



**ROSS PARK
PRIMARY SCHOOL**
Learning-Knowledge-Life

Family Handbook 2024

Ross Park Primary School

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Welcome!



Northern Territory Government

Welcome to our students and their families and a particularly special welcome to our new families! Ross Park School is inclusive, friendly and supportive and parent input is highly valued. The school opened in 1961 and has been providing quality education for over 60 years.

Ross Park is a well-established school with strong links to the local community. Students have a variety of multicultural backgrounds. Rona Glynn Preschool is our preschool, located across the street from Ross Park.

Ross Park offers your child a quality educational program. We take pride in our highly qualified professional staff. We have an average annual student attendance of over 90% and a high percentage of students who achieve well above national minimum standards in literacy and numeracy. Our emphasis on the creative arts and physical education brings a special dimension to the school. We are recognised in the community for the excellent opportunities provided to our students in these areas.

All staff participate in targeted professional development focused on the most effective teaching and learning practices through evidence-based research, to develop our students' ability to show expected progress and become leaders of their own learning. All teachers are reflective practitioners through the design and implementation of Teacher Inquiry Cycles. They also engage in cross school learning events and external workshops and seminars, to continue to improve classroom practice.

The Ross Park Values: ***Be Strong, Be Fair*** and ***Be Kind***, guide all members of the school community in how we interact with each other. Teachers and staff explicitly identify the observable behaviours and language that reflect these values. Students are acknowledged through feedback, certificates and awards when demonstrating our values. We have a buddy class system which enables older and younger students to develop positive relationships during class instruction time and during recess and lunch in the playground. Children participate in a wide range of educational experiences which utilise technology and hands on activities. Most classrooms have been designed with movable doors between rooms to encourage teachers to share their practices and design learning environments that cater for the diverse needs of the learners.

The school has well maintained grounds, excellent resources and teachers and support staff who care about the students. Our play areas are very popular and provide students with opportunities to challenge themselves, be creative and develop social skills, in outdoor learning spaces.

We welcome parents' engagement in school life, programs and decision-making. We believe the partnership between teachers and families is central to your child's success at school and hope that you will take advantage of the many opportunities to be involved during the coming year.

This handbook will help you understand how the school operates and will be a handy reference during the coming year. Our website and Facebook page are updated regularly so make a habit of checking them too. If you have further questions, do not hesitate to ask.

Penny Weily
PRINCIPAL

Tenneil Helliwell
CHAIRPERSON, SCHOOL COUNCIL

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ORGANISATIONAL STRUCTURE

Leadership:

Principal
Assistant Principals
Senior Teachers
Teacher in Charge Preschool
Business Manager
Executive Assistant

Teaching:

Classroom Teachers
Specialist Teachers
Intervention Teachers

**Students and
Families**

Support Staff:

Aboriginal Education Officer
Inclusion Officers
Classroom Support Team
Casual Support staff

Administration:

Administration Staff
Maintenance Officer

Ross Park School Council Casual or Part-time Employees-
determined by the needs of the students enrolled within each year

(Appendix 7.10)



School Vision

Ross Park Primary School will be an inclusive, happy and caring community that encourages a love of learning. We will work together to foster responsible, confident children who have a strong social and environmental conscience.

Values

- Be Strong
- Be Fair
- Be Kind



Aims

- To optimise the individual potential, creativity and academic excellence of each student by promoting the effective development and delivery of the curriculum
- To advocate for and oversee the recruitment and retention of quality school staff
- To encourage all members of the school community to demonstrate the school values in the school and in the wider community
- To ensure an inclusive school learning community through effective partnerships between families, staff, students and the broader community
- To create a positive and challenging learning environment that fosters self-confidence, resilience and responsibility.

Learning at Ross Park

Learning is an active process. Staff and students, as learners, will continue to develop a growth mindset and utilise their own personal qualities to help them to learn. Feedback is an essential practice for staff and students to understand where they are in their learning journey, and what they need to do next to improve the quality of their work or performance.

Students:

- Use success criteria to self-assess
- Co-construct success criteria with the teacher
- Set SMART goals with their teachers/peers across learning areas
- Interpret and explain data/results and use these to set targets
- Actively seek feedback from teachers and peers using a range of tools and techniques
- Understand the learner qualities and demonstrate them
- Apply our school values to optimise their learning at Ross Park

Teachers:

- Create safe, supportive and positive learning environments where all students can learn and experience success
- Write or orally share learning intentions across ALL learning areas, with clear alignment to the curriculum
- Provide challenging and differentiated success criteria and work towards co-construction of these with students as or when appropriate
- Use modeled exemplars to assist with determining success criteria
- Collaboratively plan and share data with students, families and colleagues
- Use the language of learning in communication with parents, awards and reports
- Participate in peer observations to grow practice
- Unpack assessments and set realistic targets with students
- Engage in 'clarifying and confirming' activities with peers to ensure consistency of benchmarks and achievement levels within the end of year standards
- Use progress walls/folders for students to refer to, access goals/ progressions/ next learning steps

School Leadership team:

- Facilitate inquiry into high-quality evidence-based practice to support improved teacher efficacy and improved student outcomes
- Provide regular discussion time with teaching teams to review practice
- Provide opportunities for regular walkthroughs, coaching conversations, and collaborative practice
- Support teachers to visit other classrooms/schools to observe how the principles of effective teaching are demonstrated
- Engage in data conversations and develop data literacy
- Continue to share the priority focus areas with the school community
- Ensure regular professional development opportunities within and beyond the school

