



Alice Springs School of the Air

Parent Handbook

**Our Vision: Inspiring isolated students to recognise and
pursue their potential**

Contents

Welcome to Alice Springs School of the Air	3
Who We Are	4
Our Vision	4
Our Mission	4
Our Values	4
Our Strategic Framework 2023-2026	4
Staff 2025	5
Code of conduct	6
Visitor Centre	7
Term Dates	8
Semester 1 2025	8
Semester 2 2025	8
InSchool Weeks	8
Staff Meetings	8
Governance	9
School Council	9
Student Leadership Guidelines	10
Communication	11
From the school	12
From the home	13
Providing feedback to the school	15
Mail	16
Media Protocols	17
Student Learning	17
Learning Materials	17
Interactive Distance Learning	17
Assessment	18
Personal Learning Time	19
Preschool and Transition Age of Entry	20
Preschool	20
Middle Years	21
Learning Support- Inclusive Practices	21
Student Support Services and Referrals	21
Attendance	21
Start of Year Procedures	23
End of Year Procedures	24

Library	24
Art and Stationery Supplies	24
Assembly	24
Dual Enrolments	25
Home Tutors	25
New Govie checklist for employers	26
Home Tutor Learning Sessions	27
Govies' Muster	27
Events	27
Home Visits	27
Excursion Policy	29
Inschool Weeks	29
Annual Awards	30
In Town Visits	31
Support for Families	32
Tutor@ASSOA	32
School House	33
Isolated Children's Parents Association (ICPA)	33
Volunteers for Isolated Students' Education (AHVISE)	34
Dental Treatment	34
School Counsellors	34
Finance	34
Allowances and Financial Assistance	34
Loan Agreement	37
Voluntary Financial Contributions	37
Safety	38
Fire Alarm Procedure	38
Bomb Threats Procedure	38
Smoking	38
Miscellaneous	39
Mobile Phones	39
Uniform	39

Welcome to Alice Springs School of the Air

We are so delighted that you have joined our school and we look forward to partnering with you so that your child or young person can grow and achieve in this unique and thriving school community.

Alice Springs School of the Air (ASSOA) is one of three distance education schools in the Northern Territory operated by the Department of Education and Training (DET) 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, as well as overseas based students.

At ASSOA we are committed to delivering the highest quality distance education service using the Australian Curriculum. Some learning materials are commercially produced and some are designed by our teachers. Teachers are responsible for planning, teaching and assessing a learning program for your child that addresses all eight learning areas of the Australian Curriculum, and due to our unique context we use a range of methods to deliver the teaching and learning experiences, including through Interactive Distance Learning (IDL). 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 receive every educational opportunity possible.

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

Who We Are

Our Vision

Inspiring isolated students to recognise and pursue their potential.

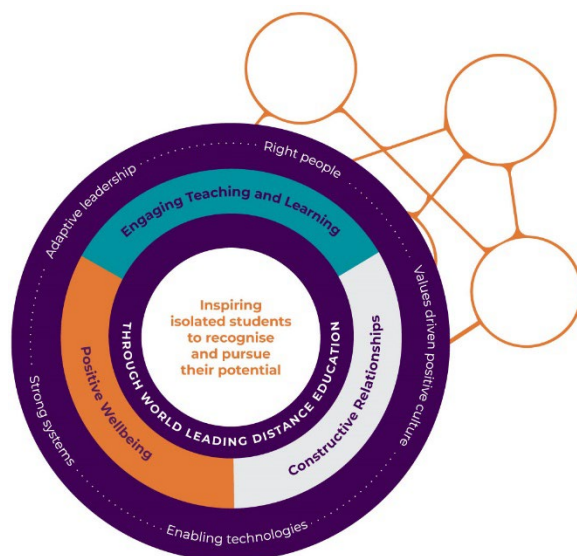
Our Mission

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

Our 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

Staff 2025

Kerrie Russell	Principal
Kristen Chisholm	Assistant Principal
Sally Hughes	Senior Teacher Curriculum
Mandy Richmond	Middle Years Co-ordinator
Amanda McGregor	Middle Years
Bridget Ince	Middle Years
Ruby Barber	Middle Years
Julie Bewg	Preschool
Sharon Markham	Transition
Cath Curwood	Year 1
Michelle Francis	Year 2
Fiona Alderson	Year 3 and Year 4; Primary Art
Karen Eglinton	Year 3 and Year 4
Jemma Tabet	Year 5
Jessie Longmuir	Year 6
Anna Swift	Curriculum Developer
Sadhbh Maher	Tutor
Michelle Pinto	Remote Schools MY Project Lead
Narelle Moloney	Remote Schools Curriculum writer
Billie Coupland	Remote Schools Curriculum writer
Suse Hollands	Uke Teacher
Karen Pomfret	Business Manager
Mette Hansen	Executive Assistant
Karly Taylor	Front Office Admin Officer
Joshua Howard	IT Officer
Nate Rate	IT Officer

Code of conduct

The Code of Conduct for parents, home tutors, visitors, volunteers and service providers has been developed to ensure that the expectations of all persons attending school premises are consistent with other codes of conduct relevant to the school. It aims to promote a culture of partnership and inclusivity within Northern Territory Government Schools. When we work together, we provide the best opportunity to support children's academic learning, social and emotional development, and wellbeing.

Parents, home tutors, visitors, volunteers and service providers are valued and respected members of our school community and can expect to:

- be welcomed into inclusive and supportive education environments as partners in learning
- experience professional, regular and culturally responsive communication
- partner with staff to promote student learning and support student wellbeing
- be actively involved in two-way conversations and decision making about their children's education or their role in the school
- experience a school culture where individual expertise is acknowledged and respected
- experience a school culture based on inclusiveness, respectful relationships and positive behaviours.

Working together

To help us provide a safe, inclusive and supportive learning and working environment; parents, home tutors, visitors, volunteers and service providers on school premises or interacting with students in a vast array of activities, including excursions inside and outside school hours and home visits, are expected to:

- recognise that schools are workplaces
- recognise and respect the expertise and leadership of the school principal
- accept and follow all reasonable instructions from the principal, supervisor and/or contact person and ask for more information if unsure about what to do or how to do it
- recognise and respect the school representative body (SRB) or school management council (SMC) as elected representatives of the school community
- be honest and fair, dress appropriately and act in appropriate ways that show respect for others and model appropriate standards for students
- follow all relevant laws, regulations, policies and procedures as directed
- report any unethical or inappropriate behaviour to the school principal, including breaches of the law, policies and school directives
- take reasonable care to avoid foreseeable risk to themselves and the people around them, including students when they are participating in school activities
- if making public comment on a political or social issue that could be related to the school, make it clear that comments are personal and do not represent the official view of the school or the department
- Where required observe the school's procedures governing:
 - appropriate communication using social media platforms, email, phone and in-person

- the use of electronic devices including mobile phones.
- use school equipment, resources and consumable items as instructed by the principal, supervisor and/or contact person when conducting work or business for the school
- follow the Department of Education Smoke-free premises policy¹
- Follow the Department of Education Alcohol consumption on department premises policy.²

Unacceptable and offensive behaviours

Unacceptable and offensive behaviours are not accepted at Alice Springs School of the Air.

