



2018 - 2019 HANDBOOK

Valuing differences Celebrating learning Achieving together

TURNER SCHOOL | CONDAMINE STREET, TURNER ACT 2612

PHONE: 6142 2430 (Condamine St) or 6142 2436 (David St)

EMAIL: tntp@turners.act.edu.au | **OFFICE HOURS:** 8:30am – 3:30pm

SCHOOL HOURS:

Lessons Commence: 9:00am

Lunch eating: 11:00am-11:15am

Lunch: 11:15am – 12:00pm

Recess: 1:30pm – 2:00pm

Lessons End: 3:00pm

BEFORE/AFTER SCHOOL CARE: YWCA - Ph: 6247 3452



Dates for 2018

School commences for Kindergarten on **Monday 5 February 2018.**

School commences for all other children new and returning on **Tuesday 6 February 2018.**

Term 1 ends Friday 13 April (Term break includes the Anzac Day public holiday)

Term 2 is from Monday 30 April - Friday 6 July

Term 3 is from Monday 23 July - Friday 28 September

Term 4 is from Monday 15 October – Friday 21 December

Dates for 2019

School commences for Kindergarten on **Monday 4 February 2019.**

School commences for all other children new and returning on **Tuesday 5 February 2019.**

Term 1 ends Friday 13 April (Term break includes the Anzac Day public holiday)

Term 2 is from Monday 29 April - Friday 5 July

Term 3 is from Monday 22 July - Friday 27 September

Term 4 is from Monday 14 October – Wednesday 18 December

Welcome to Turner School

Welcome to Turner School. Whether you are existing family or new to our community in 2018, or a prospective family for 2019, I encourage you to take some time to find out about our unique school. The snapshots in this handbook provide a window into the school day, our processes and our educational programs. Learning and community activities highlight the value we place on connecting with others.

I am so pleased to be joining the Turner School staff this year. Turner School has approximately 521 students enrolled across the school, from the preschool programs where children begin their school journey through to year 6 students who are ready to transition to secondary schooling. Inclusive classrooms, programs and playgrounds are a feature of our school and our dedicated and highly skilled staff team work together to meet the needs of all our students.



Turner School opened in 1953 and is one of Canberra's oldest schools. In 2013 we celebrated the school's 60th anniversary. While respecting the many traditions and practices established over these 60 plus years, Turner School continues to embrace educational change. We do this through our classroom and school programs and through the updating of the school's physical spaces, both indoors and outdoors. Our school is committed to ensuring our children become active and informed citizens who are confident and creative learners equipped for our rapidly changing world.

The teaching teams at Turner are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of teaching strategies. All of us take personal and collective responsibility for improving student learning and wellbeing,



working together and learning from each other's practices. The sharing and showcasing of leading practices are common in our school and we regularly present our practice at conferences and open our classrooms to visiting teachers. Our professional learning communities have an emphasis on the joint analysis of student work, student feedback and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.

Our Learning Support Assistant and Administration team plays a vital role in supporting children's learning and our admin team is there to support our whole community. We could not achieve what we do as a school without every staff member's expertise, professionalism, strong and positive relationships with children and goodwill. We place a very high priority on the ongoing professional learning of all Turner staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching. We do all this because we know that expert teachers make the best judgements to support your children to learn. I am very proud of our Turner staff.



We are in our second year of Turner School's 2017 to 2021 Strategic Plan. This plan was developed following input from parents, staff and students. Our School Board monitors its implementation along with the staff School Improvement Team. 2016 was an external review year and the review team rated Turner School to be an 'outstanding' school.

North Canberra schools are part of a close community network. At Turner we work together with all the public schools ensuring connected transitions for every student. In particular we work closely with the O'Connor Cooperative School and Lyneham High School.



A feature of our school community is the dedicated and enthusiastic support of our parent community. I encourage families to be involved in our school at whatever level they can to ensure all children have a rich school experience.

Our deputy principal, Robyn Watson and I welcome opportunities to meet with current or prospective families. Please don't hesitate to contact us if you would like to learn more about our programs, or to enquire about our enrolment process.

Kind regards

Allison Edmonds

Principal

TURNER SCHOOL HISTORY

Turner School opened in 1953 and is one of Canberra's oldest schools. When the student population began to diminish in the late sixties, the vacant space in the old infants school building was altered and refurbished so that students with a physical disability could be accommodated. This facility, which commenced in 1970, was named the Hartley Street Annexe to Turner Primary School. Further building additions including the hydrotherapy pool provided accommodation for onsite therapy services to the students with disabilities.