Parents/school community:

- Attend 3-way conferences and student support meetings to participate in co-constructing goals and identifying strategies to help their child/ren learn
- Attend school and classroom events that showcase student learning
- Offer their skills to value add to the classroom learning environments (be interviewed, give a presentation, participate in excursions, conduct workshops etc.)
- Access information via newsletters, class letters and reports to engage in conversations with their child/ren about their learning experiences, including how they are progressing with achieving the set goals

Students who may require further assistance:

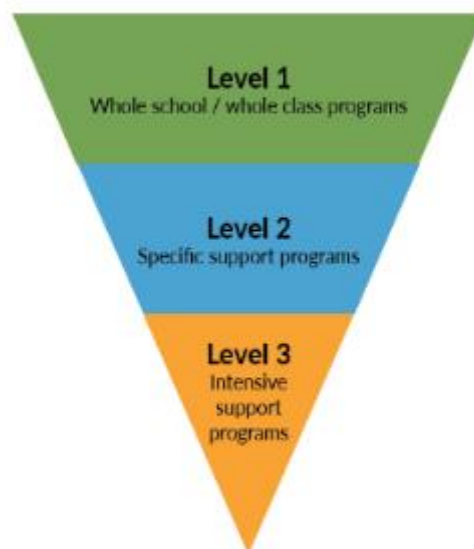
At Ross Park, we are committed to developing inclusive practices ensuring that all students receive an education in a supportive environment that values diversity, inclusion and participation. It is every teacher's responsibility to access and implement the Education Adjustment Plans of identified students and participate in ongoing student support meetings to monitor and evaluate their progress. These meetings are scheduled in at the end of Term 1/start of Term 2, and then again at the end of Term 3/start of Term 4. According to Department guidelines there must be at least 10 weeks' worth of learning evidence prior to a meeting and at least 6 months in between meetings.

To best meet the needs of each child, a high level of collaboration exists within the Ross Park Learning Support Team. This team is made up of staff members who support a range of programs, under the direction of the Assistant Principal and Special Education Teacher, in consultation with department personnel and health practitioners.

The **Student Learner Profile** assists the process of identifying the specific needs of students who require adjustments to their learning program and helps school staff meet their responsibilities under the Department of Education Students with Disability Policy.

Domain	Focus Areas
Participation	Curriculum Access
	Behaviour
	Social Competence
	Safety
Communication	Communication Access - Perceptive Language
	Communication Participation - Expressive Language
Personal Care	Hygiene
	Eating and Diet
	Health Care
Movement	Gross Motor and Mobility
	Fine Motor

Disability Response to Intervention (RTI) Levels



Assemblies

Assemblies are usually held as per below. Parents are encouraged to attend assemblies. Ross Park assemblies begin with the Australian National Anthem and end with the Ross Park school song. Please encourage your children to learn the words to both songs so they can join in. (See School Song in this booklet.)

Whole School

Friday 8.40 am even numbered weeks

Awards are presented at each assembly and there are often short presentations by students.

Access to School

In the morning children can enter the school via the gate at the kiss'n'go. There are multiple other entry points including, the rear gate, the oval, the corner gate on the junior side and the gate near the crossing. Parent car parking is available and encouraged at the Ross Park soccer field carpark. **Children are not to walk into the school through any vehicular access i.e. car parks.** Under no circumstances are children **to cross the driveway inside the school fence unaccompanied by an adult.** Staff Car Park is for staff only and Disabled Drop offs/New baby drops offs. **All children are strongly encouraged to use the school crossing and to walk their bikes across the road** on Winnecke Ave and then into the school.

Parents must observe Road Safety rules when collecting students. Please do not park in 'no parking' zones or on yellow lines. Extreme care is to be exercised in the school area, especially near the crossing. Parents with a new baby or a disability sticker are the only ones permitted to use the front staff car park. On leaving, cars **can use the kiss'n'go driveway at the end of the day**, if you are picking up children in Transition to Year 2. Students in Years 3-6 can accompany younger siblings to this area or collect them and walk to meet parents in the soccer carpark area. All parents are encouraged to use the carpark by the soccer fields for parking.

Accidents

Unfortunately, whilst due care is exercised, your child may have an accident at school. Our school office staff are first aid trained and they will administer appropriate assistance in a medical emergency. If a child has a serious injury, an ambulance will be called and parents notified, or parents will be asked to come and take the child home and/or seek further medical attention. As the school is a member of St John Ambulance, there is no charge to parents if an ambulance is required. Playground supervision is provided by teachers and staff at recess and lunch times. **Parents must keep their emergency contact phone numbers up to date along with medical details for students.**

Attendance and SMS

Children are expected to attend school every day. All absences from school require an explanation and absences are coded as directed by the Department of Education. A messaging system is in place and parents are encouraged to send the school a message before 9am if their child is absent – 0418 191 388. Alternatively, parents may ring the school in the morning to advise the child's absence and the reason. If a child is sick for three or more days, a medical certificate is required. If the child is absent and no message has been received, you will receive an SMS asking for an explanation. This is an excellent safety check for your child. Unexplained absences are followed up with a phone call. Ross Park has an average attendance of 90%.

Back to School Payment

This is provided by the NT Government and the \$200 grant per student must be spent, or allocated to upcoming events or excursions (e.g. Swimming, camps, excursions, etc) by the end of Term 1. No refunds can be given, as this is a credit, not actual cash.