These include, but are not limited to:

- behaving in ways that a reasonable person would consider to be offensive, intimidating, humiliating, aggressive, threatening or abusive
- harassing, victimising or discriminating against any person based on personal attributes for example – disability, age, gender, race, religion, political affiliation, marital status or sexual preference
- behaving in a manner which endangers the health, safety or wellbeing of themselves or others
- disclosing or distributing any information about individuals gained through participation in school activities, including excursions outside of hours
- inappropriate behaviour, activities or communication, using social media, phone or other telecommunication services, which may cause the reputation of the school, employees or students to be called into disrepute
- engaging in school activities or entering the school affected by alcohol or illicit drugs, or with the intent of supplying or consuming such substances.

Where unacceptable and offensive behaviour occur, steps will be taken to address the issue. This may include being asked to leave the premises, restricting access to the school or learning environment or the Northern Territory Police being called.

Visitor Centre

Alice Springs School of the Air Visitor Centre is a very popular tourist destination for both national and international tourists to Alice Springs. Around 30,000 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.

Funds raised through the Visitor Centre directly support our students. Families of School of the Air are encouraged to call into the Visitor Centre any time when they are in town. A 15% discount on all merchandise (excluding already discounted products) is available to school families.

¹ <https://education.nt.gov.au/policies/smoke-free-premises>

² <https://education.nt.gov.au/policies/alcohol-consumption-on-department-premises>

Term 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
------------	-----------------

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

Staff Meetings

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

Governance

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 e.g. 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 the Principal

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 consists of:

Parents

7 parents

Staff

Principal

Assistant Principal

Teacher Representative

Invited Members

Three as decided by the Council

Official Guests

Student Representative

VC Manager

The Council has four representatives each responsible for a portfolio. They include the Education, Parents and Friends, Fundraising and Visitor Centre Representatives. The Council hears regular reports from the Visitor Centre. Further information about School Council operations can be found at <https://www.ntcogso.org.au/>

The School Council meets regularly throughout the year on a Wednesday at 3.15pm on IDL. In town meetings are also held throughout the year, during each Inschool. While meetings are open to all parents, voting is limited to elected Council members.

School Council Representative Roles

Education

The Education Representative liaises with school management and reports on any activities and plans to support the provision of education by the school.

Fundraising

The Fundraising Representative liaises with school management and reports on any activities and plans to support fundraising for the school, in particular the annual Govies' Muster.

Visitor Centre

The Visitor Centre (VC) Representative liaises with the VC Manager and the Principal and Business Manager and reports on any activities and plans to support the VC.

Parents and Friends (P&F)

The P&F's role is to encourage social interaction and facilitate events throughout the year. Together with school management they will make any necessary recommendations to School Council on social activities for parents and friends, and in support of other activities of the school.

Student Leadership Guidelines

At ASSOA we value the contributions of our students in student learning and school life, and have developed student leadership avenues to support the goals in our Strategic Plan.

ASSOA Strategic Plan

By the end of 2026 students will be

- viewed as partners in learning, which will be achieved by the School Council and the Leadership Team regularly seeking their input on a range of matters that involve student learning and school life
- represented through Student Representatives on the School Council
- providing input into the school strategic direction through Student Learning Commissioners using inquiry cycles as part of the NTLC
- regularly providing input into aspects of ASSOA school life through an active Student Leadership team

Student Leadership Roles

Learning Commissioners

Role: Provide input into the school strategic direction

How: As part of the Northern Territory Learning Commission participate in inquiry cycles that are aligned to school strategic priorities

Who: Year 5- 9 students who nominate to join this group, decided by School Leadership Team in consultation with class teachers

Student Representative Council

Role: Provide input into ASSOA school life such as fundraisers, student led initiatives, student events, represent the school on official occasions, lead assemblies

How: Student representatives proactively leading initiatives

Who: Year 4-9 student representatives elected by class mates, one per year level, or similar

House Captains

Role: Provide leadership to House Teams and provide input into ASSOA school life

How: Lead house teams on Sports Day, Swimming Carnival, and Teams Days, and join in Student Leaders if desired

Who: Year 5-9 students elected by House Teams, two per House

School Council Representatives

Role: Provide updates to the School Council on the NTLC and Student Leaders

How: As a School Council guest

Who: One Middle Years student from the NTLC or SRC

Communication

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:

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, Principal Weekly Update and general communication.

Phone: All staff can be contacted via phone. The school number is 8951 6800.

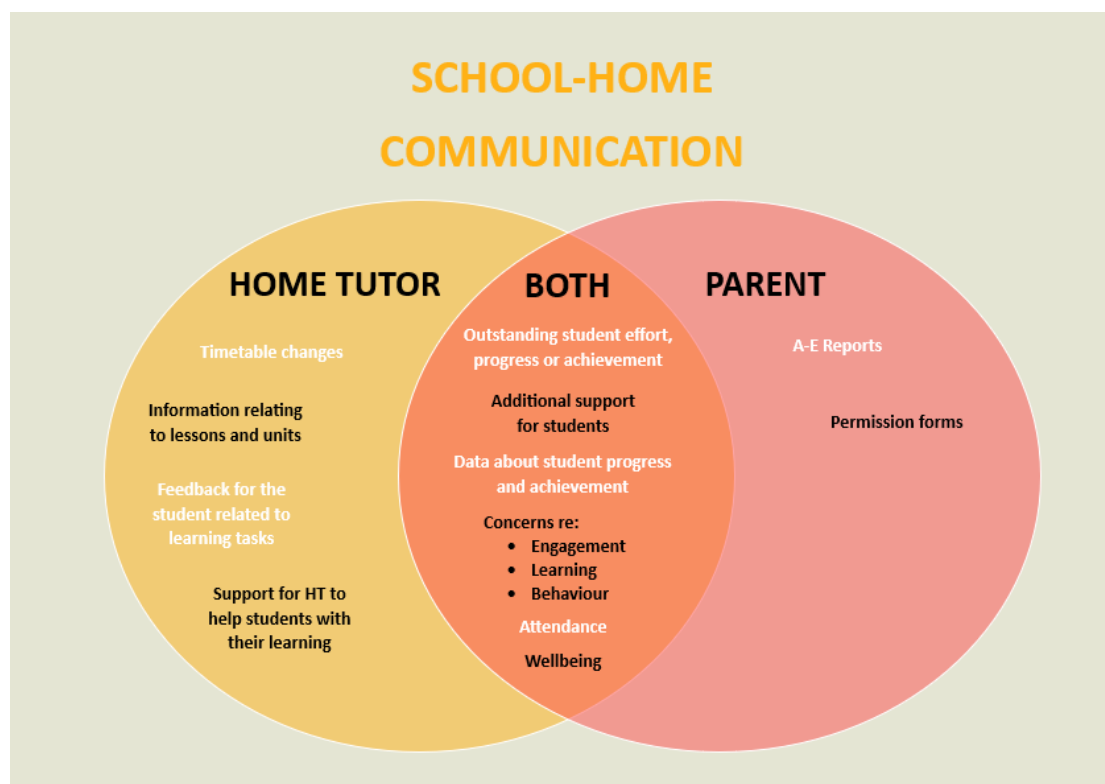
ASSOA website: Class websites are accessed at www.assoa.nt.edu.au. You will need your ASSOA account username and password to access the school website. If you are logged into Google Drive using your ASSOA account you will have automatic access.

