



OFFICE HOURS: 8.30am - 3.30pm

SCHOOL HOURS:

Lessons Commence: 9.00am

Lunch: 11.10 - 11.55am

Recess: 1.30 - 1.55pm

Lessons End: 3.00pm

SCHOOL LIBRARY HOURS:

The school library is open for family borrowing from 8.30am - 9.00am and also from 3.00 - 3.20pm

BEFORE/AFTER SCHOOL CARE:

YWCA - Ph: 6247 3452



Dates for 2017

School commences for Kindergarten on Monday 30 January 2017

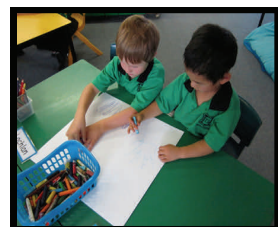
School commences for all other children on Tuesday 31 January 2017.

Term 1 ends Friday 7 April (term break includes Easter and the ANZAC Day public holiday)

Term 2 is from Wednesday 26 April - Friday 30 June

Term 3 is from Monday 17 July - Friday 22 September

Term 4 is from Monday 9 October – Friday 15 December



Further information can be obtained from our Disability Education Coordinator or from our school website at:

http://www.turners.act.edu.au/students_with_a_disability

General information may be found in our school handbook on the website at:

http://www.turners.act.edu.au/our_school/handbooks

Turner School



Starting school -

Children with a disability

Valuing differences Celebrating learning Achieving together



**TURNER SCHOOL
CONDAMINE STREET
TURNER ACT 2612**

PHONE: 6205 6622 (Condamine St)
6205 6500 (David St)

FAX: 6205 6616

EMAIL: tnrp@turners.act.edu.au

WEBSITE: www.turners.act.edu.au



ACT
Government
Education

Class models at Turner School

Children with disabilities have access to a variety of class models at Turner School. The various models are developed each year according to the needs of the children. These classes are known as 'small groups'.

A small group class may be located in a single classroom or co-located with either another small group class or a mainstream class.

All small group children regularly participate in integration experiences with their mainstream peers. This integration is planned to meet the needs of individual children. It is regularly evaluated throughout the year.

Individual Learning Plans (ILP's)

All students with a disability have an individual learning plan (ILP). The ILP outlines specific goals in four focus areas– communication/social skills, living/motor skills, curriculum learning and transitions.

ILP's are developed in collaboration between the school and families mid term 1 each year and reviewed throughout the year. A written report on progress is provided at the end of each semester.

Curriculum

The Australian Curriculum is used in conjunction with ILPs to plan for learning in small group classes. The VELS curriculum is used to plan learning for children who are not yet working at the Foundation level of the Australian Curriculum.

In addition to this, small group children have access to hydrotherapy, a bikes program, Living Skills program and Pegasus Riding for the Disabled. Participation is according to each child's ILP.

Drop off and pick up:

Children who catch the bus to school are met by an adult each morning. They are either escorted to the junior enclosed playground for supervised play until 9am or move to the quad area where they are supervised until 9am.

Children who come to school with a parent should also be dropped off in the junior enclosed playground after 8:30am.

Children who catch the bus home are escorted to the bus waiting area at 2:55pm and supervised until their bus arrives.

Children who go home with a parent or carer remain with their teacher until that parent or carer arrives.

Additional Clothing:

Please refer to the school handbook for information about uniforms and brimmed hats. We encourage children to have a change of clothes in case of accidents. If nappies/ pull-ups are required they must be supplied to the school please.



Medications:

Any medications to be administered during the day should be handed in to the office and the appropriate medical form completed. The medication should be clearly labelled and in the original packaging.

Communication:

We value regular communication with the families of our children with a disability. This communication can occur in a variety of ways; this is negotiated with the class teacher and can include email, regular phone calls or written entries in a communication book. More information on our communication protocols can be found at

http://www.turners.act.edu.au/our_school/policies_and_guidelines