Behaviour Support Policy

Ross Park Primary School community encourages and reinforces caring and responsible behaviour in a safe and positive learning environment. The school values, Be Strong, Be fair, Be Kind are used to identify the expected and appropriate behaviour of everyone in our school community.

In 2023 we introduced ***School Wide Positive Behaviour and Engagement (SWPBE)***. SWPBE is an evidence-based whole-school framework to deliver behavioural support to all students. It supports our school community to develop a positive, safe and supportive learning culture.

This framework will assist us in improving our students' social, emotional, behavioural and academic outcomes.

Implementing this framework will allow our teachers to focus on building relationships and designing effective academic instruction to all students.

Whilst SWPBE will continue to be new learning for our school community, it will incorporate many strategies already in place and will strengthen our classroom practice and support positive interactions for all. This pro-active approach leads to improved academic and behavioural outcomes as it focuses on prevention of inappropriate behaviours using well thought out systems, structures and processes.

All new learning will be clearly communicated across our school community to support consistency and understanding.

Our school has a responsibility to provide a safe and positive learning environment. The rights of all members of our school community are supported and protected without discrimination.

Guiding Principles and Values

We believe that everyone within the school community has:

- the right to feel safe
- the right to be respected by others
- the right to learn and to teach.

Bullying and Harassment of Students

Ross Park School implements the Safe Schools NT Code of Behaviour. The purpose of this is to affirm the right of all school community members to feel safe at school. Essential to effective learning is a safe, supportive and disciplined environment where people honour the rights of all to be treated with respect and dignity, the rights of all students to learn, the rights of teachers to teach and the rights of all to be safe. Ross Park School will continue to implement comprehensive programs in classes to develop an understanding of what bullying actually is, as well as protective strategies to empower students to counter bullying and harassment, promote personal growth and foster positive self-esteem.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Instances of bullying are considered serious and will be followed up accordingly by the teacher, Senior Teacher or Assistant Principal depending on the individual case.

Ongoing Disruptive and Serious Behaviours

Low level minor incidents will be managed by classroom teachers. In cases where behaviour is serious or ongoing or involve students across classrooms, support will be provided by the senior staff and parents will be informed. Data will be collected to monitor the impact of strategies employed.

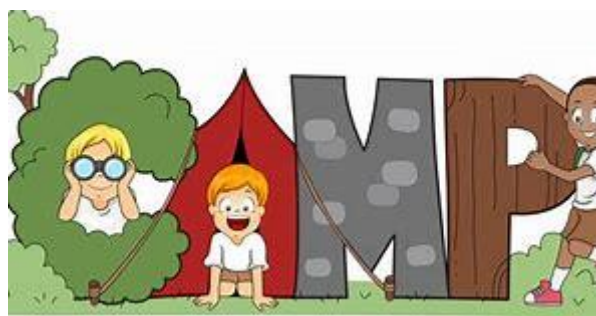
Our SWPBE work will not only focus on behaviour, but will strengthen our holistic practice across the school, resulting in improved outcomes for students.

Bikes

A locked bike shed is provided for children's bikes. This area is locked at 8:30 am and reopened at bell time after school. We strongly advise that children still bring bike locks as an added precaution. **No responsibility is taken for bikes left in the area after school hours.** Children must walk bikes whilst on school grounds. Children are required to wear a bike helmet if cycling to and from school, according to NT law. If a child is repeatedly not abiding by the law, parents will be contacted.

Camps

Camps and sleep-overs are part of the school program for senior classes and, when camps are offered, children are expected to participate. Camps are based on the capacity of teachers, who determine their length and location. The school has a strong commitment to the benefits of camps in developing class cohesion, cooperation, independence and social skills, as well as providing an opportunity for students to learn about their environment. There is a cost involved in camps which varies depending on location and duration.



Where camps are offered, it is a requirement of the Department of Education that any parent staying overnight on a camp must hold a current Ochre Card. Volunteer Cards are current for two years and parents need to apply well in advance to www.workingwithchildren.nt.gov.au. Parent support is often vital to adhere to the departmental guidelines of student to adult ratios. All COVID-19 guidelines will be used in the planning and conduct of events.

Change of Address, Telephone Number or Place of Employment

We can never predict when an emergency will arise but when it does, we need to be able to contact you QUICKLY. Please check that your correct and current address, telephone number and email address are recorded at the school office. A mobile number is most useful, and this is also needed for the SMS system.

Classes/Year Levels

Ross Park is committed to collaborative teaching and co-operative learning practices which involve staff and students working and learning together, in various ways at various times. Wherever possible classes will be single year level, however student numbers and Departmental class size guidelines will dictate these decisions. In any class there is a wide range of children at different points on the learning continuum and teachers cater for individual development. Some classrooms have been designed to allow teachers to co-teach, with flexible learning spaces. Each classroom has specific routines and is well organised to promote student independence and shared responsibility for the learning environment. Teachers use a range of effective practices to ensure that lessons are pitched appropriately to the level of students' understanding and abilities, using the school specific curriculum documents.

Collection of Children

Parents who need to collect a child from the school during school hours **must notify the school office** prior to the collection of the child. Upon arrival at school, parents must make their presence and purpose known to the school office and sign the sign in/out book. The **sign in/out book also needs to be filled in** when children arrive at school after 8.45am. Students collect a 'late' slip to notify their teacher they have signed in late. The accuracy of the attendance roll relies on this process being followed. Children **MUST NOT** stay and play in the playground after school, without parental supervision, for reasons of safety.