Following enrolment, our Admin Team will provide students, families and home tutors with their username and password information to access Zoom, websites and Google Drive.

From the school

Messages will be sent via email to families throughout the week from teachers and school staff. Every Monday morning the Principal sends an email to all families with information on upcoming events. Please check your email regularly to ensure you don't miss any important notices.

This diagram 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.



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.

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.

What might you need to talk to the school about?

Developed with assistance and resources from COGSO: www.ntcogso.org.au

Your Child:

Attitude, progress, attendance, participation, social and emotional matters
Educational Adjustment Plan
Career advice
Access to support services

The School:

School Council policies and procedures, Codes of Conduct
Learning environment, teaching staff, homework, general student behaviour
Programs for children experiencing learning difficulties or gifted and talented students

Step 1: Seek information and clarify the issue as early as possible. Try to identify the problem and establish the facts as clearly as you can before going to the school.

Step 2: Decide if this is a concern, a query or a complaint. This will help in finding a solution.

Step 3: Once the issue has been identified and clarified, arrange via phone or email to discuss the issue or arrange a meeting with your child's teacher. If your concern is about the conduct of a staff member, you may prefer to discuss the matter with the Principal.

School Level Resolution

Stage 1: Discussion with staff member

If the matter involved your child or an issue of everyday class operation, an initial enquiry to the classroom teacher might be via telephone or email. An appointment to see the classroom teacher can then follow if necessary. The staff will work with you to resolve the problem.

Stage 2: Review or investigation at the school level – Principal

If the matter concerns a staff member or another member of the 'inside the gate' community, contact the Principal who will work with you to resolve the problem. If you wish to formalise your complaint, do so in writing. The Principal should acknowledge the complaint with a written reply as soon as possible, even if a resolution is not available at this stage.

The Principal should consider the issues and identify what action is to be taken. The Principal may also seek the support of the Senior Director Education or other relevant Regional staff and should advise you of any actions to be taken.

Stage 3: Review or investigation at the school level – School Council

If the matter concerns school policies, e.g. uniform policy, contact your School Council Chairperson via the school. After initial discussions you may want to formalise your complaint by writing to School Council. If School Council regards the issue an operational matter it will be referred to the Principal.

If the issue is regarded as a governance matter it will be dealt with in Council and your letter should be acknowledged with a written reply as soon as possible, even if a resolution is not available at this stage. You should be further advised of any course of action.

Regional Level Resolution

Stage 4: Regional resolution

If a resolution is not reached at the school level, contact the Senior Director Education for assistance in resolving the issue. This will involve an independent review of the situation and may include mediation. The Senior Director Education can be contacted through the Department of Education head office. If you are not comfortable contacting the Senior Director Education, you can contact the COGSO office for them to raise the issue with the Senior Director on your behalf.

Central Resolution

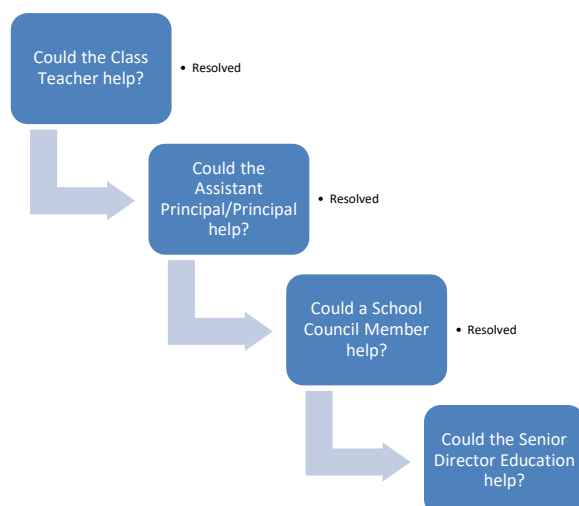
Stage 5: Formal Complaints

In those exceptional circumstances where a formal process is required, the complaint can be forwarded to:

- Department of Education Complaints line
- The Minister for Education
- COGSO

COMPLAINT RESOLUTION FLOW CHART

Wherever possible it is preferable that matters be dealt with at the school level.



Key Contacts			
Contact	Position	Email	Phone
Kerrie Russell	Principal	kerrie.russell@education.nt.gov.au	89516800
Kristen Chisholm	Assistant Principal	kristen.chisholm@education.nt.gov.au	89516800
Michelle Parker	COGSO	Enquiries@ntcogso.org.au	89993255
Belinda Pearson	Senior Director Education	belinda.pearson@education.nt.gov.au	89511609
Council Member	Position	Email	Phone
Sonya Connellan	Chair	sc.chair@assoa.nt.edu.au	0403038250
Katherine Buddle	Treasurer	kat_bails@hotmail.com	89560639
Bec Saint	Education	admin@kurundistn.com.au	89641964
Amanda Brown Georgie Hamlyn	Fundraising Rep	amanda.baglot@gmail.com brad@napierpastoral.com.au	0438891767 0439326496
Anna McKenzie	P&F Rep	baddeleyclan1@gmail.com	0429461166
Kimberley McKay	Parent member	admin@umbearrahholdings.com.au	0409096402

