



Alice Springs School of the Air Middle Years Parent Handbook

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

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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 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. Middle Years Teachers are responsible for planning, teaching and assessing a learning program for your child that addresses all 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 supervisors 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 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

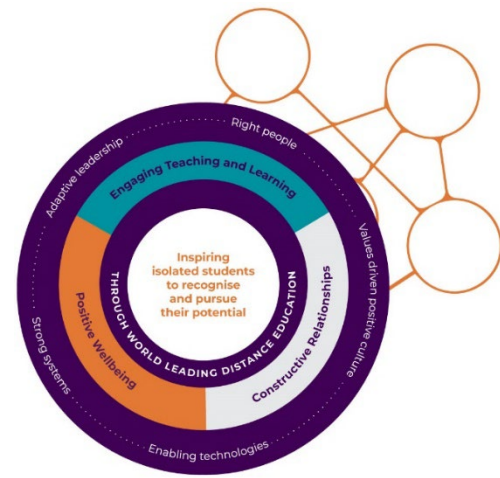
Inspiring isolated students to recognise and pursue their potential.

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

Our Teaching and Learning Vision

We provide high-quality, evidence-based teaching, allowing for multiple and diverse opportunities to learn.

We actively track the progress of learners so we can provide timely, targeted and flexible interventions to support and extend learning.

Working in partnership with families and home tutors, we empower every student with the knowledge, skills and dispositions to become a confident, life-long learner.

We foster the development of strong relationships, creating a safe environment where students can experience a sense of belonging and connection.

Staff 2026

Kerrie Russell	Principal
Kristen Chisholm	Assistant Principal
Sally Hughes	Senior Teacher Curriculum
Bridget Ince	Middle Years Co-ordinator
Cath Curwood	Middle Years
Ruby Barber	Middle Years
Jessie Longmuir	Middle Years
Julie Bewg	Preschool and Transition
Sharon Markham	Year 1 and Year 2
Michelle Francis	Maths- Year 1, Year 2 and Year 3
Karen Eglinton	Year 3 and Year 4
Nicky Greenaway	Year 5
Fiona Alderson	Year 6
Steph Whitelum	Primary PE and Health
Sadhbh Maher	Tutor
Tina Stratton	Remote Schools MY Project Lead
Narelle Moloney	Remote Schools Curriculum writer
Suse Hollands	Uke Teacher
Karen Pomfret	Business Manager
Mette Hansen	Executive Assistant
Katja Koskela	Front Office Admin Officer
Nate Rate	IT Manager

Term Dates

Semester 1 2026

Term 1 Thursday 29 January to Thursday 2 April
Mid-Semester break: Friday 3 April to Monday 13 April

Term 2 Tuesday 14 April to Friday 19 June
Semester break: Monday 22 June to Monday 13 July

PUBLIC HOLIDAYS

Good Friday	Friday 3 April
Easter Monday	Monday 6 April
May Day	Monday 4 May
King's Birthday	Monday 8 June

Semester 2 2026

Term 3 Tuesday 14 July to Friday 18 September
Mid- Semester break: Monday 21 September to Monday 5 October

PUBLIC HOLIDAYS

Picnic Day	Monday 3 August
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Term 4 Tuesday 6 October to Thursday 10 December

InSchool Weeks

Term 1	23 February – 27 February In-School & Home Tutor Conference	Week 5
Term 2	18 May – 22 May Sports Week	Week 6
Term 3	14 September - 18 September Get Together Week	Week 10
Term 4	30 November – 4 December Swim Week	Week 9

Staff Meetings

Time is allocated every Monday at 3:15pm for staff meetings and for professional learning.

Welcome message

Welcome to the Middle Years! Middle Years refers to Years 7, 8, and 9. These years are a bridge between primary and senior school.

This is a time of exciting growth and learning, where students gain more independence, take on new challenges, and prepare for their senior years of school. Our goal is to support students every step of the way — academically, socially, and emotionally.

WHAT IS UNIQUE ABOUT THE MIDDLE YEARS?