Communication

The school believes that effective two-way communication is essential for an efficient partnership between home and school. We have many means in place for this including diaries, email, newsletters, website, social media, class contact to parents and special notices. Class Overviews are sent home early each term to outline the term ahead. Some teachers may send home class newsletters on a regular basis throughout the term as a hard copy or send updates of class events on Seesaw or via email.

There may be issues or concerns relating to the class or school that you may wish to discuss further. If you wish to meet the class teacher, please make a suitable time when the teacher is free from class obligations. Teachers can be contacted by email and their email address will be provided to you in the first two weeks of each term via the class overview, or by contacting the school office. Please feel welcome to make a mutually convenient time to meet with the Principal or Assistant Principals to discuss any issues of a serious nature that cannot be addressed by the class teacher. Providing your email address to the office helps with our communication too.

School newsletters contain important information, reminders and news. The school newsletter is sent out via text, and uploaded to the website, every fortnight.

SMS Message You System - The school has a system that allows us to communicate through text messages. This relies on you providing us with your current mobile phone number. You are encouraged to send text messages to the school if your child is absent. The number is: **0418 191 388**. Please feel free to add it to your contacts.

Our inclusive communication strategy supports student learning

The Ross Park school community places students at the centre of the learning process joining together educators' and families' experience and expertise to combine with each student's individual talents, interests and abilities offering opportunities for every child to develop creatively, innovatively, confidently and achieve success in their own right.

Ross Park Primary School desires to improve school community connections by engaging in accountable, participatory conversations with students, educators and families to develop relationships conducted with integrity.

Communication strategy spectrum

INFORM

Well informed students, families and educators make better decisions regarding children's learning.

Information dissemination is a one way communication process.

Students

- effectiveness is dependent on the ability to internalise and remember messages

Families

- effectiveness is dependent on the relevance of the messaging at the time it is received

Educators

- effectiveness is dependent on timing and further opportunity to make meaningful contribution to the work environment

ENGAGE

Engagement recognises the combined role of all parties. It requires that participants know they've been heard and their voice matters.

Engagement is achieved when:

Students

- are excited to participate and demonstrate a positive cooperative attitude

Families

- family-school partnerships positively work together to support children's learning

Educators

- educators are motivated to obtain new outlooks, methods, and knowledge
- data informed decision making is the essential element of targeted teaching
- collective efficacy is recognised as the highest ranking influence on student achievement and school improvement

EMPOWER

Empowerment entails group collaboration and direction setting when resolving challenges.

Empowerment is realised when: *engaging and empowering communication opportunities outnumber the occasions when one way informing strategies are used for communication*

Students

- make real and impactful decisions regarding learning wants and needs in line with the school vision and values

Families

- family-school partnerships help families in responding early to children's learning challenges; and extending children's learning around the things they are passionate about

Educators

- educator ideas are strongly in evidence in the school environment and practice
- time and effort in evidence-based practices are prioritised to improve instructional practices

Concerns or Issues

The Department of Education (DoE) manages complaints in accordance with DoE Complaints Policy and the accompanying guidelines. It is recommended that any issues be addressed to the classroom teacher in the first instance; serious matters involving other children will be attended to by senior staff. Complaints may be raised in person, by telephone or in writing and may be anonymous. Complaints may be made in regard to any aspect of services:

- provided by DoE, including the conduct or decisions of staff, practices, policies or procedures;
- regulated by DoE, including legislative compliance with approval to operate and the provision of services for children.

Complaints policy, complaints guidelines and complaint forms can be found at - <http://www.education.nt.gov.au/about-us/policies/documents/general/complaints>

Curriculum

The Australian Curriculum is used in all Australian schools. Parents are able to access parent-friendly versions of the year level standards and overviews on this site:

<http://www.australiancurriculum.edu.au/resources-and-support/parent-information/introduction>

Ross Park has developed scope and sequence documents for all learning areas to ensure that the curriculum content is covered in a systematic and consistent way for all classes throughout the years at Ross Park.

The NT Preschool Curriculum is implemented at Rona Glynn.

Strong foundations in literacy underpin instruction in all other curriculum areas. As such, understanding the Essential Components of Reading Instruction is vital across all classrooms.

There are 26 letters in the English language that make 44 sounds and there are 150 ways to write those sounds. We ensure there is a focus on the following components to learn to read and write.

<i>Phonological Awareness</i>	Ability to play with sounds in words
<i>Phonics</i>	Matching letters to sounds
<i>Fluency</i>	Accurate reading, rate and expression
<i>Vocabulary</i>	The understanding of words and their meanings
<i>Comprehension</i>	The goal of reading – Understanding. Moving from learning to read to reading to learn.

All components are underpinned by *oral language*.

Read Write Inc has been introduced across all early years' classes (Years 1 and 2 in 2022, and Transition in 2023). Read Write Inc. provides a systematic and consistent approach to the teaching of reading and writing. Extensive, high-quality training and personalised Professional Development supports the implementation process as well as the long-term success for our school.



Dental Service

The Children's Dental Service in Alice Springs offers free dental services to all children from infancy to the end of primary school. Children are seen regularly and receive quality care. The involvement of parents and carers in their children's professional care is encouraged. The dental therapist is available to carry out dental assessment and treatment at various locations in town. Please telephone Flynn Drive Community Dental Clinic on 89516713.

Dogs

For the safety and health of children, unleashed dogs are **not permitted at school**. Please consider how safe it is to bring your dog to school at any time as they can be unpredictable around small children. All droppings are to be removed from the school grounds and disposed of appropriately by the owner/accompanying person. Dogs wandering into school will be tied up until collected by a parent or the Town Council's Dog Catcher.