Providing feedback to the school

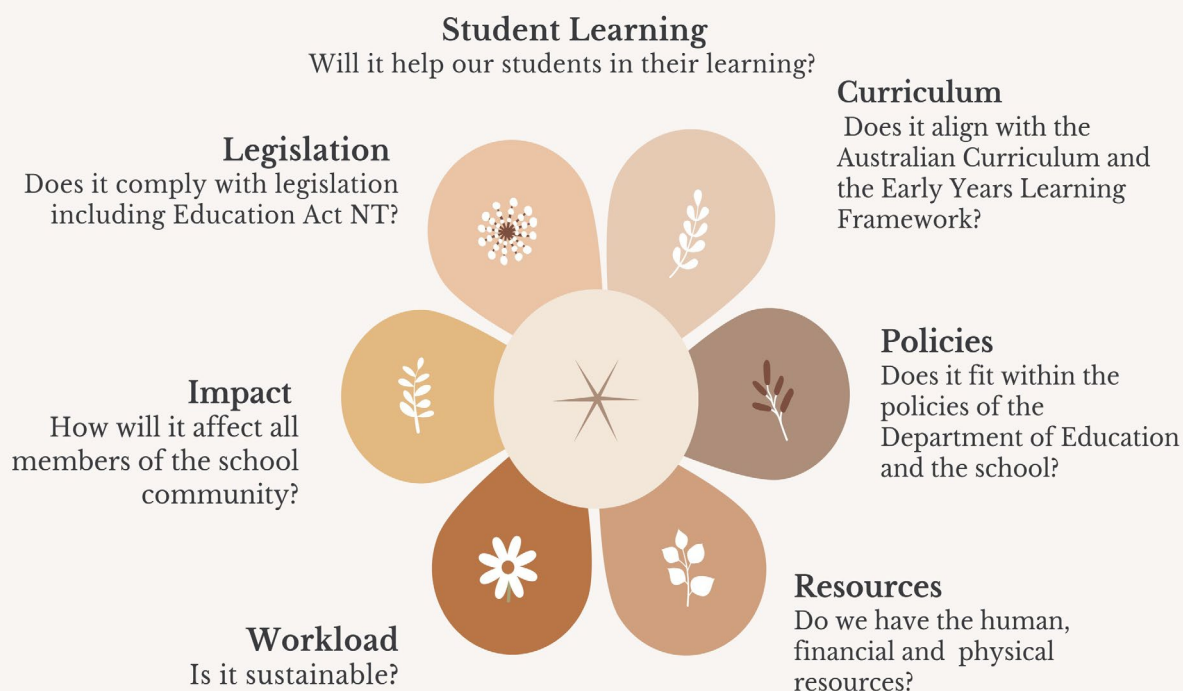
Alice Springs School of the Air is always seeking to improve and we value hearing from all students, parents/guardians and home tutors. We consider all feedback and suggestions for change that are provided to our school by members of our school community. Feedback takes many forms- emails; phone calls; 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!

When responding to suggestions for change

we consider



Alice Springs School of the Air

Mail

If requested by the teacher to return student work through the mail please use a green School of the Air bag/reply paid envelope or, if you do not have one of these, use the following details: REPLY PAID 73194 ALICE SPRINGS NT 0870.

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 work is labelled with the child's name.

When returning work to ASSOA, please reverse the address label on the plastic bag and write the teacher's name on this.

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

Upon enrolment you will be asked to sign a talent release form that gives the Northern Territory Government permission to use your child's name and photographs, video or audio recordings of your child for marketing and promotional purposes including but not limited to printed publications, newsletters, posters, advertisements, websites, social media, television commercials, billboards, and cinema and radio advertisements. It is your choice if you would like to sign this.

Families may be asked to do interviews with the media from time to time. If you are directly contacted by the media to comment on Alice Springs School of the Air please contact the School Council Chair or Principal.

Social Media

The school has a Facebook page that is used to communicate information about upcoming events, and showcase the great work we do. Please 'like' our page and stay in touch with us via Facebook.

The ASSOA Visitor Centre also has a Facebook page, which is separate from the school one described above.

The Home Tutors have a Facebook page called *ASSOA Home Tutor Ideas*. This is a closed group and you can ask to join.

Please seek 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 private Facebook page.

Student Learning

Learning Materials

Learning material refers to the materials made available to each student to enable them to participate in the education program. This material comes in a variety of forms- printed or online and is generally accompanied by guidelines or instructions for the tutor or student. Students return (usually via upload) that portion of the material which will enable the teacher to make an appropriate assessment of his/her progress. Learning material is designed for use with ongoing preparation and support from a home tutor. The learning program is not intended or designed for students to teach themselves.

Teachers will specify which work should be returned or uploaded to Google Classroom, and by when.

Interactive Distance Learning

IDL (Interactive Distance Learning) is our online mode of teaching and learning that provides audio and visual access for students via satellite. It exists as an important tool for delivery of learning alongside other tools including the learning materials supplied to students, Google Classroom, class websites, phone and email.

Interactive Distance Learning is face-to-face delivery via video conferencing, using Zoom. Lessons are delivered from our five studios at ASSOA and students participate in lessons with their teachers and classmates.

Students are expected to attend all IDL lessons including the Language lessons (for Years 5-9) delivered by The Alice Springs Language Centre. Attendance at whole school IDL sessions such as Assembly is also expected. Families/tutors are asked to advise class teachers in advance if students are unable to attend.

ASSOA families access the internet through a private internet connection and, in most cases, can then access a subsidy (provided by the Department of Education and Training) through the school to cover this cost.

Further details about internet options can be found in the enrolment pack, or by contacting the school.

Where families are living in a community, it may be possible to be based at the local school and use their internet 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 the Principal or Assistant Principal or another teacher at times. When staff are on home visits, IDL sessions are not held. This information will be on the class website.

Teacher absences will be advised via email at the start of each school day to the relevant classes.

The school provides a computer and peripherals to students in line with the ASSOA IT Hardware Policy. The school provides one computer per student as well as peripherals including a speaker and microphone.

The School Council has endorsed a family contribution of \$300 per annum per computer.

Assessment

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

Targeted assessment, eg: reading assessment - running record

Assessment of units of work

IDL and PLTs

Assessment/observation during In-town weeks and on Home Visits

PAT Reading and Maths

NAPLAN

Students in Years 3, 5, 7 and 9 are required to participate in the National Assessment Program (NAPLAN) in Term 1. NAPLAN provides the school with reliable data about student performance in Writing, Reading, Spelling, Grammar and Punctuation and Numeracy.

PAT (Progressive Achievement Test)

Students in Years 1- 9 are required to participate in annual PAT tests, held on line from home for Years 5-9, and in Term 3 Inschool for Years 1-4.

PAT Reading Adaptive and PAT Maths Adaptive are standardised assessments completed by all students in NT government schools in Years 1-10 during 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. Tests use a personalised pathway to determine your child's ability in reading and maths. The starting point is determined from the previous year's result. Year 1 students will be starting from Test 1.

Daily Work Assessment

It is the responsibility of the home tutors to mark student work as it is completed (unless specified otherwise in the materials or by the teacher) so that the student receives 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.

Teachers provide appropriate feedback to the students when work is uploaded to Google Classroom or mailed in. 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 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 encouraged to read it.

Personal Learning Time

All students from Preschool to Year 6 are allocated an individual weekly 15- 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.

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, arrangements will be made to schedule additional PLTs.