YOUNG ADOLESCENTS ARE DEVELOPING

INTELLECTUALLY

Young adolescents seek intellectual challenge whilst still developing thinking capability. Curriculum must be genuinely challenging, relevant and stimulating in order to engage them in their learning.

PHYSICALLY

Physical appearance is considered important and often drives a desire to engage in trends for acceptance. Positive body-image programs and messages are vital.



EMOTIONALLY

Young adolescents experience heightened emotions as they grow through puberty into adulthood. Regular access to counselling services are essential for young adolescents.






SOCIALLY

Peer approval is commonly valued and sought during adolescence and sometimes leads to acceptance-driven decisions. An opportunity to be part of their social landscape is essential.

ETHICALLY

Ethical understandings are a significant part of the holistic development of young people as they relate to issues that impact their world. Opportunities to be involved in service to the local and global community are important in the middle years.

EDUCATORS IN THE MIDDLE YEARS ARE

DEDICATED 	KNOWLEDGABLE 	EMPATHETIC 	PASSIONATE 	RELATIONAL 
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Curriculum

The Australian Curriculum provides a national framework for what all young Australians should learn as they progress through school. In the Middle Years of schooling (Years 7 to 9), the curriculum builds on the knowledge, skills, and understandings developed in the primary years, while preparing students for the increased depth and specialisation of senior secondary learning.

During this stage, students experience significant personal growth and change. The curriculum supports them by offering engaging, relevant, and challenging learning experiences across eight key learning areas: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, and Languages.

The Australian Curriculum also develops important General Capabilities—such as critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability—and addresses Cross-curriculum Priorities, including sustainability and Aboriginal and Torres Strait Islander histories and cultures.

Overall, the Australian Curriculum in the Middle Years aims to help students become confident, creative, and informed young people who are equipped to engage actively and responsibly in their communities and the wider world.

Some subjects may be a year long, some are one semester and some are one term. We also teach some subjects as intensives which are conducted over one week.

Year long

Maths

English

Science

Health

Physical Education

Japanese

Semester long

History

Geography

Digital Technologies

Design and Tech

Term long

The Arts subjects

Intensives

Civics and Citizenship

Business and Economics

ASSOA also offers Cert 1 Business to Year 9 students.

Learning at ASSOA

At ASSOA, students learn through a combination of online lessons, independent tasks, and ongoing communication with their teachers. IDL (Interactive Distance Learning) is our online mode of teaching and learning that provides audio and visual access for students via satellite.

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.

Each subject is taught by a specialist teacher who delivers scheduled online lessons throughout the week. These lessons are followed by independent work time, where students complete assigned tasks to reinforce their learning.

Students are expected to attend all IDL lessons including the Language lessons delivered by The Alice Springs Language Centre. Attendance at whole school IDL sessions such as Assembly is also expected.

Students follow a weekly timetable that outlines lesson times and expectations for each subject. Each subject also has its own website where students can access the weekly work, tasks, resources, and important information. All work has set submission deadlines and is uploaded through our online learning platform Google Classroom. This helps students stay organised and develop strong study habits.

Teachers are always available for support. Students can contact their teachers at any time, through email, messages, or scheduled calls, if they need help, clarification, or extra guidance with their learning.

Supervision

Middle Years' students enrolled at Alice Springs School of the Air require supervision by a supervising adult who are required to perform a range of duties including:

- facilitating communication between the student and teachers
- ensuring age appropriate adult supervision of the student
- engaging with material provided by ASSOA both in a written and verbal format
- ensuring that the student has access to a telephone, computer, reliable internet connection and suitable work area
- supporting the student to engage and participate in the learning program
- ensuring the student submits work in accordance with the prescribed or negotiated submission timetable

Attendance & Punctuality

Regular attendance and punctuality are essential for student success and wellbeing. Consistent attendance ensures that students are fully engaged in their learning, connected to their peers, and able to make steady progress across all areas of the curriculum.

