



HOME TUTOR HANDBOOK

2025

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Welcome to Alice Springs School of the Air

Welcome to a challenging, exciting and rewarding role. A home tutor is one of the most important people in the lives of students at School of The Air- the role you play in our students' education is paramount for their learning. We hope this guide is a helpful tool in making your job rewarding and exciting. Remember it takes a village to raise a child- you are not alone!

Alice Springs School of the Air (ASSOA) is one of three Distance Education schools in the Northern Territory operated by the Department of Education (DoE) and funded by the Northern Territory Government.

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

At ASSOA, we are committed to deliver the highest quality distance education service using the Australian Curriculum. Teachers are responsible for planning, teaching and assessing a learning program for your child that addresses all eight learning areas, and this program is delivered in a variety of ways to suit our unique context. 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 some of our students and their families. This handbook is intended to provide our community with information and resources that will assist us to work together to ensure that our students reach their potential.

Please contact our school staff for further information:

Telephone: (08) 89 516800
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.



Kerrie Russell

PRINCIPAL

Mission

Through world-leading distance education we inspire isolated and diverse students to recognise and pursue their potential.

Vision

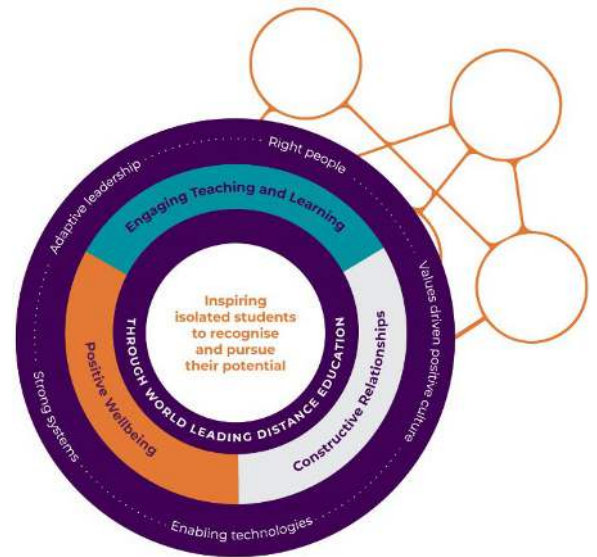
Inspiring isolated students to recognise and pursue their potential.

Values

Connected Learners

Resilient and Resourceful

Kind and Respectful



Our Strategic Framework 2023-2026

Our Strategy

Engaging teaching and learning

Provide engaging teaching and learning that maximises student growth and love of learning

Constructive relationships

Develop and nurture meaningful and collaborative relationships between students, staff, home tutors, families and the wider community

Positive wellbeing

Foster positive wellbeing of students, staff, home tutors and families

Essential Enablers

Values driven positive culture

Enabling technologies

Strong systems

Adaptive leadership

Right people

Important Dates

Semester 1 2025

Term 1 Wednesday 29 January to Friday 4 April
Mid-Semester break: Monday 7 April to Friday 11 April

Term 2 Monday 14 April to Friday 20 June
Semester break: Monday 23 June to Friday 11 July

PUBLIC HOLIDAYS

Good Friday	Friday 18 April
Easter Monday	Monday 21 April
ANZAC Day	Friday 25 April
May Day	Monday 5 May
King's Birthday	Monday 9 June

Semester 2 2025

Term 3 Monday 14 July to Friday 19 September
Mid- Semester break: Monday 22 September to Friday 3 October

PUBLIC HOLIDAYS

Picnic Day	Monday 4 August
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Term 4 Monday 6 October to Thursday 11 December

InSchool Weeks

Term 1	24 February – 28 February In-School & Home Tutor Conference	Week 5
Term 2	19 May – 23 May Sports Week	Week 6
Term 3	15 September - 19 September Get Together Week	Week 10
Term 4	1 December – 5 December Swim Week	Week 9

Introduction

This handbook is for home tutors, whether a family member or employed by the family, to help you in your role. There are also two other important handbooks you will need to be familiar with as you start your journey as a home tutor at ASSOA. The ASSOA Parent Handbook is a general introduction as to how the school operates, and the ASSOA Feedback Guide clearly outlines how home tutors (as well as teachers and families) can provide effective feedback to students to help them progress in their learning. The Feedback Guide is a companion document to this handbook and it is important home tutors read both.

Please contact the Assistant Principal with any suggestions for improving this guide as we aim to make the introduction to ASSOA for new home tutors as smooth as possible.

What is my role?

A home tutor plays a very important part in students' learning. Below are some statements which highlight the role you play, and the responsibilities of being a home tutor at ASSOA. Staff are available to support you in your role and it is vital that you work with your student's class teacher to ensure that students receive the support they need to learn.

Know students and how they learn

- Talk with students about their learning
- Provide students with additional learning support as identified by their teacher
- Guide students in the appropriate use of resources according to their individual learning needs
- Use and discuss knowledge of students' learning preferences, interests and needs to inform approaches for learning

Preparing in order to support learning

- Ensure you are familiar with the content of the work being taught
- Read all materials before lessons and activities
- Use resources and strategies suggested by teachers

Collaborate with the teacher to implement learning activities

- Identify and understand how to use the documents associated with the content being taught in the classroom
- Provide feedback to the teacher on content of units of work

Contribute to maintaining a safe and challenging learning environment

- Collaborate with the teacher to create a positive learning environment where respect for the individual is fostered
- Provide guidance and support to students on the safe use and care of equipment and resources
- Monitor student engagement in learning, and employ appropriate strategies to redirect behaviour when required

Providing feedback on student progress

- Provide feedback to the student and the teacher (see ASSOA Feedback Guide)
- Mark student work as directed by teacher and provide input into the evaluation of student progress

Engage in own learning opportunities

- Participate in learning opportunities, including HT online sessions, InSchool conferences and other opportunities as appropriate
- Use knowledge and skills gained through your own learning to improve student engagement, motivation, progress and achievement.

Engage with others in the school community and beyond

- Develop and maintain positive relationships with teachers, staff and other tutors.

Teacher's job	Student's job	Home Tutor's job
- Plan and program using Australian Curriculum - Set appropriate learning tasks - Give effective feedback on completed tasks - Assess student learning and use the data to plan the next steps for the student's learning - Be prepared for IDLs and PLTs - Work with students during PLTs to set learning goals - Promote a growth mindset by encouraging students to learn from their mistakes, develop persistence, set achievable, attainable goals, stretch student's thinking- move out of their comfort zone - Maintain website - Upload Weekly Timetable - Set tasks in Google Classroom - Provide ideas and resources to home tutors as required so they can effectively support their student - Provide twice yearly written reports to parents on student progress and achievement	- Have a growth mindset - give all tasks a go - Attend all IDLs and PLTs - Complete tasks- follow instructions and read Learning Intention and Success Criteria- this will help you to understand what the task is - Ask home tutor for help when needed - If home tutor cannot help contact teacher for help - Be prepared for IDLs with resources as set out in the timetable - Respond appropriately to feedback given by the teacher	- Check emails - Check the class website and relevant Units of Work before students arrive so you are clear and understand the day's activities - Locate the weekly lesson plans and activities on website and print out timetable if desired- having it visible to go through every morning with your student/s is helpful - Find and prepare resources for lessons and IDLs and consider what brain breaks you will include in the day - Work with students to ensure they understand Learning Intentions and Success Criteria - Support students to complete set tasks by guiding them through the required learning processes - Check tasks are completed and have comments (i.e. HS, S, I) before uploading to Google Classroom -in the correct place - Mark Soundwaves (Yrs 3-6) - Mark Maths pages before uploading - Read through feedback from teacher with student and implement recommendations - Contact teacher if unsure what to do or how to help your student