Unattended PLTs, that are offered by the teacher and not attended by the student for any reason, are counted as an 'offered' PLT.

Preschool and Transition Age of Entry

ASSOA complies with the NT Department of Education and Training policies and the following outlines the policy for the age at which children begin Preschool and Transition.

Children who turn 4 years of age on or before 30 June of the school year are eligible to enrol in a regular preschool program at the commencement of the school year. Children who turn 4 years of age after 30 June of the school year are eligible to enrol in a preschool program after their birthday. This will be dependent on the preschool's capacity to enrol the student and the understanding that the child will access more than 12 months of preschool by re-enrolling the following school year.

Children who turn 5 years of age on or before 30 June of the school year are eligible to enrol in Transition at the commencement of that school year. Children who turn 5 years of age after 30 June of the school year are eligible to enrol in Transition from the commencement of the following school year.

ASSOA requires proof of date of birth and a copy of a student's Medicare details on enrolment.

Preschool

ASSOA offers a Preschool program that contains modules children may access prior to commencing the Transition program. More information is provided in the Preschool Handbook and home tutors of preschool students are encouraged to read that.

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

- IDL lessons and paper based modules
- School Library (up to 20 library books may be borrowed). Families change these on a as required.
- Ideas and advice (parents may contact the preschool teacher for ideas on creative activities, early childhood development and management).
- Daily Preschool sessions at each Inschool

Middle Years

Our Middle Years program extends from Year 7 to 9 students. The Middle Years program includes geographically isolated 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.

Learning Support- Inclusive Practices

Teachers work with home tutors to adapt programs to ensure the individual learning needs of students are met. Some children are referred to Student Wellbeing Inclusion Programs and Services (SWIPS) for assessment by specialists in various fields. An Educational Adjustment Plan (EAP) is written so all specialist 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. A Targeted Intervention Plan (TIP) will be written in consultation with the class teacher, AP and tutor and shared with the home tutor and parents.

Student Support Services and Referrals

Student referrals are made via the Assistant Principal to Student Wellbeing Inclusion Programs and Services (SWIPS) when the class teacher or parent identifies a concern. A child may need assessment for additional support by outside agencies. The Assistant Principal coordinates this process.

Procedure:

Parental consent is required by the school before a referral can proceed. A parental consent form is sent to the child's parents.

Parents organise a hearing test (Flynn Drive) and an eye test (optometrist of choice). Teachers complete the background information form required by the DoE that outlines initial concerns and discusses this with the Assistant Principal.

The Assistant Principal will be responsible for contacting the relevant officers and maintaining communication between all parties.

Following assessments, reports will be discussed with teachers and parents to include future recommendations and a Support Program for the student.

Attendance

ASSOA has an attendance policy that complements the NT Department of Education and Training Attendance and Participation Policy. It can be found on the school website. Extracts of this policy are below.

Purpose

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.

Attendance data will be captured for two purposes at ASSOA. Firstly, attendance data will be entered into SAMS as it is a system requirement. The second purpose is to identify and then support students at risk due to low attendance, and this requires more fine grain detail which SAMS is not able to capture for the distance education context. These guidelines apply to dual enrolled students as well as those only enrolled in ASSOA.

SAMS Guidelines

- All students will be marked as present unless the school has been notified that they are sick, or that they are away, in which case the relevant code will be used.
- Before the twice termly validation of SAMS data occurs, there is an opportunity to change an N code to 'present' if adequate work has been submitted.
- If a student was not away or sick yet did not return adequate work, this is not captured in SAMS but is followed up via our Student at Risk Attendance Tracker/procedure.

Students 'at risk' Guidelines

Students may be at risk in their learning, due to low attendance, if they attend IDL or PLTs less than 90% of the time (without a valid excuse) and/or submit less than 75% of work expected. This does not apply to students with mental health issues. If students have mental health issues and are not attending and engaging in their learning as outlined in their Student Support Plan or EAP, after one term the Inclusive Practices Teacher will contact the relevant health practitioner and ask if this attendance is reasonable. If the attendance is not considered reasonable then the student will be referred to the Department of Education Student Engagement Team. 'N' for notified means a sanctioned absence and can be used for mustering, family holidays or similar. It is not expected that work is submitted when a student is absent. As per the Department of Education Attendance Guidelines, the 'N' code can be used for up to two weeks at the discretion of the Principal. This code is considered 'absent' for the purpose of the attendance section on the student report. Leadership Team to review 'N' rate per student before each validation.

Students may be 'at risk' if they:

- have 1 week of less than 90% attendance at IDLs or
- have not attended a PLT over a 2 week period
- have submitted less than 75% of required work to an acceptable standard over 2 weeks

Students 'at risk' Procedure

1. ASSOA teachers will keep accurate records on the **electronic class rolls** and monitor every student's attendance through the following:
 - Student attendance at PLTs

- Student attendance at IDL lessons
 - Student work returns
2. ASSOA teachers use the above information to identify any students 'at risk'.
 3. Once students have been identified as being 'at risk' they will require specific interventions to resolve their attendance issues. The following procedures will be applied.

Level 1 Interventions

Once a student is identified as 'at risk' the teacher completes the **Student Attendance Tracker** and makes phone contact with the parent if they have not already done so. An email is to be sent as a follow up to a phone conversation, using the **template email**. A phone call must be made before the email is sent.

Level 2 Interventions

1. If not resolved after a further week Assistant Principal discusses attendance concerns with parents and identify ways to rectify issues – notes taken from meeting are kept on eSRF and a copy sent to parents.
2. If not resolved within 2 weeks (2 weeks after parent discussion) – Assistant Principal notifies Principal and Assistant Principal sends to parents **Letter 1** documenting attendance concerns.
3. If not resolved within 2 additional weeks (4 weeks after parent discussion) – Assistant Principal notifies Principal and Principal sends to parents **Letter 2** documenting attendance concerns and consequence to involve Student Engagement Officers.

Level 3 Interventions

4. If not resolved within 2 additional weeks (6 weeks after parent discussion) – Assistant Principal notifies Principal and Student Engagement Officers and a **Student Attendance Plan** is developed and implemented.
5. If ongoing attendance concerns are not resolved – Principal seeks advice from DoE director.

Each term, the Front Office Admin provides requested attendance data to Centrelink.

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 the second school day 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 for each class is held in Week 1. This session enables teachers to explain routines, procedures and expectations for that class to plan for a smooth start to the year.

A home tutor session for new home tutors will be held in Week 1 with a focus on all things IT- this session enables the IT officers to clarify any issues and concerns home tutors may have with IT.

In Week 1 of Term 1, teachers will make contact with all families.

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 and online lessons in Week 10 of Term 4.

Completed work received by Monday of Week 7 Term 4, will be fully assessed by teachers. Work received after that date will be assessed, however this will not be included in their end of year report.