Graduation

A presentation ceremony is held for Year 6 students to celebrate the completion of primary school. It is a family event held at the end of Term 4. Special school shirts are designed by the students and purchased for the event. Several awards are presented, and an Honour Student is selected through a process involving students, staff and School Council representatives. This student's name is recorded on the display board in the front office. Student voice plays a key role in driving this event.

Growth and Development

Each year, as part of the Health Education curriculum for senior classes, a program dealing with aspects of Growth and Development is presented by nurses. Sessions may include:

- Anatomy of male and female reproductive systems
- Puberty and physical changes
- Emotional changes and why they occur
- Bullying, harassment and violence
- Menstruation
- Breast examination using anatomical models
- Personal hygiene
- Consent in relationships

The program is considered an important part of the students' Health and Physical Education program, and it is assumed that all students will attend these sessions unless the school is otherwise advised.

Health of Children

Fit For School

Parents must ensure that children are in good health and ready for the school day. Sores and wounds are to be covered. If the school considers that a child should be resting at home, parents will be contacted to collect the child. It is vital that parents let the school know as soon as possible if a child is diagnosed as having an infectious disease. More information is available at www.det.nt.gov.au.

Medication for Children

Where possible, student medication should be administered by parents at home. If a parent wants school staff to administer medication of any kind regularly or in an emergency, a written request must be made via the form available from the front office. This includes Panadol. Medication is stored in the sick room/admin area and administered by staff with First Aid qualifications. A Health Care Plan for specific medical conditions and allergies, prepared in consultation with healthcare providers, must be completed annually.

Head Lice Policy

Parents are asked to be vigilant about this problem and check and treat hair regularly. The Ross Park School Head Lice management policy states:

Ross Park School will:

- inform parents if their child is suspected of having head lice.
- inform parents of the class where head lice have been found.
- encourage parents to check their children for head lice regularly through the school newsletter and other appropriate channels.
- minimise head-to-head contact during outbreaks.
- develop an action plan with those parents who have difficulties in providing treatment.

Parents/carers are asked to:

- regularly inspect their children's hair and begin treatment immediately if head lice are present
- notify the school if head lice or nits are found and advise when treatment has begun.

Sun Protection Policy

The school policy includes information and guidelines concerning provision of shade, uniforms, hats and sunscreen. Copies are available at the school office. All hats must have a full brim, as **caps are not suitable**. There is a No Hat No Play in the Playground areas rule. Hats can be purchased from the front office.



Healthy Eating



Good nutrition is vital to a child's physical and mental development and Ross Park adheres to the Schools Nutrition Policy. Eating habits are learnt in childhood. Research shows that when children eat nutritious food regularly, they perform better at school. As these habits are strongly influenced at school, Ross Park School provides an environment that promotes healthy food choices, adhering to the policy 'Healthy Schools Nutrition Guide'. We do not have a no-nut policy. Please alert school staff, especially your child's class teacher, to all dietary restrictions for your children.

Each day between 9:15-9:45 am students take a 'brain break'. This is an opportunity to nourish themselves with a piece of fresh/ dried fruit, raw/cooked vegetable. Lessons will continue as they snack. Please keep food wrapping to a very minimum. Children are supervised while eating at both recess and lunchtime (for 10 minutes). Please assist the school by ensuring your child brings healthy food and drinks to school daily, with minimal packaging to reduce waste. Cans of soft drink, takeaway fast food or lollies **are not permitted**. On a special occasion, e.g. birthday, a small treat to share with the class may be provided by the family. No lolly bags please.

Medical Room

The medical room, located in the administration block, is a facility where children who are hurt or become ill may lie down quietly. If the child is too ill to stay at school, parents are contacted to take their child home. Hence, we need a **current emergency contact number**. Children who are ill should not be sent to school, as we cannot adequately care for them in our facility, which is only for emergencies.

Homework

Homework is an activity where newly learnt skills can be further practised and where parents have the opportunity to share in the learning experience.

The following are guidelines only:

T – 3..... Reading books sent home each weekly.

Yrs 4 – 6..... Reading for 20-30 minutes and homework tasks/revision 2-4 times per week.

Parents will be notified at the beginning of each year of the homework requirements for each class or year level, together with other information on procedures and expectations in your child's classroom. These routines and types of tasks may vary throughout the year. Please talk to your child's teacher if you have any questions about this. Where a family chooses not to participate in homework, please inform class teachers.

House Teams

On enrolment, students are placed in one of four house teams. The house teams are named after the teachers who were teaching at the Hartley Street School at the time when Ross Park opened in 1961.

These are:

Burton **Blue**

Standley **Green**

Taylor **Yellow**

Robb **Red**

Throughout the year, students may be awarded house points and Sports Day and the annual Swimming Carnival are the key occasions when House Teams are of particular importance. Each House Team is led by Team Leaders from the senior school, elected by the students who have participated in a Leadership Development Program.

Information Communication Technology (ICT)

The Australian Curriculum requires all students to develop skills in ICT. Students and teachers use a range of devices to develop ICT skills, as well as a tool for learning via technology. The school has invested in or subscribes to, a range of software programs to support and enhance the learning at Ross Park. It is an expectation that all ICT will be appropriately used and devices are treated responsibly as stated in the Ross Park Acceptable Use Agreement.