New Govie checklist

All people in the NT working with children need to have a Working With Children Clearance Card (Ochre Card)

<https://nt.gov.au/emergency/child-safety/apply-for-a-working-with-children-clearance>

Do you know:

- Your HT email address and passwords
- How to log in to the computer and login details for each student in the classroom
- How to access the class websites
- How to access the HT website
- How to find the weekly messages and weekly timetable
- How to use Google Classroom
- The teachers' contact details
- The IT contact details

Where the HT handbook is

- Where the Feedback Guide is
- You can call the school at any time with any question or the student can if it is about their work
- You can ask the HT Rep for a HT mentor
- How to access the HT facebook and Whatsapp groups
- What the HT Learning sessions are for and when they are on
- To read the Principal Weekly Update each Monday
- What to do if there is tricky or challenging behaviour in the home classroom

By the end of their first week check you have:

- Made contact with class teachers- plan a follow up
- Read the HT handbook
- Read the Feedback Guide
- Read all teacher emails

Tips and tricks- for families employing a Govie

- Introduce the Govie to all the teachers that are in contact with your child/ren
- Discuss with your Govie the behaviour expectations in the home classroom
- Let them know they can ask you for support if there is tricky or challenging behaviour in the home classroom
- Make a weekly meeting with your Govie to discuss student progress and any issues in the home classroom
- Provide them time to set up for the week and for each day and to tidy up and upload work at the end of each day
- Provide time for your Govie to sit in on weekly home tutor sessions.
- Outline to them what the 'boundaries' are outside the classroom
- Explain to them the student's likes and dislikes, capabilities and how much support they need in different areas
- Introduce to different Govies in their area.

Day One

On the first day in your home classroom you need to ensure

1. IT is set up so your student/s can access online lessons, the relevant class website/s, Google Classroom and emails from the school- the IT team will help with this- details under *Who to call*
Following enrolment, we will provide students and home tutors with usernames and passwords to access computers, websites and software. *Tip: By setting up multiple Google Chrome users, you can quickly switch between Student and HT accounts – [see ASSOA ICT website for more details](#).*
2. Go to the class website/s and locate the Weekly Overview page- that will include the class timetable for the week and messages from the class teacher relevant to that week- further information under *Communication*.
3. Log in to the online lessons at the times as outlined in the weekly timetable
4. The weekly timetable will also briefly outline tasks to be done for each subject- the learning materials for each subject have been sent to you hard copy (look in your pack up box you received from the school) or are on the class website- further details under *Learning Materials*
5. Upload student work to Google Classroom as outlined in the weekly timetable
6. Call the teacher or the school with any questions- we are here to help

At the beginning of the year, your class teacher will be in touch by email and phone, usually in the first week of school.

Communication

Two-way communication between the school and the home is essential so that our students can continue to learn and achieve. The school uses a variety of communication systems.

ASSOA Website (<https://www.assoa.nt.edu.au/portal>): This is where you access class websites, as well the Arts, PE, ICT and HT pages. It is extremely important you check class websites before the start of each week, as they are updated with timetables and other important messages.

Email is the most common form of communication, so should be checked regularly. Each child will have an individual email address, usually firstname.lastname@assoa.nt.edu.au. Student emails will usually include class/meeting invitations and work results. Check here first if you cannot see events on your student's calendars, invites are regularly declined by mistake. You will also be provided with a Home Tutor address, usually ht.surname@assoa.nt.edu.au. Use this account to communicate with the school and access the [Home Tutor Website](#). Teachers may also contact you to notify you of changes or items required for upcoming classes.

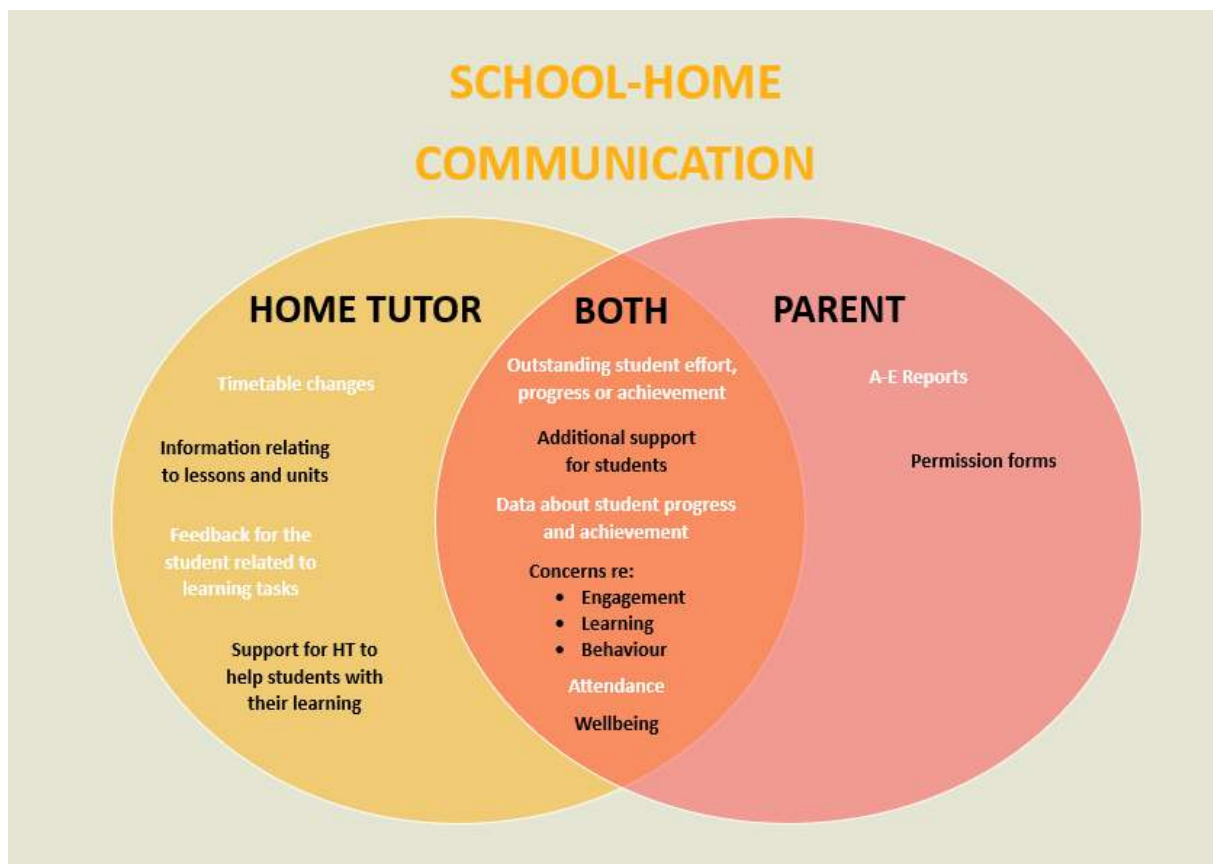
Every Monday morning, the Principal will send an email outlining relevant information for that week, such as staff movements, special events, community events or school meetings. Additional information and links to further reading specific to student learning may also be circulated.

Phone: All teachers have a phone and can be contacted through the school number- 8951 6800.