Families are asked to return materials no longer needed, e.g. Maths kits at the end of Year 2 and Year 6, dictionaries and texts so that they can be allocated to other students, ready for the new school year.

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 or Admin Officer. 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. Resources for parents and tutors cover many topics and are also available for loan.

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.

Art and Stationery Supplies

Upon enrolment an art pack is supplied to each family, with a new one provided at the beginning of each year. Additionally, at enrolment and then at the beginning of every year, a stationery pack is supplied to each student. If you require additional resources throughout the year please contact the Front Office who can arrange for them to be sent to you.

Assembly

Whole school assemblies occur online on even weeks on a Friday at 10.05am. They aim to develop the concept of the 'whole school'. At assembly, the students are recognised for their achievements and progress across a range of areas. Birthdays or

any other special occasions are also mentioned. All teaching staff attend assemblies and contribute where appropriate. Students with IDL access are expected to attend. Special guests are invited when appropriate.

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 Principal weekly emails.

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, including which learning areas each school will be responsible for teaching, assessing and reporting. Where dual enrolment is agreed, the student will be provided with ASSOA course materials for the agreed learning areas which are completed with the assistance of a tutor, arranged by the family. Course work must be marked by the tutor and returned to ASSOA for assessment, as per details in the Assessment section above.

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.

Home Tutors

Home tutor (HT) refers to both tutors who are employed by the family (sometimes referred to as a governess or govie) and other tutors (usually parent/guardians) of students of School of the Air.

All ASSOA primary students (including dual enrolled students) must have an identified tutor as an essential member of the teaching team who support students at ASSOA. The home 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 student's home classroom. Tutors are responsible for marking student work and providing feedback to the student before uploading if applicable. Teachers will assess and report on student progress and will seek input from tutors as part of their assessment process.

Tutors can be either a parent/guardian or a person employed by the family. 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 –volunteer. (www.workingwithchildren.nt.gov.au)

New Govie checklist for employers

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>.

It is recommended that the checklist below is used by employers with new govies, to set them up for success in supporting your children in the home classroom.

Do they know:

- Their 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
- They can call the school at any time with any question or the student can if it is about their work
- They 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 they 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

- 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.

Home Tutor Learning Sessions

These sessions are available to all home tutors and are used to share ideas and valuable teaching and classroom organisation tips to assist with tutoring. These are held on some Thursdays between 3.00 and 3.30pm. Session dates and topics will be advised each week via email and on the HT facebook page.

Govies' Muster

The Govies' Muster is an annual event organised by ASSOA School Council, govies and home tutors, in conjunction with the school, traditionally held on the Friday night of the Alice Springs Show weekend. All funds raised go to the students of the Alice Springs School of the Air via the School Council. A dedicated committee works throughout Semester 1 to plan and implement the Muster.

Events

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, overseas based students, 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. When a teacher is on a home visit their usual scheduled lessons, including PLTS, do not occur. Each teacher will notify their class/es of these changes to the weekly timetable via the class website.

There are a number of objectives of any Home Visit:

Students	<ul style="list-style-type: none"> - build relationship with teacher - consolidate learning - one on one time with teacher
Home Tutors	<ul style="list-style-type: none"> - observe and learn from the work the teacher does with the student - raise any issues, concerns or challenges with the teacher

	<ul style="list-style-type: none"> - discuss matters of importance - receive feedback from the teacher
Teachers	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - work together to establish work patterns, productive classroom management strategies

Home Visit Procedures

Families receiving a visit will usually be hosting a minimum of two members of our school staff. All meals are expected to be provided by the family. It is essential that contact is made between both parties to determine all necessary accommodation and meal requirements and other special needs.

Staff sleeping areas must be separate to those of the students. Please ask staff to bring a swag or bedding if this is needed although room in the vehicle is limited.

Before the Home Visit the teacher will:

- Liaise with the family about the visit, availability of accommodation (if necessary), special needs, shopping requirements 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 home tutor with details of the visit, e.g. expectations and involvement of the tutor.
- Collect a Mud Map from ASSOA and check the accuracy with the family.

During the Home Visit the teacher will:

- Advise ASSOA immediately of their safe arrival at the destination
- Provide some activities for the student, including assessments if necessary
- Discuss with the tutor/parents any problems, suggestions for classroom management, teaching strategies etc.
- Spend time with the home tutor, student and family.
- Provide feedback to the home tutor and parents prior regarding student progress and other pertinent aspects of the child's learning program.

Excursion Policy

Camps and excursions are highly valued by the ASSOA school community and form a significant part of the learning for students. These events primarily 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.

Years 3 and 4 may participate in an overnight camp and Years 5- 9 may attend an extended intrastate or interstate excursion.

Excursion activities and locations are decided by the class teacher and approved by senior staff. 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. All camps and excursions adhere to DET policies, procedures and guidelines.

Additional Information:

- Funding for excursions and camps will be from parent contributions and fundraising .
- The ASSOA Uniform Policy applies to school camps and excursions. At the discretion of the organising team and in response to excursion-specific factors, this may be varied.
- Parents and caregivers will be advised of all excursion details in the lead up to departure.
- It is required that students attend at least one inschool/residential week before participating in the extended intrastate or interstate excursion.
- Students need to be enrolled by the end of Term 1 of the year of the excursion in order to be eligible to attend the extended intrastate or interstate excursion.
- If a student is unable to attend the extended intrastate or interstate excursion and they attend the Inschool event held at the same time, they will join in with another class.

Inschool Weeks

There are four InSchool 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. Often a residential program is offered for the Middle Years students at the same time as the Inschool weeks. There is a cost to participate in the residentials, to cover accommodation, food, transport and some activities. During each Inschool Week there are no online lessons.

Term 1

Inschool Week and Home Tutors' Conference

Inschool is held in Term 1, and a Home Tutor Conference, organised by the school, is held at the same time. All students are encouraged to come into town and participate in class activities. It is an excellent opportunity for students to work together and for the teacher to continue to develop strong relationships with each student and within the class.

The Home Tutor 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 and challenges specific 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.

Term 2

Sports Week

Sports Week is held in Term 2 and is an excellent opportunity for students to participate in class activities with their peers, as well as a range of sporting sessions. All students participate in a variety of assessments, sporting activities and team games with an emphasis on participation and skill development. The week finishes with a Sports Day.

Term 3

Get Together Week

Get Together Week is held in Term 3. Children in Pre - 2 will work in a classroom situation and may travel to places of interest relevant to the curriculum. Years 3 and 4 will attend or travel on various excursions related to the curriculum focus of their learning program which may involve an overnight local excursion. Years 5 and 6 and Middle Years students may have an excursion intrastate or interstate.

Term 4

Swim Week and end of year celebrations

Swim Week is held for all students in the second last week of Term 4. Children participate in swimming lessons (primary only), activities at the town pool, learning activities and prepare for the end of year Concert.