- ***ICT Online Resources***

Most students in Years 3 to 6 are involved in the Scholastic Literacy Pro Reading Program as part of their class reading. To begin, students complete an online comprehension test that assesses a reading level by providing a range of multiple-choice, adaptive questions. Throughout the term, students select books at or above their level to read, then complete an online quiz related to each book. Books are selected from a special collection of library books which have been assigned levels and for which quizzes are available on the website. The program keeps an ongoing record of books read and quizzes passed and students complete further tests at regular intervals to assess their progress. The school purchases licenses to a range of Apps to support learning. The licensing for online programs is covered through Parent Contributions, Back to School Vouchers, and school funds.

Leaving the School Grounds

Children are not permitted to leave the school grounds unless a written note is provided by the parent. If a child leaves the school grounds in school hours without permission, parents will be notified, and attempts will be made to locate the child. The school does not accept responsibility for a child who leaves the grounds without permission, with or without the knowledge of a teacher. Children are to be signed out at the Front Office by parents/guardians collecting them before the end of school.

Library

The school library provides a flexible space with a range of resources to support learning and teaching throughout the school. The library plays a role in the development of a culture that promotes wider reading, motivating readers and learners for life. It provides an additional place in the school for collaborative learning and the development of information literacy skills. All classes access the library each week, which enables students to browse and borrow books for recreational reading. Borrowing limits vary depending on year level and demonstrated individual care of books. Loan period is two weeks, but students are able to exchange their books more often or renew items for an extended time. The library is also open at lunchtimes for returning and borrowing books. Students in Year T-2 are encouraged to use a library bag to assist with caring for books. If students are unable to find the book(s) they have borrowed for home or their classroom, a contribution of \$20 is requested to go towards replacement costs.

The library facilitates two major events throughout the school year. Children's Book week in August where children are encouraged to dress up as their favorite book character and bring their book to share with their peers. The other is the Scholastic Book Fair held in Term 4. This event creates a lot of excitement as students find award-winning books and bestsellers, as well as old and new favourites. There are also eight issues of Book Club published per year. The books in the catalogues are carefully chosen and levelled by a team of experts. They include an extended range of products to offer reading choices beyond the core year levels. Purchases help our school stock up on resources to enrich the children's education. School library resources are highly valued. Parents and students are welcome to recommend books to purchase, provide feedback on the library collection, ask questions, chat about children's reading, talk about a missing book or assist with book covering at home.

Mobile Phones and Devices

In line with legislation introduced in 2023, students bringing mobile phones and devices to school must hand these in at the front office every morning. The school accepts that students may possess mobile phones for safety reasons to and from school. Phones must be named and will be stored securely until the end of the day. Smart watches must be set to Flight Mode during the day. **They are not to be used or in the student's possession during school hours.**

If students use their phones or devices during school hours, they will be confiscated for the remainder of the day. **Students will be reminded of the school policy and families informed.** Students who bring mobile phones and devices to Ross Park Primary School have a responsibility to adhere to the school policy and parents/carers are expected to support and reinforce the policy. Special conditions regarding acceptable use may need to be negotiated and a signed written agreement made between the student, family and school. If students need to contact families during the day, this will be done through the front office. The school accepts no responsibility for replacing mobile phones or electronic devices that are lost, stolen or damaged whilst on school premises.



Parent Contribution

The parent contribution for Ross Park for 2024 is \$100.00 per child, per year. This voluntary contribution pays for, among other things, attendance at performances or workshops, class electives, subscriptions and licenses, interschool sports fees and whole school special activities. Parents are encouraged to make the contribution by the end of Term 1. Please feel free to speak to our office staff if you are experiencing difficulties in making this donation. Contributions can be made at \$25.00 per term and EFTPOS is available either at the front counter or by phone.

Bank Account details for people wishing to make EFT payments:

BSB Number:	065900
Account Number:	931049
Account Name:	Ross Park Primary School Council Commonwealth Bank

The payment of this contribution helps us keep fundraising activities to a minimum.

School camps, music instrumental instruction (where applicable), the Year 6 presentation event, Learn to Swim program (junior classes only), swimming carnival, some year level specific performances, excursions and special events are funded by parents. Credit from **Back-to-School vouchers can be used towards some of these costs.**

Parent Engagement

Your child's schooling will be more meaningful to you and your child if you engage in school life. We encourage you and your child to be actively involved in all aspects of school life. Some suggestions are: listening to children read; contributing to the art/craft, music and drama programs; coaching a sport; going on excursions; spending time in the library, running a lunchtime activity; getting involved in School Council; attending school camps; etc. If you have any interest or skill to value-add to our classrooms/whole school, please talk with teachers or leadership.

Preschool

Rona Glynn Preschool is part of Ross Park Primary School. The teachers have and maintain strong connections with primary school staff and meet regularly with Early Childhood teachers from across the school/ town/region. The Preschool Committee raises money for such things as indoor and outdoor equipment, books, puzzles and craft equipment, as well as possible information events to support parents. The staff of the preschool provides carefully planned activities and experiences, based on the Early Years Learning Framework National Curriculum (EYLF) and the NT Preschool Curriculum.

Rona Glynn Preschool is a place to learn through play: to explore, to interact, to discover and to grow in a safe and healthy environment. We are also required to implement our Priority Enrolment Policy at preschool, which limits new enrolments to those families which live in our area or who have siblings already at Ross Park Primary School. Families enrolling their child are required to meet with the Teacher in Charge of preschool and complete an enrolment form online. Enrolment procedures require a minimum of 24 hours to ensure appropriate and effective processes to prepare for your child/children. Children start preschool at the beginning of the year if they turn 4 by 30th June. Parents should make an appointment to discuss this with the preschool teachers. Families with toddlers should contact preschool prior to the child turning 3. This assists the preschool to plan for future enrolments but in itself does not guarantee a position at preschool.