Pigeon Hole: Each family has a pigeon hole located in the Mail Room of the school. School staff place items to be mailed to families, which are sent via Australia Post. Please check your pigeon hole whenever you are in town.

Communication.....from the school

The diagram below outlines who the school will contact in different circumstances when there is an employed home tutor. If there are concerns that an employed home tutor has not been able to resolve the teacher will contact the parents. When a parent is also the home tutor they can expect all communication.



Communication.....from the home

Please contact the teacher or other relevant staff if there is something you do not understand with your student's work or learning. Beginning distance education can often be confusing so please do not hesitate to call if there is anything concerning you.

Refer to the Communication Flowchart in Appendix 5 for the appropriate way to access help, especially if there are issues.

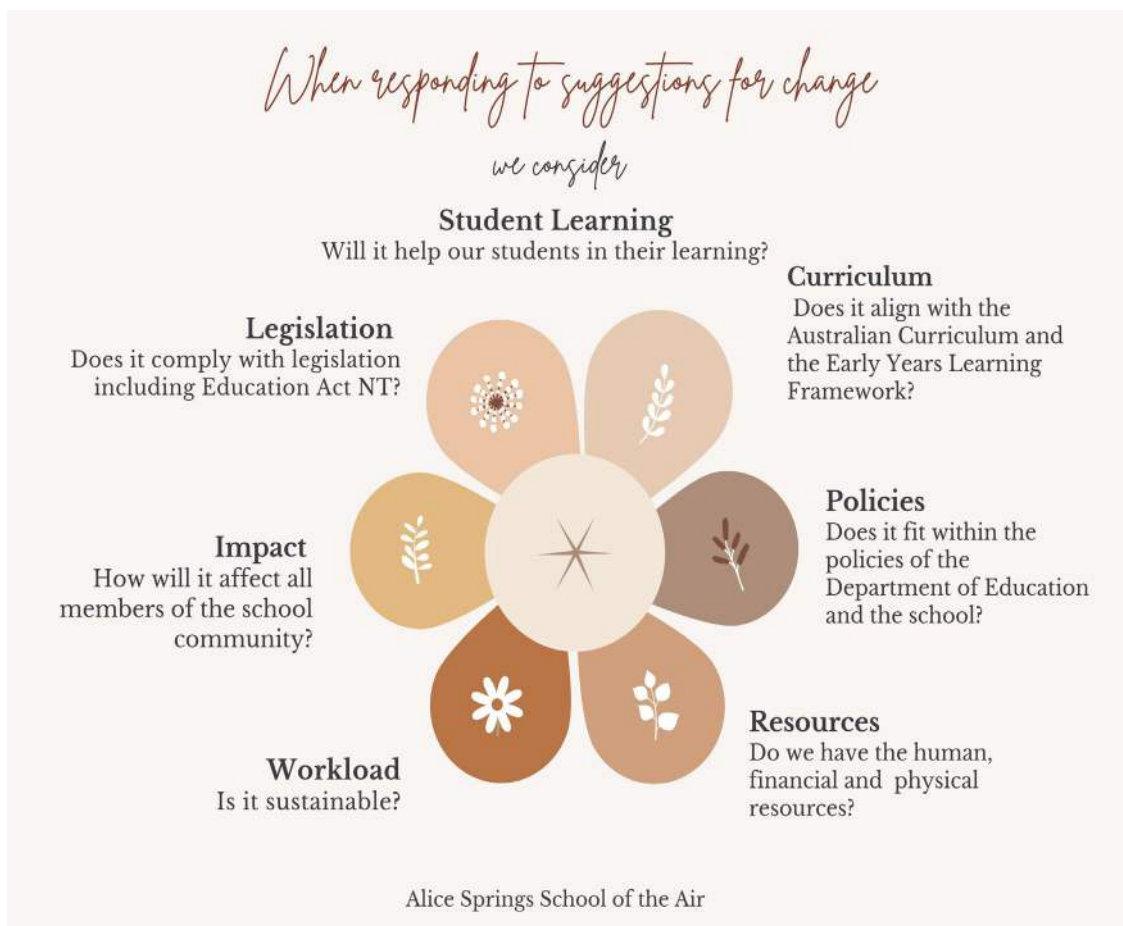
In circumstances where there is an employed home tutor (govie) then it is paramount that the govie communicates with the family regularly regarding everything that goes on in the home classroom.

Providing feedback to the school

Alice Springs School of the Air is always seeking to improve and we value hearing from all students, parents/guardians and home tutors. We consider all feedback and suggestions for change that are provided to our school by members of our school community. Feedback takes many forms- emails; phone calls; in person conversations; responses to surveys; feedback provided at the end of each unit of work; School Council suggestions and others.

As we consider suggestions for change we are guided by the questions on the following page. If we can make the change, we will do so. Some changes are easy but some take time. Changes requiring policy changes, for example, will take time.

Please contact us at any time if you have suggestions for improvement- we would love to hear from you!



Who to call:

IT – IDL lessons, computer issues

Units of work or class website

Library

Financial Allowances

General enquiries

Any IT questions first try the IT Webpage

<https://sites.google.com/assoa.nt.edu.au/ict-info/home>

then contact Joshua Howard or Nate Rate for IT Support 8951 6823

Class Teacher

Front Office Admin 8951 6800

See Parent Handbook for extensive information and with further questions contact Karen Pomfret Business Manager 8951 6826

Front Office Admin 8951 6800

Learning Materials

There are a variety of learning materials, which together constitute what each student will need for their learning in each subject. Some are collected from the school, some are posted out, and some are accessed via the class website or emailed from the teacher. Most subjects are taught in 5 or 10 week blocks and the learning materials are called 'units of work'. In Primary school, most units of work are paper based, with some being only available electronically. In Middle Years, most units of work are accessed on the class website and refer to a hardcopy textbook, which the school supplies to each student. Each student will be allocated a stationery pack, Maths Kit and Art supplies and generally these need to be collected from the school, as they are too large to post. All the units of work and other resources your student will require are packed into 'Pack up boxes' which are organised by year level and contain year specific materials. Travellers do not receive all kits. It is very important that you go through all materials and familiarise yourself with the contents. Class teachers will go through the contents of the pack up boxes during an initial IDL in Term 1 Week 1. If your student enrolls after this time teachers will make a time to go through the materials with you.

Class Teachers will give you information about any other websites / apps you will need. Teachers will also allocate readers to students based on their instructional reading level. InSchool weeks are a good opportunity to return readers and reading materials from Units and pick up new materials.

Students can borrow books from the Library, or you can arrange for Front Office Admin to pre pack some books for you.



Student Learning

Classroom set up

Every schoolroom is different in space and size and there is no one way to set up your home classroom. However, it is important to make this room as inviting as possible for your student/s.

Establish classroom agreements together as this will assist in creating a learning environment where both you and the student feel safe and know the expectations. Think about how you will manage positive and negative behaviours- see Appendix 2 for examples of classroom agreements, Appendix 3 for our positive behaviour framework and Appendix 4 for classroom set up.

General suggestions:

- Display class agreements
- Allocate a space where each student works
- Store Units of Work in an accessible place for reference
- Ensure learning resources and stationery are accessible for your students
- Display students' work and certificates
- Display resources that may be helpful for your student, e.g. sight words, alphabet, question words

Preparing for the day

The day's work will go smoothly if you are well organised. Establishing a routine for yourself and your student/s from the very beginning will ensure the smooth running of the schoolroom.

As you may have more than one child in your classroom be sure to check each child's class website and teacher emails. From Year 5 we encourage students to begin taking responsibility for their own daily organisation. They can also use the below checklist themselves.