Students are expected to attend school every day and log in on time for all classes and activities. Being punctual shows respect for others, supports a positive learning environment, and helps students develop responsibility and good learning habits. If a student is absent, families are required to notify the school as soon as possible, explaining the reason for the absence. For planned absences, such as appointments or travel, families should inform the school in advance. Extended absences may affect a student's learning progress and should be discussed with staff.

The school monitors attendance closely and works in partnership with families to support regular participation. Where attendance or punctuality becomes a concern, the school will follow up with families to identify any barriers and provide appropriate support.

School begins at 8:30 and finishes at 3pm. By attending school consistently and arriving on time each day, students build a strong foundation for learning, responsibility, and future success.

The ASSOA Attendance Policy can be found on the school website.

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, absences, sick

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. Students will need their ASSOA account username and password to access the school website. If they are logged into Google Drive using their ASSOA account they will have automatic access.

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

Technology and device use

Technology plays an important role in supporting learning and communication across the Middle Years. Our school is committed to helping students develop the skills and habits needed to use technology safely, responsibly, and effectively, both at school and beyond. Students are expected to use their devices primarily for educational purposes, always following teacher directions. Devices should be handled with care and used in ways that support learning and respect others.

Responsible device use includes:

- Using technology to support classwork, research, and creativity.
- Following all teacher instructions when using devices in class.
- Communicating respectfully in online spaces.
- Protecting personal information and respecting the privacy of others.
- Avoiding inappropriate websites, apps, or online behaviour.
- Keeping devices away during break times (unless directed otherwise).

The school encourages students to balance their screen time with physical activity, social interaction, and rest. Families are also encouraged to support healthy technology habits at home by setting clear expectations and maintaining open conversations about online behaviour.

Through consistent guidance and shared responsibility, we aim to develop confident, respectful, and ethical digital citizens who can make positive contributions in an increasingly connected world.

Healthy screen habits

In today's digital world, screens are an important part of learning, communication, and everyday life. At our school, we encourage students to use technology responsibly and to develop healthy screen habits that support both wellbeing and learning.

Healthy screen habits in the home classroom

There are three key aspects which together will promote healthy screen practices. They include:

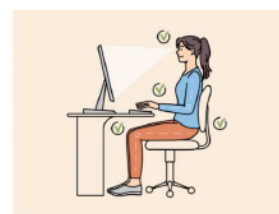
Eye Health

- Take regular breaks from looking at the screen: The 20/20 Rule
- Ensure screens are at a suitable distance: The Elbow Rule
- Try to limit leisure screen time to two hours per day in school aged children: The Two Hour Rule

Body-posture

Your student's chair size should allow:

- Feet flat on the floor
- Ankles at a 90° angle
- Knees at a 90° angle
- Thighs parallel to the floor
- Hips at a 90° angle
- Lower back should have a slight inward curve



Movement

- Take regular movement breaks

Fact Sheet 1 provides more information about each of these healthy screen habits.

Assessment & Reporting

Assessment and reporting are a vital part of the learning process in the Middle Years. They provide students and families with clear information about progress, achievement, and areas for growth, while guiding teachers to tailor learning to individual needs.

Assessment may take many forms, including:

- Formative assessment: Ongoing feedback during learning to support improvement and growth.
- Summative assessment: Evaluations that measure student achievement against curriculum standards at the end of a unit or term.
- Practical tasks, projects, and presentations: Opportunities for students to apply knowledge in creative and real-world contexts.
- Tests and examinations: Structured assessments to evaluate understanding of key concepts.

Ongoing Feedback:

Students receive regular feedback to support their learning, including:

- In-class feedback from teachers during lessons.
- Digital feedback via platforms such as Google Classroom, allowing students to track progress and respond to teacher comments.

Reporting:

Families are informed of student progress through a structured reporting process, which includes:

- End-of-semester reports, outlining achievement against curriculum standards, effort, and areas for development.
- Three-way parent/student/teacher interviews once per year, providing an opportunity to discuss goals, progress, and strategies for improvement.

NAPLAN

Students in Years 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 are required to participate in annual PAT tests, held online in Term 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.