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 one student, as decided by the Leadership Team. The award recognises a student who shows a sense of fair play, generosity of spirit, concern for others, positive attitude, cultural understanding and involvement with the school and community.

Board of Studies

This award is presented to a Year 6 and a Year 9 student who has shown academic excellence. The student is nominated and selected by the teachers in conjunction with senior staff.

Chief Minister's Literacy Awards

Each teacher nominates one student from their class who has met one of the eight criteria in Speaking, Reading or Writing.

STEM Awards

Each teacher nominates one student from their class who has met one of the three criteria in critical and creative thinking skills, collaboration in relation to solving a problem, and ability to be innovative when undertaking a project.

Class Numeracy Awards

Each teacher nominates a student who has demonstrated outstanding achievement in mathematics or a student who has made consistent improvement throughout the whole year.

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 Year 6 and 9 will be awarded a graduation certificate.

ICPA Bursary

This is an award presented by the ICPA for a Year 6, 7, 8, or 9 student leaving from ASSOA and who has contributed positively to the school. The recipient is selected by the NT branch of the ICPA. The family of the student receiving this award must be a member of the ICPA.

The Arts Award

This award is presented to four students, one each from Junior, Middle and Upper Primary, and one from Middle Years, who have demonstrated an enthusiasm for the arts and participated in the arts program continuously throughout the year.

Billy Hayes Memorial Award

Billy Hayes from Deep Well Station attended ASSOA as did his siblings and children. Billy died tragically in 2016 doing what he loved. This award and \$500 (from money donated to ASSOA in lieu of flowers) is awarded to a student who displays the passion for life that reflects Billy's adventurous spirit

In Town Visits

Whenever students 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. In addition to attending class IDL lessons students can spend approximately half an hour with their teacher, with or without their home tutor. Also, home tutors and students are welcome to set up in one of our classrooms, if free, and continue their school work for the day. It would be appreciated if families could contact teachers by email and cc the front office Admin Officer when planning an in town visit. The school visit will usually coincide with an IDL lesson.

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.

Please check your mail anytime you call in. Students are always welcome to visit the school library and to join in their class lesson in the studio.

If you are coming to Alice Springs at the weekend, you can arrange for mail to be left at the Visitor Centre, if the Visitor Centre is open on the weekend. Families do not have access to the main school building on the weekends.

Support for Families

Tutor@ASSOA

This is a School Council initiated program that provides regular time each week when geographically isolated Primary students may be dropped off to ASSOA and continue with their usual work program for that day, supported by our Tutor @ASSOA. This program has been developed to support parents who need to come into town to conduct business, during a school day, and hence is not for town-based students. The Tutor @ASSOA program is in addition to the usual, student support sessions that the Tutor delivers.

Tutor @ASSOA details:

- For geographically isolated students T-6
- One morning each week 9am-11:30am (contact Front Office for latest schedule)
- If the Tutor is sick the program will be cancelled for that day as we do not have a replacement tutor
- Students cannot arrive before 9 (unless they have an IDL which they are welcome to join in with or it has been arranged with their class teacher who will be with them before 9) as the Tutor is in IDL
- Upon arrival home tutor must explain to the Tutor where they are up to in the various subjects that the student will be doing between 9 and 11:30
- Students must bring in all workbooks, units etc they would usually be using that day according to their class timetable (no need to bring in maths kit resources or stationery except the exercise books they need)
- If they will be at ASSOA between 10:30 and 11 they must bring their morning tea and a hat
- Tutor and the Front Office must be notified at least 2 days before and if several students are already booked in for that timeslot they may not be able to attend
- Students must be collected no later than 11:30 as the Tutor has other teaching commitments as our Student Support Tutor
- Students cannot be dropped off if they are sick or have any symptoms of an infectious illness

School House

The school house, obtained in 1981 through a Commonwealth grant, is for the use of current students, home tutors and families of School of the Air. A payment of \$60.00 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 Inschool weeks. 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.

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

Isolated Children's Parents Association (ICPA)

ICPA (Aust) 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. It seeks to make all elements of education available for all children regardless of their home location.

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.

Alice Springs ICPA Branch meetings are held approximately every two months. One at every "In School Week" (4 times a year) and others via teleconferences. These meetings are notified by email and in Weekly Messages via the school network.

Various fundraising events are held and the money that is raised is used for scholarship and bursaries for Members' children. In addition the funds are also used to cover travel and accommodation expenses of parents, to attend conferences or to meet with relevant politicians or Department of Education personnel.

ASSOA families are invited to join the Alice Springs Branch of the Isolated Children's Parent's Association (ICPA). Membership is \$50 for twelve months. Membership is due on the 1st January each year.

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.

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.

Please contact Danyelle Haigh, Branch President, on 0405001825 or president.as.icpa@gmail.com

Volunteers for Isolated Students' Education (AHVISE)

AHVISE 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 AHVISE website: www.ahvise.org.au

Dental Treatment

Dental treatment for all students enrolled at ASSOA is available from the Department of Health School Dental Therapist. The closest School Dental Clinic is located at Braitling School, adjacent to School of the Air, and there are also clinics at other school sites and at Flynn Drive Community Health Centre. As all the schools are on a roster, please contact the dentist well ahead of your visit to town to co-ordinate with the clinics. There is no fee for this service. ALL bookings must be made through Flynn Drive Community Health. Please phone 8951 6713.

School Counsellors

Department of Education Student Wellbeing and Inclusion Programs and Services employs school counsellors to provide service to all Northern Territory Government schools. School counsellors are qualified social workers or psychologists who are required to maintain their eligibility for membership to their professional bodies and work to professional practice standards. Referrals to the school counsellor service is managed by the school and referrals must be directly linked to social emotional factors impacting a student's ability to engage in learning. If you think your child or young person needs to be referred to the counselling service please contact the Assistant Principal.

Finance

Allowances and Financial Assistance

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

Allowances and Financial Assistance managed by the school

[Back to School Payment 2025](#)

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. An entitlement of \$200 is provided for educational goods and services for each child enrolled in a government or non-government Territory school or preschool. The school will provide a list of the items for parents to decide which item they would like to select. The payment can only be used to purchase goods or services from the school.

If your child is in Transition to Year 12 you will be eligible for the payment in Term 1 each year and the entitlement must be used in Term 1. If your child is in preschool the entitlement is available throughout the year but is only valid to the end of the first term in which they first enrol. To be entitled to this payment, your child must be enrolled at ASSOA from the first day of Term 1.

You can claim this entitlement by completing the Back to School Payment Scheme Record of Payment form which is forwarded to families and available from the school at the beginning of each year.