Daily Checklist- this can be done the night before or before the students arrive at school.

- Check emails
- Ensure you have looked at the class website and relevant Units of Work before students arrive so you are clear and understand the day's activities- this is very important because if you do not understand the task it will make it more difficult to explain to your student and this can lead to frustration for you both
- Locate the weekly lessons plans and activities- <https://www.assoa.nt.edu.au/the-school/resources/intranet/>
- Print out timetable for the day/week if desired
- Have a timetable visible for you and your student/s and go through this every morning to start the day. This will enable you and the student to be organised and have all materials ready to go for the day's teaching and learning
- Find and prepare resources for lessons and IDLs and consider what brain breaks you will include in the day- refer to class website for ideas
- Student work is uploaded to Google Classroom for the class teacher to assess, mark and give feedback. Class teachers will specify which work needs to be uploaded and when- check your class Google Classroom site

Interactive Distance Learning (IDL)

Interactive Distance Learning lessons are broadcast from ASSOA studios, and we use Zoom as our main video conferencing platform. IDLs are usually 30 minutes long and Primary students generally have between 7 and 9 IDL lessons a week. Middle Years students have more and it depends on what subjects are being taught that term. Once students have access to the online platform, IDL lessons are compulsory. On class websites there will be a timetable of when lessons are happening, and how to access them.

Every student learns at a different pace; some students will be independent in using technology and others need your on-going support throughout the IDL lesson. Please ensure your student is logged on ready for the lesson with all the required resources nearby. Each IDL lesson focuses on a particular subject and supplements the learning materials for that subject. Please let your teachers know if your student is not able to attend a lesson.

The IT Officers at ASSOA can be contacted via email or phone if there is a technology problem with IDL.

Home Tutor role in IDL

For online lessons the teacher has the responsibility for student learning. However, as the teacher is not physically present with the student, there are some things the teacher cannot do and so that becomes the role of the HT.

Student physical safety

Student ready to learn

- specified resources available, has been to toilet, has water handy, online on time

Tech support

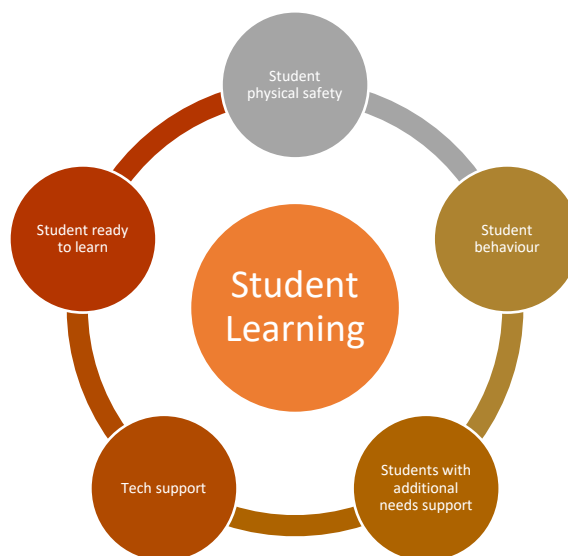
- trouble shooting issues that need to be addressed by someone in the room

Student behaviour

- support students to adhere to online behaviour expectations

Support for students with additional needs

- some students may require additional support during online lessons





Throughout Preschool and Transition, the teacher and home tutor are supporting students to work towards developing independence in online lessons and so there may be additional support home tutors provide during this time. From Year 1 the expectation is that the only support home tutors provide to students during online lessons is as outlined above.

To support students to work towards independence in a skill, a gradual release of responsibility is a helpful model to use.

Gradual release of responsibility is the process through which a teacher moves from demonstrating a skill or concept to students (I do- you watch), to the student independently applying that skill or using the concept (You do- I watch).

This process can also be used by home tutors with their Preschool and Transition students as they develop the skills they need to be independent in online lessons by the end of Transition.

Daily Work Marking and Feedback

The purpose of home tutor to student and teacher to student feedback is:

- to close the gap between what the student is currently doing and the goal of the learning intention (this type of feedback happens during IDL, immediately after completing activities, and after the culminating activity for the week, the Investigation)

The purpose of student to teacher feedback (via student responses and work completed) is:

- to give the teacher information so they can adjust teaching to help the students reach the learning intention

It is the responsibility of the home tutor to provide feedback to students to assist them in their learning. Areas for improvement and/or errors can be pointed out and corrected as a means to assist students to progress with their learning. Additionally, if specified, home tutors mark student work as it is completed. Student work, marked by home tutors, is then assessed by teachers. Home tutors can record comments about the student work either directly on the work or in Google Classroom. Student work is uploaded to Google Classroom for the class teacher to assess, mark and give feedback. Class teachers will specify which work needs to be uploaded and when- check your class Google Classroom site.

Use the following when giving feedback on student work for teachers.

I Independent – The student can do the work independently without adult support. Adults may still need to read and explain the activity to the student.

S Supported – The student requires some assistance for the task however can complete most of the activity without step by step assistance.

HS Highly Supported- The student has required a lot of assistance and was unable to complete most of the activity without adult support.

Suggestions for future learning may be incorporated in the work returned to students from teachers. This will specify what actions the teacher and the home tutor will undertake. It is the responsibility of the 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 be sought from the teacher when necessary.

The ASSOA Feedback Guide provides more information about providing feedback to students, and home tutors are strongly encouraged to read this.

Maths feedback to T-6 students

During the online lesson

Teacher role

Provide verbal feedback throughout lesson as necessary

After the online lesson

HT role

As soon as possible after the student completed the activity, use the Prime Lesson Note Answers to mark each response (e.g. tick or cross; or tick and circle incorrect answers)

Draw student attention to incorrect answer

Determine if the student made a miscalculation/simple mistake or if they do not understand what to do

If the student made a simple mistake, ask them to redo it

If the student does not understand the concept, discuss it with them and possibly ask- Can you explain your thinking or can you explain how you got this answer? *(These sorts of learning conversations as soon as possible after completing the activity are a vital part of the teaching and learning cycle).*

Write a comment for the teacher before uploading:

- if they completed the task correctly and independently, no comments required apart from I (Independent)
- if they had difficulty, comment with as much information as you could gather as to why you think they don't understand it

Upload student work with relevant comments as soon as possible so teacher can see how they went

Teacher role

View the student work and HT comments and use the information to inform planning for the next lessons, along with information noted during online lesson.

If students completed independently with little or no difficulty, no teacher comment required

If the student is having difficulty respond to HT feedback via Google Classroom, or email or phone and, let them know what the next step is *(This helps strengthen the relationship between teachers and HTs who together form the team that supports student learning).*

HT role

Read/listen to teacher feedback and discuss with students if appropriate (teachers may have provided a strategy or a game which may be useful to share).

Friday Investigation activity

HT role

Upload student work with relevant comments as soon as possible so teacher can see how they went

Teacher role

View the student work and HT comments and provide comments that lets the student know how they went in relation to the learning intention, and what the next steps are

ASSOA Multiplication Tables Guidelines

Learning multiplication tables are an important part of mathematics. Mathematical and computational thinking form part of the Australian Curriculum. They include relational thinking, counting, place value, additive thinking and multiplicative thinking. Learning times tables throughout the primary years are a key component.

Below are some guidelines for when students need to be able to recall multiplication table facts. As we know students do learn at different rates however it is important that wherever they are up to in their knowledge of the multiplication tables, regular time is set aside for them to practice those facts.

