variety of family circumstances and our school council encourages voluntary contributions that reflect this diversity.

PERMANENT/FIXED SITE ENROLMENTS:

- Upon enrolment and for each ensuing year of enrolment, a voluntary contribution of $110.00 per primary aged student and $200 per Middle Years student would be most appreciated.
- In the first year of enrolment a resource pack is provided to each child. A voluntary contribution of $100 towards the cost of each pack is appreciated.

Voluntary contributions assist the school in maintaining the distribution of high quality materials for the whole learning program.

TRAVELLING STUDENTS

- Upon enrolment, a fully refundable resources deposit of $300.00 per family is required and refunded on the return of the materials in fair condition.
- Upon enrolment, a one off voluntary contribution of $100.00 per family for the resource pack would be most appreciated.
This would be a total of $400.00 in the first instance should you wish to make the contribution along with the refundable deposit. There would be no further requests for voluntary contributions beyond this amount for the duration of the enrolment as long as traveller status was maintained.

**IDL CONTRIBUTION**

Where IT services are supplied to a site, the School Council actively encourages a contribution of $300.00 per computer per year. (These funds are for ongoing maintenance and or refresh costs when the machines and peripherals require replacement or are at the end of their working life.) Voluntary contributions may be made in whole or part across the year. The School Council thanks you for your voluntary support to the overall financial operations of the school.

**WEEKLY MESSAGES**

Weekly messages will be sent via email to families throughout the week from teachers and school staff. Please check your email regularly to ensure you don’t miss any important notices.