Behaviour & Expectations

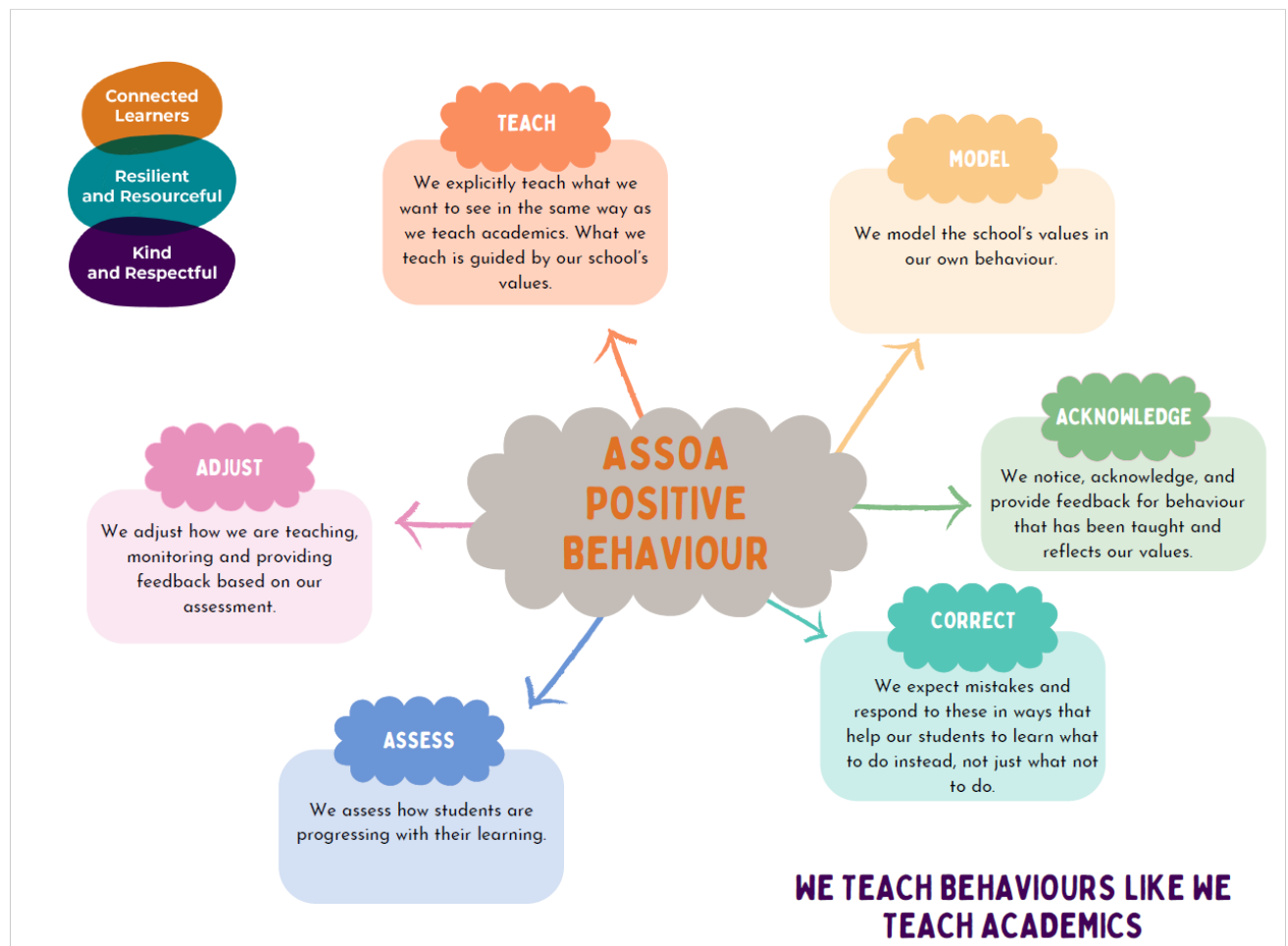
We believe that young people learn best when they feel safe, valued, and connected to their school community. The Middle Years are a time of significant growth and change, academically, socially, and emotionally and we are committed to supporting every student through this important stage of their development.