End of Yr 3: 2, 3, 5, 10 End of Yr 4: 2, 3, 4, 5, 6, 7, 8, 9, 10 End of Yr 5: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

There are many online games and activities to assist when learning tables. Some resources and games for practising tables are on class websites and some are on the Home Tutor website.

Personal Learning Time (PLT)

All students from Preschool to Year 6 are allocated an individual weekly 15 or 20 minute time slot using either the phone or IDL. PLTs are targeted teaching and/or assessment time. Each term the maths teacher (whether it is the specialist maths teacher or the class teacher) will teach two of the individual PLTs. PLTs begin in Week 2 of each term.

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 work, or additional support or activities related to the learning program. Please notify the teacher ahead of time if there's a particular concern which you would like addressed during the PLT.

When teachers are away during a scheduled PLT time, the PLT will not occur. The teacher will resume normal PLTs upon their return, however sometimes may change the PLT timetable to ensure equity for those who have missed out. The school will work to ensure that a minimum of three PLTs will be offered to each student each term, so that if teacher absence for any reason means the cancellation of a PLT, and it appears that the minimum of three PLTs will not be met, additional PLTs will be scheduled. Unattended PLTs, that are offered by the teacher and not attended by the student for any reason, are counted as an 'offered' PLT.

Supporting Positive Behaviour in your students

At ASSOA we use a Positive Behaviour Framework which outlines behaviour expectations, linked to our values, and provides a helpful model for teachers and home tutors to teach the expected behaviours to students.

The mantra at our school is *We teach behaviours like we teach academics*.

The Values matrix clearly outlines the behaviour that is expected as it relates to each of our school values:

Values	We always	In the home classroom we
Connected Learners	Interact, communicate and collaborate Work through individual challenges together Focus on the whole learning process Celebrate success	Are friendly and work together on the task
Resilient and Resourceful	Have a go and persist Act on feedback Have the courage to ask for help Develop independence	Give it a try first, then ask for help Have a try, don't cry Read teacher feedback as soon as it comes in Think "Mistakes are the stepping stones to success" Ask questions: What am I learning? Why am I learning this? Are prepared for lessons
Kind and Respectful	Respect ourselves, others and our environment Value different points of view	Speak kindly to each other Do not interrupt others' lessons Walk into the classroom with a positive mindset Ask teachers for permission before leaving lessons Listen in order to give feedback
	Acknowledge others' contributions, give thoughtful and helpful feedback Are inclusive	

It is very important that these expected behaviours are clearly displayed in your home classroom, and you refer to them.

The following framework supports home tutors and teachers to teach and positively reinforce these behaviours.

Framework	Description
Teach	We explicitly teach what we want to see in the same way as we teach academics. What we teach is guided by our school's values.
Model	We model the school's values in our own behaviour.
Acknowledge	We notice, acknowledge, and provide feedback for behaviour that has been taught and reflects our values.
Correct	We expect mistakes and respond to these in ways that help our students to learn what to do instead, not just what <i>not</i> to do.
Assess	We assess how students are progressing with their learning.
Adjust	We adjust how we are teaching, monitoring and providing feedback based on our assessment.

Assessment

Assessment of student learning will be undertaken throughout the year in a variety of ways. Teachers will utilise every available opportunity to monitor progress via:

- Targeted assessment, e.g.: reading assessment running record
- Assessment of units of work
- IDL and PLTs
- Assessment/observation during Inschool weeks and on Home Visits
- PAT Reading and Maths

The following assessments are undertaken throughout the year and the results will be communicated with students, home tutors and parents.

Early Childhood - Transition to Year Two

	Monitoring and Assessment Tool	Term One	Term Two	Term Three	Term Four
Transition	Foundations for Early Years Literacy Assessment (FELA)	✓			✓
	Australian Early Development Census (AEDC) Every 3 years		✓		
	RWI	✓	✓	✓	✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓
Year One	RWI	✓	✓	✓	✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓
Year Two	RWI	✓	✓	✓	✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓

Primary – Year Three to Year Six

	Monitoring and Assessment Tool	Term One	Term Two	Term Three	Term Four
Year Three	PM / Probe		✓		✓
	Soundwaves				✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓
Year Four	PM / Probe		✓		✓
	Soundwaves				✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓
Year Five	eWrite (twice a year)		✓		✓
	PM / Probe		✓		✓
	Soundwaves				✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓
Year Six	eWrite (twice a year)		✓		✓
	Soundwaves				✓
	PM / Lexile		✓		✓
	Prime Maths- checkpoint assessments	✓	✓	✓	✓

NAPLAN

Each year students in Years 3, 5, 7 and 9 are required to participate in the National Assessment Program (NAPLAN). 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. This test is done online at home in Term 1.

PAT

PAT Reading Adaptive and PAT Maths Adaptive are standardised assessments completed by all students in NT government schools in Years 1-9 in Semester 2. PAT is a required assessment in NT Government schools. It provides information about your child's achievement level and how much progress they have made since the last testing period. PAT provides valuable diagnostic information that can be used in conjunction with other information to ensure the teaching program is tailored to your child's needs. This assessment is done online in the Term 3 Inschool Week for Years 1-4, and online at home for Years 5-9 late Term 3.

Attendance

The ASSOA Attendance Policy is outlined in detail in the ASSOA School Handbook. In summary, the policy states: For students to continue to learn, progress and reach their full potential, the school expects every student to fully engage with their learning program. Weekly attendance and engagement will be measured by:

1. Student participation in PLTs
2. Student participation in IDL lessons – students who have access to IDL are expected to attend scheduled lessons for the subjects they are enrolled in.

3. Student work returns – at least 75% of work tasks completed and returned electronically/via mail as described in the course materials.

InSchools

There are four *InSchool* weeks each year, held once a term. For these weeks, students (and families) travel to Alice Springs and participate in class activities at ASSOA. A residential program is usually offered for the Middle Years students during Terms 1, 2 and 4. These weeks provide students with unique learning opportunities, and teachers and families with the chance to discuss issues pertinent to each child's learning and progress. Each InSchool week is referred to by a unique name: Term 1- InSchool Week/Home Tutor Conference; Term 2- Sports Week; Term 3-Get Together, and Term 4-Swim Week. The information below briefly outlines the main focus of each InSchool week.

TERM 1 - *InSchool Week / Home Tutors' Conference*

InSchool Week/ Home Tutors' Conference is held in Term 1. All children are encouraged to come into town and participate in class activities with their peers and teachers; this is an excellent opportunity for children to work together and for the teacher to get to know students individually and the class as a group.

The Home Tutor Conference is held during the same week and its purpose is to develop YOUR skills and knowledge. 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 present on topics and teachers are available for advice and to meet with you to discuss your ideas and challenges specific to you and your student/s. It is also a good opportunity to meet with other home tutors and share ideas. Crèche is provided for children whose parents are attending the conference and is funded by the School Council. In 2024 ASSOA's first Swimming Carnival will be held on the Friday of this week.

TERM 2 - *Sports Week*

Sports Week is held in Term 2 and all students participate in a variety of class activities, assessments, sporting activities and team games with an emphasis on participation and skill development. The week closes with a Sports Day for the entire school.

TERM 3 - *Get Together*

Get Together is held in Term 3 and its main focus is excursions. Students will participate in class activities both at school and in other locations. Years 3 and 4 may participate in an overnight local excursion while Years 5 and 6 and Middle Years students may have an excursion intrastate or interstate.