Preschool has a choice of two sessions: Monday – Friday, with students attending for a total of 15 hours per week, under the Universal Access requirement.

Group A attends from 8.00am - 3.30pm on Mondays and Tuesdays.

Group B attends from 8.30am - 2.45pm on Wednesdays and Thursdays.

Group B attend on Fridays, from 8.30am – 11am.

Where possible, families are offered a choice of group for their child. Parents are asked to contribute \$280 per year which can be paid to the preschool or through the school (see Parent Contribution for bank details).

Priority Enrolment Policy

Due to the high enrolment numbers and limited classroom spaces, priority is given to families who live in our priority enrolment zone or who already have a sibling at the school. There must be confirmation of a current residential address in the form of a utilities bill or lease agreement. Families who live outside the enrolment zone, may make a time to meet with the principal to discuss any options. Families enrolling their child are required to meet with the principal and to complete an enrolment form. The school requires a minimum 24 hours to process each enrolment, so new students attend school one or two days after enrolling. The online enrolment procedure is detailed on the Department of Education website and paper copies may be obtained at the front counter.

Reports and Interviews

At the beginning of the year, an evening will be organised for families to meet teachers and gain information about the year ahead, class procedures, routines, expectations and ways you can help your child. Teachers will provide comprehensive written reports at the end of Semesters 1 and 2. Teachers report regularly and fully to parents on the academic, social and physical progress and achievement of their child. Mid-Year there will be an opportunity for families to come into to school and, where appropriate, students will drive the feedback session on their learning. These may take the form of one-on-one interviews, or may be more informal, where families can join the classroom and discuss their child's progress throughout the afternoon. During the year, parents and teachers may wish to discuss children's schooling via face-to-face meetings, email or phone conversations, and these can be made at any time. Parents are encouraged to make a time to meet with the class teacher if there are concerns about a child's progress or behaviour.

School Council

The School Council is comprised of an elected body of eleven parents and five teachers, the School Principal (ex officio), School Business Manager, Council Secretary and up to two invited members. The Council supports and promotes the school in accordance with its philosophy and constitution. The School Council contributes to the management of school finances and school property, and supports strategic planning and school direction, as well as involving parents in school events wherever possible. The Council AGM is held in March. Parents meet to elect approximately half their Council members for a two-year term. Active parent participation is **essential** to the development of the school. The Council Chairperson is elected from the parent councillors for a term of two years. Subcommittees operate within Council on a needs basis and report to Council. If you are interested and can help in any of the subcommittees, it is not necessary to be a member of School Council to join a subcommittee. During school terms, the Council meets on the third Monday of each month at 5:00pm in the staffroom. Virtual access is also available via an email link invitation. All parents are welcome to attend Council meetings.

School Hours

8.25 am	Warning Music
8.30 am	Bell to Commence Learning
10.30 am	Recess Play
10.52 am	Warning Music
10:55 am	Supervised Eating
11.05 am	Bell to Commence Learning
12.40 pm	Lunch Play
1:07 pm	Warning Music
1.10 pm	Supervised Eating
1.20 pm	Bell to Commence Learning
2.50 pm	Final Bell



School Emblem

The design features the book of learning, the wheel of life and a torch burning with the light of knowledge. The colours, red, blue and white, are the school colours, with the ochre colour added for contrast. The inaugural School Motto, Knowledge-Learning-Life, is included logo/ emblem.

School Song

The music and words for our school song were composed by local musician Bob Barford in 2001 to celebrate our 40th birthday. The song is sung at every whole school assembly.

The music plays and the school bell rings,
Another day at Ross Park begins.
In rows our bags are on the hooks,
The classroom's ready with chairs and books.
We meet our friends and play awhile
And greet our teachers with a smile.

The work is hard and tough and long,
But at Ross Park School we're mighty strong.

*'Welcome to our school',
Greets us in the morning light.
Open spaces, happy faces
Flame of knowledge burning bright.
Book of learning open wide,
Friends and family by our side.
The wheel of life that turns us all,
At Ross Park School we all stand tall.*

John Ross came to The Alice
Exploring for the OT Line.
Into the desert and the ranges,
Home of Arrernte for all time.
The oldest school in Alice Springs,
Wears his name with pride and sings.
And so across the world we speak,
For new ideas we strive and seek.
(And now it's) time for sport and time for craft,
Time for computers, technology and art.
Teachers, parents, kids and staff,
All one family, time for a laugh.
Burton, Standley, Taylor and Robb,
At Ross Park School we're all on the job.

School Uniform

Schools are required to offer unisex uniform options for all students available as everyday wear. School uniforms are mandatory in all Territory schools. The following items must be worn as part of a school uniform.:

- Ross Park School shirt
- Ross Park School hat - with a brim
- Ross Park School dress
- Ross Park Jacket or Hoodie
- Navy blue or black **ONLY** - Shorts/long pants/skirt/skort/leggings/tights
- Year 6 students wear a special polo shirt that they have co-designed.
- Ross Park School Hoodie

The following optional items may be worn as part of a school uniform in colder months of the year:

- A jumper/jacket – Navy blue **ONLY** with no logos or insignias

For health and safety reasons, shoes should be enclosed.