Over the years the Hartley Street Annex became a full part of the school and we became known as Turner School. Today Turner operates as one school although spread over a wide area. The most recent addition to our school is the Resource Centre and Library, completed in 2010 and named in 2011 after the second principal of the school, the late Max Badham.

The school is set in attractive leafy grounds with extensive grassed areas and is conveniently close to the City Centre, the Australian National University and the CSIRO.



Entrance to Turner School 1957



ANZAC Day Assembly in the
Indigenous Garden 2018

WHO ARE TURNER STUDENTS?

While Turner School is a community school and many children live nearby, children with disabilities at Turner School come from all over Canberra. Our students range in age from 4-12 and include mainstream students and students with disabilities working together in an inclusive environment. We have children from a range of cultures with over 30 language backgrounds represented in our school. Our total enrolment is approximately 521 children with approximately 42 of these being children with some level of disability. While most children start their time at Turner in preschool, our year 3 classes each year receive some children from the nearby O'Connor Cooperative Early Childhood School, (based on enrolment guidelines) and others join us when families move to Canberra.

ENROLMENT POLICY AND GUIDELINES

The ACT Education Directorate's enrolment policy can be found through this link:

http://www.det.act.gov.au/_data/assets/pdf_file/0003/584364/Enrolment-Policy-updates.pdf

Enrolment of children with disabilities at Turner School is done through a centralised process. Please contact Disability Education on 6205 6925 for more information.

In keeping with the Directorate's enrolment policy and procedures, Turner School accepts mainstream student enrolments in the following priority:

1. Students who live in Turner School's Priority Enrolment Area (PEA) and ACT resident siblings of students enrolled at the school in 2018
2. ACT resident students outside of Turner PEA
3. NSW resident students (including resident siblings of students concurrently enrolled at the school) will be considered in line with school capacity.

For more details about PEA boundaries, go to the following website and click on the option of ACT School Public Zones and then Primary Schools at the bottom of the map:

<http://www.allhomes.com.au/ah/act/maps>.

Enrolments

Please use the online enrolment/transfer form and Parent/carer guide to enrolment/transfer for ACT public schools located on the 'Enrolling in an ACT Public School' section of the Education Directorate website:

http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school

The enrolment window to lodge enrolment forms for 2019 is 9am Monday 30 April through until Monday 4 June 2018.

SCARFF AT TURNER

Turner is a values-based school. It is expected that all members of the Turner School Community will operate within the SCARFF values. These are:

Support
Cooperation
Acceptance
Respect
Friendliness
Fun



The school has also adopted and promotes a culture of giving which is the positive action associated with our values. The skills needed are taught through Social and Emotional Skills lessons.

WHAT TURNER SCHOOL PROMOTES

- A lively and safe learning environment which offers challenge, incentive and pleasure to children, staff and the community working together.
- A learning environment where inquiry, creativity and collaboration are at the centre.
- Respect, consideration and understanding of individuals and individual needs. Differences are not seen as barriers, merely challenges, and acceptance is highly valued.
- A commitment that all children develop to the fullest of their educational, social, emotional and physical potential and learn to aim for excellence in all things.
- Development of a positive self-image so children can relate to people with confidence and develop self-reliance and independence.
- Involvement of students in making decisions and recognition that their roles and actions as members of the school community involve contributing, sharing, receiving and accepting responsibility.
- Development of self-responsibility and a positive attitude that enables students to make the most of the opportunities offered to them.

THE LEARNING PROGRAM AT TURNER SCHOOL

ACT schools are implementing the Australian Curriculum: English, Science, Mathematics, Health and Physical Education, Humanities and Social Sciences (HASS), the Arts, Technologies and

Languages. Our aim is to develop happy, competent, articulate, creative and thinking students. We emphasise the acquisition of effective literacy skills, numeracy skills and the development of a variety of learning processes. The ability to seek solutions to problems, engage in meaningful social interactions, demonstrate a sense of individual responsibility and display an enjoyment of life is valued and pursued through our learning and teaching programs at Turner.

To make learning the content of the Australian Curriculum connected for our children, we plan our curriculum using an inquiry approach that integrates a number of learning areas.

Students with additional learning needs at Turner all have an Individual Learning Plan (ILP), which is developed in consultation with parents, therapists and other appropriate people to establish the learning goals for the child each year. We access the pre-Foundation curriculum for some students with a disability developed by the Victorian Education Department which has Stages A-D.