TERM 4 - *Swim Week*

Swim Week is held for all students in the second last week of Term 4. Preschool to Year 6 students participate in swimming lessons, activities at the town pool, learning activities and prepare for the end of year Concert which is held towards the end of this week.

We encourage you to get involved during each of these weeks and if you are available to help contact your class teacher or Assistant Principal.

See pg. 6 for InSchool dates.

Support for Home Tutors

Learning Sessions

Home Tutor Learning sessions are generally fortnightly on Thursdays at 3pm. Please check the Principal weekly updates emailed every Monday to check session details. If you have suggestions for Professional Learning please contact the Assistant Principal.

1:1 Sessions

Constructive Relationships are key to developing and nurturing productive and collaborative relationships between the school and home tutors. In helping to develop these relationships teachers will offer a 15 min 1:1 session to every home tutor in Terms 1 and 3. The purpose of these sessions is for you as home tutors to ask, clarify and /or confirm anything

that you need to help you in your role as a home tutor. Teachers will not prepare anything specifically for these sessions instead will be guided by your questions and queries. Student PLTs will not take place in this week.

Termly information sessions

Twice a term teachers will offer a 30 min group session to go through units of work, outlining assessment and tasks and providing all the information you will need to be able to support your student/s. This is a wonderful opportunity for you to clarify anything you need. We ask that you make yourself available to attend these sessions each term.

Home Tutor Mentor

As part of our support for home tutors we are offering all new home tutors access to a home tutor mentor-a current home tutor who can support you with any questions you have as you settle into your role. If you would like a mentor please contact the Principal who will let the School Council Home Tutor Rep know, and they will then contact you to make the arrangements.

Social Media

The home tutors have a Facebook page titled *ASSOA Home Tutor Ideas*. This is a closed group and you can contact the Assistant Principal to join.

Please obtain consent from staff members before adding photos of them to social media, e.g. Facebook or Instagram, following a Home Visit. Teachers will not post photos of any ASSOA students on their Facebook page.

Home Visits

Usually once a year, class teachers visit students from Transition to Year 6. The dates, duration and format of visits, including social activities, are negotiated with families. The visits are generally in Terms 2 and 3 and the timetable for this is organised by the Assistant Principal. Exceptions include travellers, students based overseas, Pre-schoolers (unless there are other children in the family to be visited), students who are known to be leaving or are short term enrolments, dual enrolments, and families who choose to have an In-town visit. Students who enrol after Term 1 do not qualify for a home visit.

Home visits are critical opportunities for:

Students	- build relationship with teacher - consolidate learning - one on one time with teacher
Home Tutors	- observe and learn from the work the teacher does with the student - raise any issues, concerns or challenges with the teacher - discuss matters of importance - receive feedback from the teacher
Teachers	- build the relationship with the student based on an appreciation of the child's unique context and learning environment - give the teacher first-hand experience and understanding of the physical and social environment in which the child is working - assess the capabilities and progress of the student - provide the student with feedback on their progress and achievement to date - use explicit teaching practices to address any misconceptions or misunderstandings
Parents	- build relationships with teacher - raise any issues, concerns or challenges with the teacher - discuss matters of importance - share success of their child/children and home tutor
All	- work together to establish work patterns, productive classroom management strategies

Teaching Strategies

Collaborative Learning



Collaborative learning is a strategy that involves students working together on activities or tasks. Examples include paired sharing, small group problem solving, scenario-based discussions, skill development exercises, role plays, storytelling, games, experiential activities and class discussions. When using collaborative learning experiences it is important that everyone participates in all aspects of the lesson. Sometimes lessons may allow older students to act as peer tutors for younger students; which means it will be important that home tutors observe their interaction carefully to make sure everyone is contributing and actively involved.

Discussion

A lot of learning experiences are based on interactions between the tutor and the students and the students with each other. Talking is a really important part of learning; it helps students to build their vocabulary, put ideas into words and to share their understandings and perspectives with others.

Have-a-Go Writing

You will often see the phrase “have-a-go writing” especially in activities designed for younger students. When students have-a-go at writing, the focus is on communicating and recording their ideas. The purpose is to encourage students to use what they know about writing and so correct spelling, punctuation or letter formation are not the focus of their writing.

Shared Writing

Shared Writing is a strategy which allows students to participate in the writing process by contributing ideas and knowledge without the pressure of having to write on their own. Where shared writing is appropriate the home tutor acts as the scribe. It is important that the words recorded are the students.

Modelled Writing

When modelled writing is used, the home tutor scribes the student’s ideas and then the student copies it. Modelled writing is another great strategy that allows students to focus on their ideas and understandings.



Age Appropriate Pedagogies – Early Childhood P-2

Children learn best when they are actively engaged in purposeful learning experiences. The Australian Curriculum clearly defines what is to be taught, and teachers use their knowledge of children's interests, strengths and capabilities to identify the most effective way to teach curriculum content. We use a range and balance of Age Appropriate Pedagogies in planning our teaching and learning experiences for children in Preschool – Year 2.

Characteristics of Age Appropriate Pedagogies are:

Active

Agency

Creative

Explicit

Language Rich and Dialogic

Learner Focused

Narrative

Playful

Responsive and

Scaffolded

If you would like more information, please talk to your student's teacher or email the Assistant Principal.



Appendix 1: Class Agreements



Always do your best!



Treat others the way you want to be treated.



Use classroom materials respectfully.