The NT Government issues Back to School vouchers valued at \$200.00 per student. At Ross Park, this can be used for the purchase of school uniforms and these are sold at the school office. New shirts were introduced in 2023 with the modernised logo, older designs can still be worn and are sold at a reduced cost. Donations of secondhand uniforms are welcome. Please note that parents may be contacted to review the attire of students if deemed to be inappropriate for school.

School Uniform - Hats

It is a requirement of the school that children wear **sun safe hats** at all times when they are outdoors. This includes coming to and from school. Ross Park hats are available from the front office, or any bucket hat can be worn. Children without approved hats will be confined to undercover areas during play sessions. **Caps do not meet the sun safe guidelines.** Ross Park School follows the recommendations of the Northern Territory Cancer Council.

Sponsorship of the School

Families and local businesses are very welcome to sponsor the school with financial donations. This enables the school to purchase items that benefit the students or to fund special school events. Acknowledgements are made through the newsletter, website and via Facebook.

Sports Vouchers

Students are able to access Sports Vouchers twice a year that can be used to support the costs of participating in particular sporting activities, outside of school hours. Parents need to go to www.sportsvouchers.nt.edu.au to collect vouchers.



Student Supplies

All students are supplied with initial basic stationery to start the school year. For students at and above Year 3 a well-maintained pencil case, clearly labelled with the child's name, assists students to practise being organised and encourages them to take care of their belongings. Students should bring a school bag each day to carry items such as a water bottle, packed lunch and reading books.

Student Leadership

Student Representative Council - SRC - The SRC is made up of representatives from Years 3 - 6. Children are elected for a year and receive a badge to wear at school. The SRC is involved in many school activities - greeting guests, helping in School Council decision making, organising social events, advising the Principal on issues, raising funds for worthy causes, school improvement projects and much more. It is an excellent experience in responsibility, leadership and citizenship for students.

Other student leadership opportunities arise through School Captains, Team leaders, Eco Rangers, Library monitors, and Northern Territory Learning Commissioners (NTLC). Students are encouraged to nominate for various groups and begin to develop their leadership skills through a range of pathways.

Swimming

A swimming program is held each year for Year T-2 students. Parents are required to cover the cost of pool entry and qualified swimming instructors. Back to School credit may be allocated by parents towards the program and this must be arranged in Term 1.



Term Dates 2024

Term 1: Tuesday 30 January to Friday 5 April

Term 2: Monday 15 April to Friday 21 June

Term 3: Monday 15 July to Friday 20 September

Term 4: Monday 7 October to Thursday 12 December

Toys and Personal Belongings

Students are NOT encouraged to bring special/favourite toys to school, unless for special occasions or as part of the classroom learning program. They can be broken or lost or cause conflicts with others during play times. Items such as balls, cards, books etc can be used before school and at play times and the student needs to take responsibility for the care of them. Trading cards are actively discouraged as it can cause conflict amongst students.

Website and Facebook

The school maintains a website for the public and school community to find out about our school. The school newsletter is uploaded fortnightly to the website. The website address is: <https://rossparkprimary.nt.edu.au/>

The website is a work in progress as we become efficient at updating documentation and messaging. With changes in leadership in 2022, this work is progressing, but still needs some development. Bear with us as while we reestablish this vital communication tool.

The school also has a Facebook page for good news stories and reminders of upcoming events. The page is called:

Ross Park Primary School Alice Springs



Ross Park Primary School Alice Springs

1.6K followers • 24 following



Outstanding Students - Honour Board

Bob Anders was the School Council Chairperson who instigated the wooden display boards for the Outstanding Students many years ago. Each year a new name is added.

1961	David Brannigan	1971	Annabelle Newman
1962	Pamela McLeod	1972	Catherine Weber
1963	Trevor Farmer	1973	Shelley Sitzler
1964	Kim Mahood	1974	Carol Paige
1965	Susan Kelsey	1975	Diane Hood
1966	Neil Clarke	1976	Deborah Senter
1967	Deborah Kempster	1977	Peter Creek
1968	Deborah Heydon	1978	Shane Ride
1969	Kveta Urban	1979	Michelle Hansberry
1970	Denise Harris	1980	Mark Savage

1981	Robert Mines	1991	Leticia Polychronopoulos
1982		1992	Jacinta Price
1983	Rebecca Johnson	1993	Rebecca Morton
1984	Bronwyn Blaiklock; Ryan Burt	1994	Bradley Leesong
1985	Joanne Morgan	1995	Guy Simmons
1986	Ben Tarrant	1996	Bradley Fyfe
1987	Nathanael Keeler	1997	Angela Coughlin
1988	Tammi Drake	1998	Donna Newman
1989	Mark Anders/Emma Keeler	1999	Asta Hill; Abby Nankivell
1990	Karina Akarana	2000	Marcus Hansen

2001	Jack Talbot	2012	Aidan Hookey
2002	Declan Furber-Gillick	2013	Monique Chong
2003	Taylor Tilbrook	2014	Alice Raymond
2004	Nikki Rogers	2015	Max Duffell
2005	Kelly Mackie-Guggisberg	2016	Nicholas Boffa
2006	Akash Patel	2017	Jack Knight
2007	Sophie Komadina	2018	Sean Mouzinho
2008	Cara Tabart	2019	Ayla Ryan
2009	Bailey Robertson	2020	Lucinda Sweeney
2010	Timmy Torzsok	2021	Toby van Holsteyn
2011	Erika Yamada	2022	Rohin Srivastava

2023	Mailee Adie and Wattie Scholes		
2024			