Department of Territory Families, Housing and Communities Remote Sport Voucher Scheme

Students enrolled at ASSOA do not receive sports vouchers. Instead, as our school is classified as a remote education facility, the entitlement of \$200 per student per year is paid to the school and is utilised as directed by the School Council.

Connellan Airways Trust Grant Accommodation Assistance

The Connellan Airways Trust provides assistance to families to help with the cost of accommodation when attending Alice Springs School of the Air Inschool events. The money is forwarded to the school to distribute to families according to the grant conditions that are set by the 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.

The school applies to Connellan Airways Trust annually for a grant to assist ASSOA families with funding toward accommodation expenses incurred attending three of the Inschool events.

Details are forwarded to families at the beginning of Term 1 to submit their applications to the school and to qualify for this grant.

In 2025 on provision of accommodation receipts, a payment towards accommodation costs incurred in Terms 1-3 will be payable. This payment is generally \$60-00 per night and will be processed following the Get Together Inschool in Term 3.

Families who require further financial assistance due to economic hardship, or enrol after the cut off date, are encouraged to apply direct to the Connellan Airways Trust. Information can be obtained from their website www.connellanairwaystrust.org.au.

The Trust expects recipients to publicly acknowledge and promote the activities and benefits of the Trust wherever possible and is always appreciative of written evidence of those acknowledgements.

Further information about gaining financial assistance can be obtained from the Executive Officer, phone 1800 733 810, by writing to PO Box 979, Alice Springs, NT

0871, emailing: executiveofficer@connellanairwaystrust.org.au, or from the website www.connellanairwaystrust.org.au

Allowances and Financial Assistance managed by Centrelink

Commonwealth Government Allowance: Assistance for Isolated Children (AIC)

The Commonwealth provides a non-means tested Distance Education Allowance under the AIC scheme (Assistance for Isolated Children).

The payment is paid in quarterly instalments. Application forms are available from the Centrelink office in Alice Springs or online.

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 completed the school will advise Centrelink and an adjustment of allowances may result.

Centrelink AIC: Phone 132 318

<https://www.humanservices.gov.au/individuals/services/centrelink/assistance-for-isolated-children-scheme>

Families must apply for this allowance and receive notification of eligibility of entitlement before applying for the Northern Territory allowances managed through the Department of Education, outlined below. As the Commonwealth requests detailed information for eligibility assessment prior to approval of application, the NT Department of Education and Training (DET) 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. Under the Distance Education Enrolment Guidelines the school may accept interstate based enrolments, but the NT allowances only apply to NT residents.

Allowances and Financial Assistance managed by the Department of Education and Training

Internet Subsidy

The Department of Education and Training (DET) provides an internet subsidy for Northern Territory families who are geographically isolated while enrolled at ASSOA.

An annual application through NT Grants is to be completed by 30th June each year, with the subsidy being paid to families twice a year, at the end of Semester 1 and end of Semester 2. The subsidy paid will match the applicant's internet tax invoice up to \$174 per month.

Applications are made online through Grants NT: <https://grantsnt.nt.gov.au/welcome>

Northern Territory Distance Education Allowance

The Distance Education Allowance aims to provide financial assistance towards the cost of educating preschool, primary, middle and senior school students enrolled in a recognised NT distance education school.

Full details can be accessed on the website using the following link-

<https://nt.gov.au/learning/student-financial-help-and-scholarships/financial-help-for-isolated-students/distance-education-allowance>

Applications are made online through Grants NT -<https://grantsnt.nt.gov.au/welcome>

You will be required to attach the following documents to your application –

- Copy of students current AIC Distance Education Allowance statement
- Copy of each applicant’s drivers licence covering the intended claim period
- Statutory declaration at the end of Semester 2 confirming applicant details remain unchanged.

The closing date for this financial assistance is 30th June and the one-off payment is processed at the end of Semester 1.

Loan Agreement

All new enrolments are required by the School Council to sign a loan agreement, with a refundable \$300 bond paid to the school, per family. This bond will be repaid to the parents/ carers upon disenrollment, when all equipment that was loaned to the family by the school has been returned undamaged. The loan agreement covers equipment, including text books, maths kit, computer and computer peripherals, that is loaned to the family by the school.

Voluntary Financial Contributions

The School Council for Alice Springs School of the Air invites families to make a voluntary financial contribution towards student resources each year.

The following contribution guide is endorsed by the School Council based on the requirements for students with an additional \$100 requested upon initial enrolment.

	Preschool / Primary	Middle Years	Travellers *per family
Resources (per student – per year)	\$110	\$200	\$300*
IT Contribution (per computer – per year)	\$300	\$300	N/A

These funds assist the school in purchasing further extra-curricular resources and IT equipment for students. The IT contribution supports the provision and upkeep of a computer, accessories and software licensing. Contributions made in full, part or by instalments at any stage throughout the year are greatly appreciated.

Payment/s can be made by electronic transfer direct to the school bank account or at the school by cash, cheque or Eftpos.

Bank details: Westpac, Alice Springs Branch
B/S/B 035-303 Account number 104018,
(please include your child’s name as a reference)

Safety

If there is an emergency when your child or young person is in the ASSOA building we will communicate this to you via phone and/or email.

Fire Alarm Procedure

If there is a fire alarm while you are at ASSOA, you must follow the instruction given by staff. The procedure is 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 Emergency Assembly Area
- Designated staff will carry out checks in the building to ensure that the building is cleared
- The Principal or delegate will meet the Fire Brigade who will advise further instructions
- All personnel must remain out of the building until cleared by the Fire Brigade and until notified by the Principal or their delegate to return.

Bomb Threats Procedure

Telephones in the school are answered by school staff who are instructed on the procedure for managing a bomb threat.

However, primarily, if you receive a bomb threat DO NOT HANG UP THE PHONE and advise a staff member who will manage the situation.

Evacuation is as above except that ALL DOORS ARE LEFT OPEN.

Smoking

Smoking is not allowed on school grounds.

Miscellaneous

Mobile Phones

The NTG introduced a mobile phone policy that applies to all NT public schools, including ours:

All students can continue to bring their mobile phones to school.

Primary school students, preschool to year 6, must give their mobile phone to the appropriate person in the school at the start of the school day and can collect it at the end of the school day.

Secondary students, years 7 to 12, may keep possession of their mobile phone, but must ensure they are off and away all day and stored securely. This means mobile phones must be switched off, not accessed, seen or heard at any time during school hours.

At ASSOA, all students are to hand their phones to Front Office Admin upon arrival at school, if staying without their parent/carer or home tutor. The phones will be securely stored and returned to the student when they leave school.

Uniform

School uniforms are compulsory in all NT DET 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 and on excursions. 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. School uniforms can be also be purchased utilising the Back to School voucher scheme in Term 1 only and are available at all other times with payment required.

Students participating in the school interstate trip travelling to cooler climates will be required to purchase an excursion jacket.

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.*