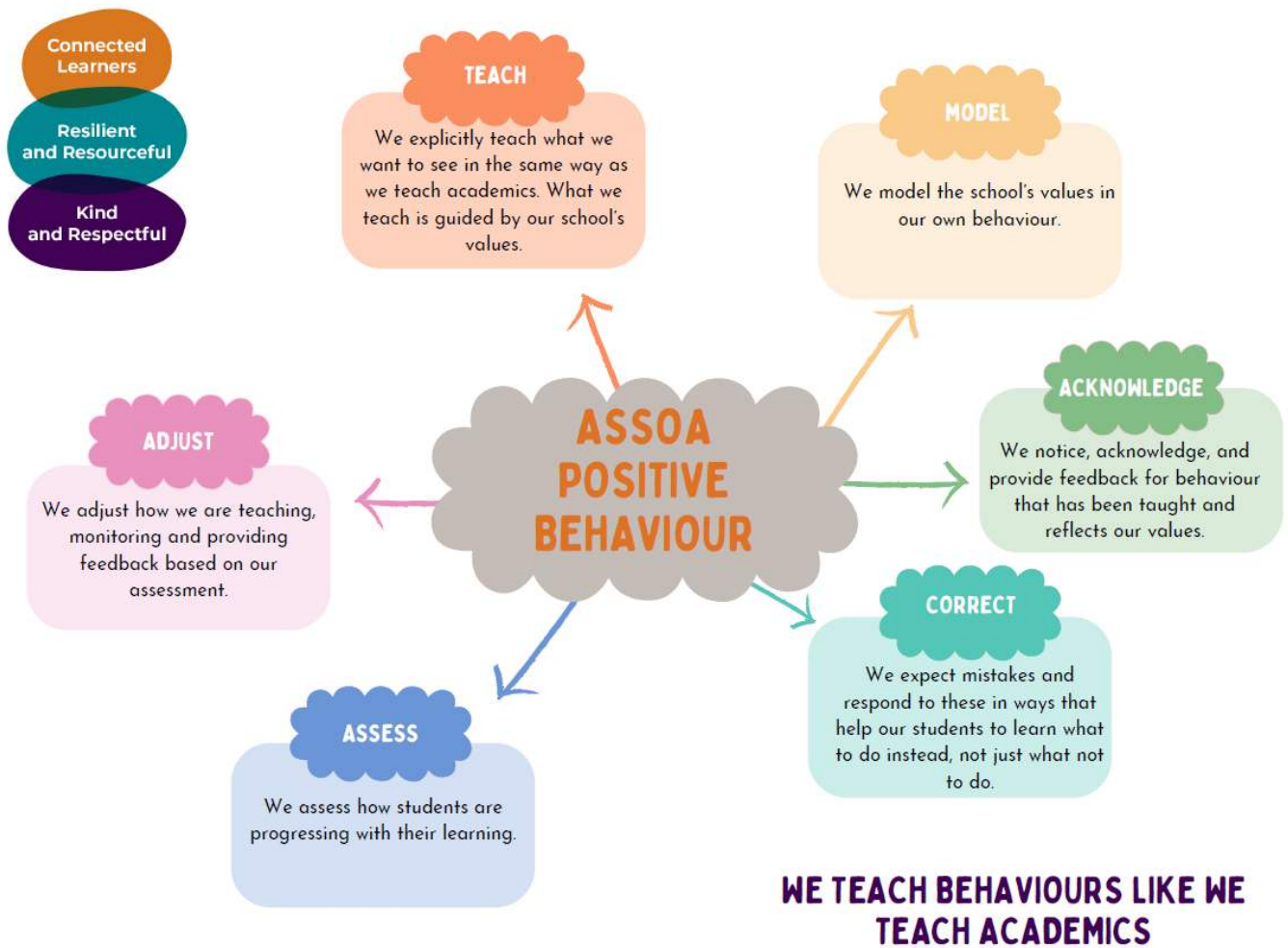


Be safe inside and outside.

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Appendix 2: Positive Behaviour Framework

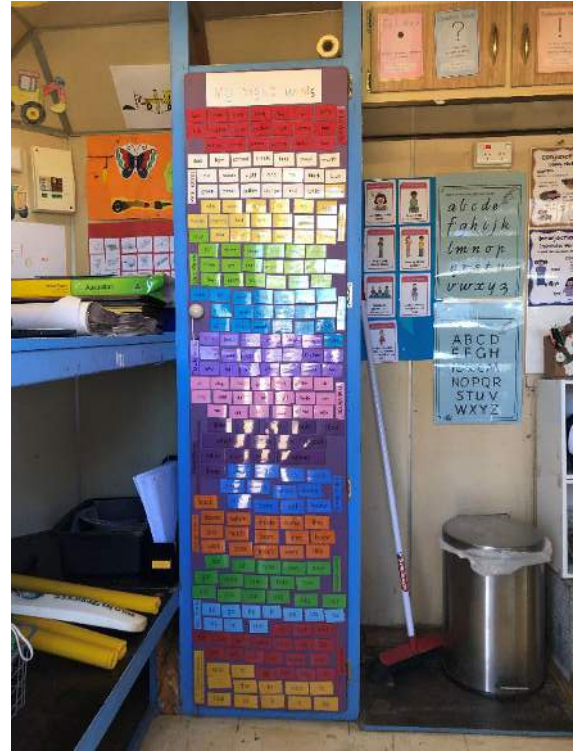
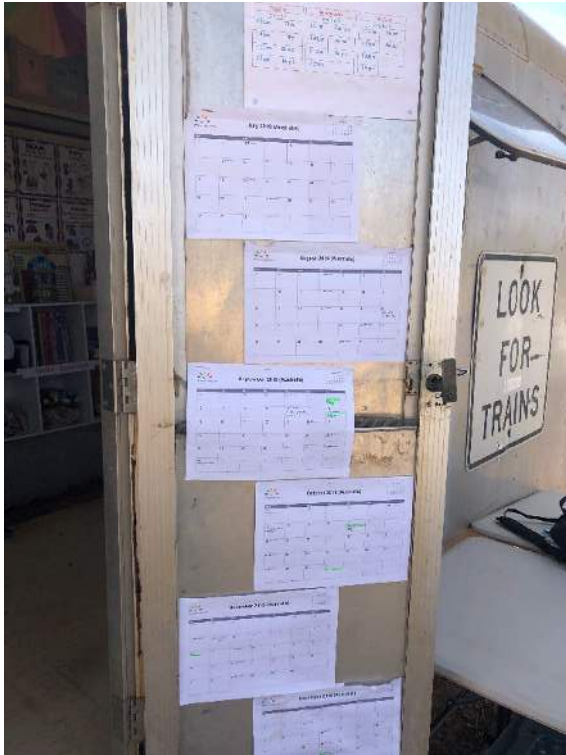