Our wellbeing approach focuses on building positive relationships, fostering a strong sense of belonging, and developing the skills for resilience, empathy, and self-awareness. We encourage students to take responsibility for their actions, make positive choices, and show respect for themselves and others.

Wellbeing is supported through a combination of pastoral care, inclusive practices, and proactive health units that promote mental health, physical activity, and social connection.

We believe that when students are well, they are ready to learn, to grow, and to contribute meaningfully to their school and wider community.

We are guided by the school's Positive Behaviour Framework.



Values

Our school community is guided by a set of core values that underpin all learning, relationships, and everyday interactions. These values help students grow into connected, resilient, and resourceful learners, while also fostering kindness and respect in all they do.

- **Connected Learners:** We encourage students to build strong relationships with peers, teachers, and the wider community. Being connected helps students engage meaningfully in learning and develop a sense of belonging.
- **Resilient and Resourceful:** We support students to face challenges with determination, adaptability, and problem-solving skills, helping them become confident, independent, and capable learners.
- **Kind and Respectful:** Students are encouraged to act with empathy, treat others with dignity, and contribute positively to the school community. Respect for self, others, and the environment is central to our daily interactions.

By embracing these values, students are empowered to take responsibility for their learning, develop meaningful relationships, and make positive contributions to both the school and the wider world.



Learning Beyond the Classroom

Our Middle Years program provides rich opportunities for students to learn, connect, and grow beyond the classroom. Each term offers unique experiences that build confidence, strengthen relationships, and support students' academic, social, and personal development.

In Term 1, our staff visit students and their families in their home communities. These visits help to build strong relationships, support smooth transitions, and ensure every student feels known, valued, and supported from the beginning of the school year.

In Terms 2 and 4, students travel to Alice Springs for a residential program, where they stay together at Discovery Park. These residential focus on community building and provide opportunities for students to take part in a variety of educational, cultural, and recreational activities. The program encourages collaboration, independence, and wellbeing, while strengthening connections between students from different regions.

A highlight of the Middle Years experience is the interstate excursion held in Week 10 of Term 3. This extended trip allows students to explore new environments, engage in hands-on learning, and connect classroom studies with real-world experiences. The excursion also promotes personal growth, teamwork, and resilience, creating lasting memories and friendships.

Together, these experiences form an integral part of our Middle Years journey, linking learning, community, and personal development in meaningful and lasting ways.

Yulara Enrolments

Yulara School provides primary education to T-6 students based at Yulara. Yulara School does not have a secondary program, so any Yulara based students in Years 7-12 access distance education through dual enrolment whilst physically based at Yulara School. ASSOA provides distance education for Years 7-9 students based at Yulara.

ASSOA and Yulara work together to ensure students and families are supported to access learning through ASSOA, whilst being based at Yulara School.

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, and whether the local school has the human resources to provide support to the students when they are

completing their ASSOA learning. 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.

Interstate Excursion

As mentioned, each year, students in the Middle Years have the exciting opportunity to participate in an interstate excursion held in Week 10 of Term 3.

Details of the destination, itinerary, and costs are shared with families early in the school year, and careful planning ensures that the excursion is both safe and enriching for all participants.

Guiding Principles

- We aim for all students in Years 5–9 to attend, where appropriate.
- Students who have enrolled recently are welcome to participate, provided that flight, transport, accommodation, and activity bookings can still be adjusted without incurring additional costs beyond the original per-student booking fee.
- The Middle Years Coordinator and the Principal must feel confident that they understand each student’s behaviour, social interactions, and specific needs, to ensure appropriate support and supervision.
- The overall organisational workload must remain manageable for staff.

Participation Requirements

To ensure all students can be supported appropriately:

1. Student History:

Students must meet at least one of the following criteria:

- Have previously attended an Inschool, Residential, or similar school-organised overnight experience, or
- Provide a referral from their previous school confirming their ability to follow staff instructions, engage appropriately with peers, and demonstrate suitable behaviour in group settings.