Appendix 3: Classroom Set Up



Kurundi School Room, 2020

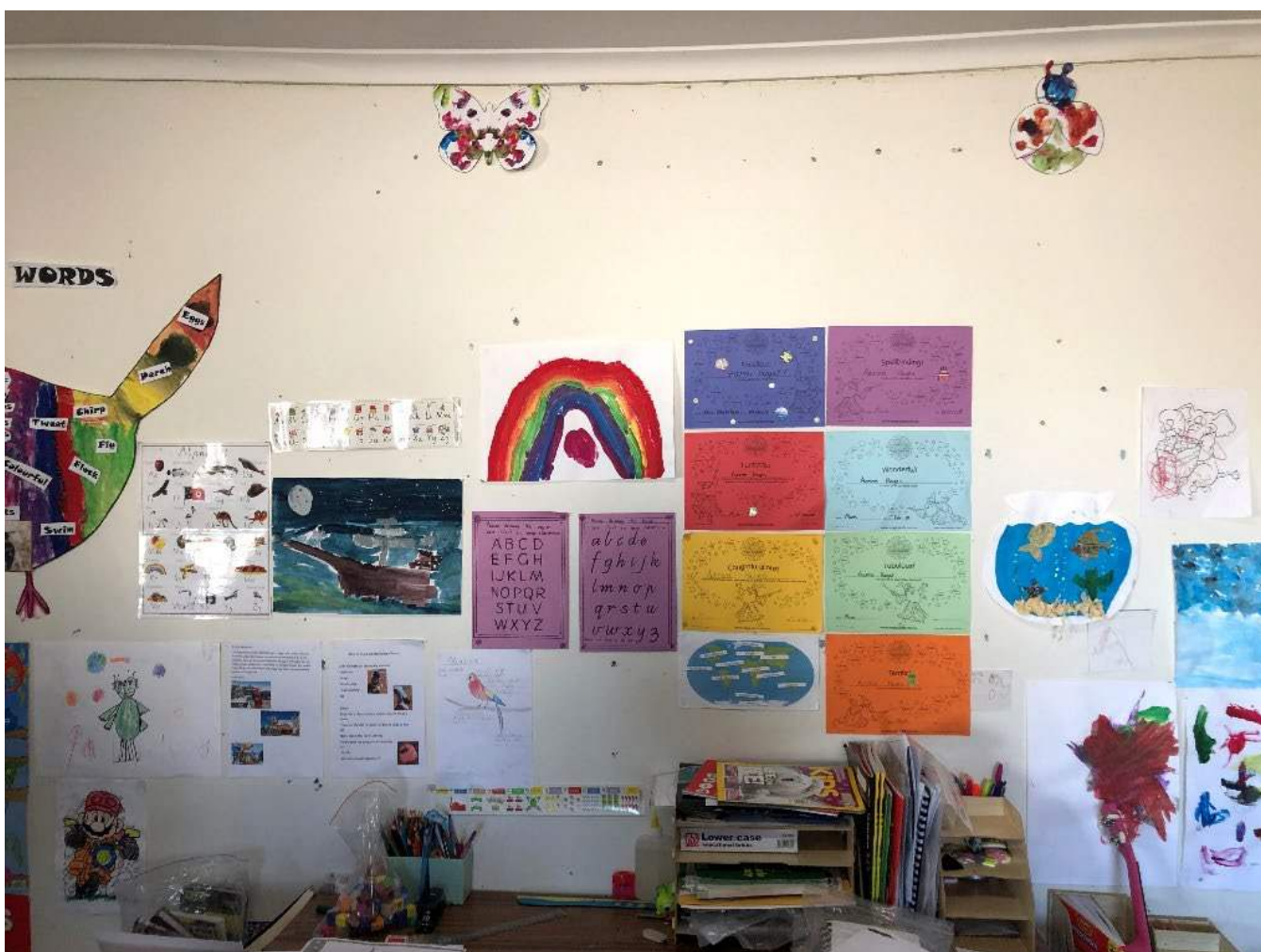




Hale River School Room, July 2019



Arckaringa Classroom, 2019



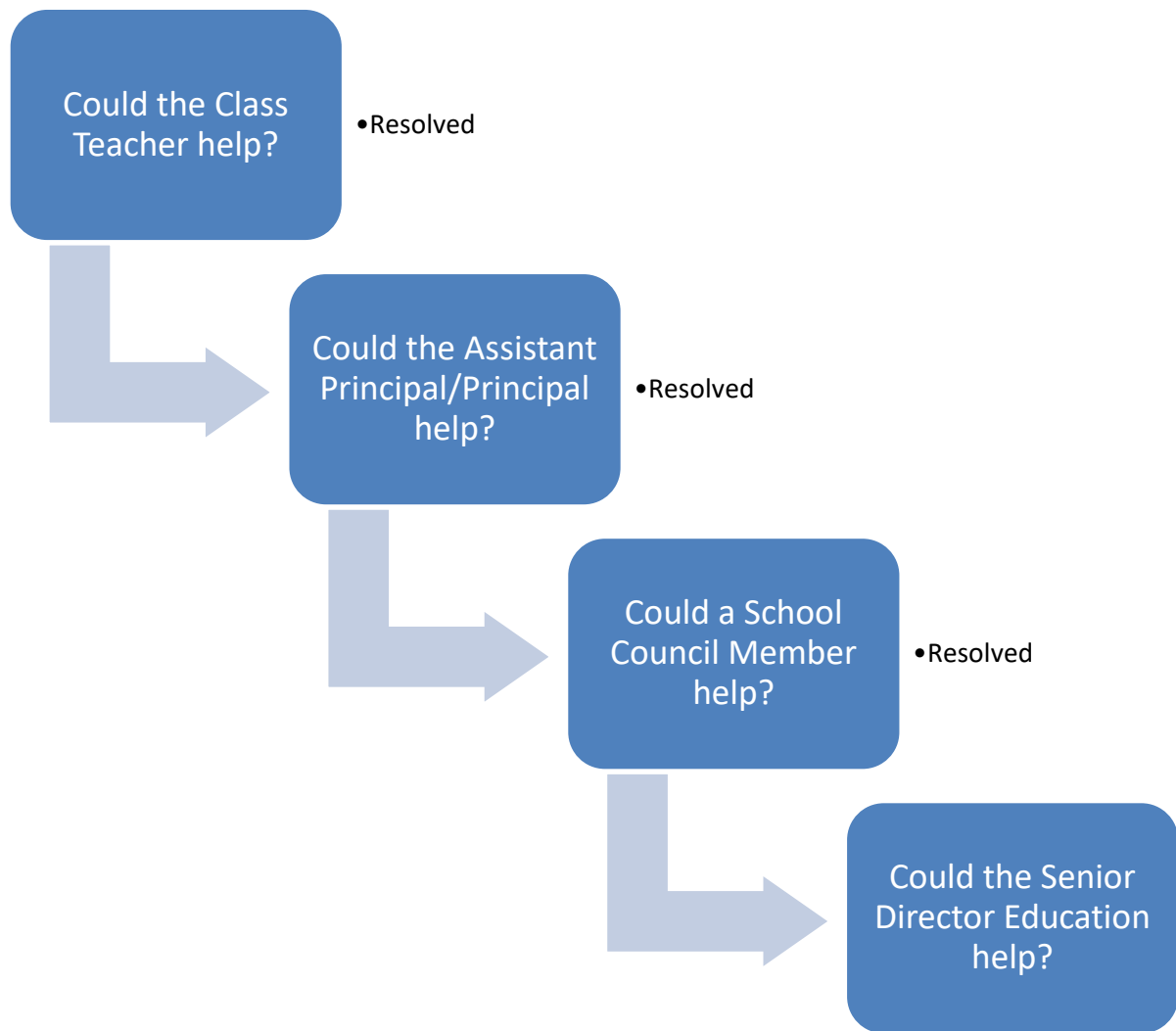
Appendix 4: Recommended Time Allocations

Below are the NT recommended guidelines for hours per week that primary students spend each week on subjects (learning areas). Teachers use this guideline in their planning- it is not something home tutors need to factor in, this is just for your information.

Recommended time allocations for curriculum delivery

Learning Area		Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The hours per week are a guide to be applied across the whole year. If a subject is not taught each term there will be more hours per week dedicated to that subject in the term it is taught.								
English	Hours per week	7	7	7	7	6	6	6
Mathematics	Hours per week	5	5	5	5	5	5	5
Science	Hours per week	1	1	1	1hr 45min	1hr 45min	1hr 45min	1hr 45min
Humanities and Social Sciences History, Geography, Civics and Citizenship (from Yr 3), Business and Economics (from Y 5)	Hours per week	1	1	1	2h 30min	2h 30min	2h 30min	2h 30min
The Arts	Hours per week	1	1	1	1h15min	1h15min	1h15min	1h15min
Languages	Hours per week						2	2
Health and Physical Education Health, SEL, Physical Activity and PE	Hours per week	2	2	2	2	2	2	2
Technologies Digital Technology and Design and Technology	Hours per week	30min	30min	30min	1	1	1h 30min	1h 30min

Appendix 5: Communication Flow Chart



More information regarding this is in the Parent Handbook, Communication section.

Copyright

Item	Place	Source
Our Class Rules	Appendix 1	https://www.google.com/search?sa=X&rlz=1C1GCEA_enAU807AU807&q=classroom+rules&tbm=isch&source=lnms&safe=active&ved=2ahUKEwj96anF14XgAhUGOisKHSg8C3QQ7Al6BAgCEBE&biw=1524&bih=706#imgsrc=RL14LjRpr-emHM : Accessed 24/01/2019
Classroom Rules	Appendix 1	https://www.google.com/search?rlz=1C1GCEA_enAU807AU807&q=classroom+rules&tbm=isch&source=univ&safe=active&sa=X&ved=2ahUKEwjrtDm1oXgAhVOTn0KHe9nClgQ7Al6BAgCEBE&biw=1524&bih=706#imgsrc=NNX3kti-Q2lrGM : Accessed 24/01/2019
Children Playing	P16	http://4.bp.blogspot.com/-a2wsbnTMt1U/UjsTROiObDI/AAAAAAAAABok/291VqUw_XW0/s1600/learn+play+grow.jpg : Accessed 14/11/2019