2. Consent and Deposit:

A signed consent form and the initial non-refundable deposit must be submitted by the stated due date, to allow for the confirmation of final bookings

Student Leadership Guidelines

At ASSOA, we value students as active contributors to learning and school life. Our student leadership programs provide opportunities for students to have a voice in

decision-making and help shape the future direction of the school, in line with our Strategic Plan.

Leadership Roles Include:

- Learning Commissioners: Year 5–9 students participate in the Northern Territory Learning Commission to provide input into the school’s strategic direction.
- Student Representative Council (SRC): Year 4–9 students are elected by classmates to lead initiatives, events, assemblies, and represent the school on official occasions.
- House Captains: Year 5–9 students lead house teams during Sports Day, Swimming Carnival, and Teams Days, and contribute to school life.
- School Council Representatives: A Middle Years student from the NTLC or SRC provides updates to the School Council on student input and initiatives.

Through these roles, students are partners in learning, contributing ideas, leading initiatives, and shaping the culture and direction of ASSOA.

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.

In Town Visits

Whenever students travel to Alice Springs, they have the opportunity to complete schoolwork at ASSOA. If their supervisor does not remain with them when they are at the school, the students must be capable of responsibly working independently. Middle Years teachers are on site for regular check-ins and are available to provide support when needed.

It is important that students notify their teacher 2–3 working days in advance of their intended visit so the teacher can confirm whether the visit is possible.

On arrival at the school, please report to the front office at your pre-arranged time. The front office will notify the teachers of your arrival. We ask that students and parents **wait in the reception area** until a teacher comes to meet you.

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 students will not be able to be outside 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 also be purchased utilising the Back to School voucher scheme in Term 1 only and are available at all other times with payment required.

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.*

Learning Support- Inclusive Practices

Teachers work with supervisors 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 student's progress is monitored, and programs are reviewed regularly. Queries should be referred to your young person's teacher or to the Assistant Principal (AP). 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 Department of Education and Training 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.

Library

The school library has an excellent selection of resources for students. Book selection can be made on behalf of each borrower by a class teacher or Admin Officer. If students are in town, try to fit in a visit to our school library so they can make a personal selection of their books.

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

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

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.

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.

The Minister for Education Literacy and Numeracy Awards

Each teacher nominates one student from their class who has shown outstanding progress or achievement in Literacy, and one student from their class who has shown outstanding progress or achievement in Numeracy.

Helen Fuller Incentive Award

Helen Fuller was a 22 year old home tutor for the Kelly family at Uluru 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.

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.

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

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

- 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.

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

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 Katy Hayes, Branch President, at 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 Braiuling 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 2026

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 are eligible for this assistance and this entitlement can be used up to the end of Term 3. 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 2026 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 the Grant will be acquitted after Get Together Week in Term 3, with payment to families made shortly after that.

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 and Training, 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 \$195 (GST inc) 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.

Voluntary Financial Contributions

At Alice Springs School of the Air, we are proud to provide rich and unique learning opportunities for every student. Each year, the School Council invites families to consider making a voluntary contribution to help us provide the very best resources and opportunities for our children.

Your contribution directly helps us:

- Purchase extra learning resources for classrooms and home packs
- Keep IT equipment and software up to date
- Support extra-curricular activities that enrich student learning

The suggested annual amount is \$100 per student or no more than \$300 per family; however, families are welcome to contribute any amount that suits their circumstances. Some choose a once-off contribution, others prefer smaller monthly

instalments. Every dollar goes directly into resources for our students – no contribution is too small, and every gift makes a difference.

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.

Final Message

Middle Years are full of new experiences and challenges. We're here to help your young person succeed, grow, and enjoy the journey. We encourage them to be kind, stay curious, and give their best!

Middle school is a time for trying new things, discovering what they're good at, and learning how to take responsibility. Encourage your young person to keep showing up, ask questions, try their best, and not to be afraid to ask for help. We're here to help them grow!