The national Early Years Learning Framework has been developed to ensure all children receive quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

Our preschool educators use the Framework in partnership with families; children's first and most influential educators, to develop learning programs that respond to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

Families can access the Australian Curriculum through these websites:

www.australiancurriculum.edu.au

<http://victoriancurriculum.vcaa.vic.edu.au/>

deewr.gov.au/early-years-learning-framework

[http://www.turners.act.edu.au/our curriculum](http://www.turners.act.edu.au/our_curriculum)

ENGLISH AND LITERACY



The Australian Curriculum: English has three strands; Language, Literacy and Literature. The Language strand takes in the understandings of grammar and the structures and features of English. Literacy refers to a repertoire of skills that enable students to use and produce a range of texts to learn and communicate confidently at school and to become competent individuals and effective community members, workers and citizens. These skills include listening to, reading, and viewing a variety of texts for different purposes, and speaking, writing and creating texts in print, visual and audio form accurately and purposefully, in a variety of formats, within and across all learning areas. At Turner we value the place of literature and maximise its use.

MATHEMATICS AND NUMERACY

The Australian Curriculum: Mathematics has 3 strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Numeracy refers to the skills students require to recognise and understand the role of mathematics in the world, and the dispositions and capabilities to apply mathematical knowledge and skills in personal, social and work situations that are constructive and meaningful. The emphasis is on problem solving and understanding. This is achieved through an inquiry approach with hands on practical work, relevance to real-life situations, the practice of fundamental skills and routines and in developing and being able articulate thinking strategies.

ANNUAL LEARNING FESTIVAL

We have a special festival each year as an opportunity for rich and authentic learning for students, staff and our community. We alternate between an Artists' & Writers' Festival each odd year and a STEM Festival (Science, Technology, Engineering & Mathematics) every even year. 2017's festival was an Artists' and Writers' and 2018's festival will be a STEAM festival.



INQUIRY LEARNING

To make learning more effective and authentic for our students we adopt an inquiry approach to enable students to learn the important skills of investigating, questioning, researching, accessing information and presenting their learning. Inquiry units aim to assist students in developing a deep understanding of one or two key concepts, rather than gaining a shallow understanding of a broad topic, and our inquiry units are taught through an integrated curriculum, allowing across a number of learning areas. Usually there is a strong focus on either an area of science, history, geography, health or the environment. The content from one of these learning areas is what drives the inquiry and the other learning areas such as literacy, numeracy, technology and the arts are how the children process their understandings of the content.

The school works with students to build Learning Assets. Learning assets are sets of skills we need to support us as learners and inquirers across the curriculum. There are 5 main learning assets each with a set of learning dispositions. Students are communicators, collaborators, researchers, self-managers and thinkers.

Turner School community has a kitchen garden program providing the opportunity to learn and practise valuable living skills. An across school environment group called the Green Rangers supports the garden projects as well. The small group classes access the kitchen garden program regularly.



INFORMATION COMMUNICATION TECHNOLOGY - ICT

ICT is integrated across all curriculum areas with an emphasis on using it to extend children's thinking and creativity. It can be an essential communication and learning tool for children with disabilities. Classrooms and preschool rooms are fitted with an interactive whiteboard and our school has a wireless network enabling laptops and iPads to be used flexibly. We have a range of personal devices for student use and our year 3-6 classes access GAFE (Google apps for Education).

THE ARTS



The Arts Curriculum includes Music, Performing Arts and Visual Arts. We have specialist music and art teachers and all K-6 children have lessons with these teachers.

As well as specialist music at Turner, the classroom music program develops musicianship through singing, movement and percussion. Opportunities for

performance before an audience are given at class and whole school level with public performances in and outside the school on a variety of occasions. Opportunities for performance and extended musicianship are offered through the Brass Band program for selected children in years 5 and 6 as well as a number of choirs.

Students are led through an interesting and varied specialist visual art program that explores the elements and principles of art; line, shape, colour, form, direction and texture. Pottery, painting, printing, drawing, stencilling, papier-mâché, textiles and various crafts are some of the experiences in which children participate. An emphasis is placed on developing skills and creativity.

Children also have the opportunity to participate in special performing arts events when they are on offer, such as the Limelight dance and the North Canberra Performing Arts Spectacular.



PE, SPORT and HEALTH

Physical fitness activities are undertaken daily throughout the school. Emphasis is placed on developing fundamental motor skills to assist children in becoming competent in a range of sports.

We have perceptual motor equipment that teachers use with classes both indoors and outdoors. A



Swimming Program for 1-6 is offered each year by an approved association to students who are not yet swimming confidently. A weekly hydrotherapy session is available for students with disabilities if part of their ILP. As well as PE and fitness sessions, we have sporting clinics at different times of the year in a range of sports.

As children progress through the school, team sports are arranged. Turner is a member of the Primary Schools Sport Association and children are eligible for selection in regional representation in a range of sports. Each year Turner School holds an Athletics Carnival with track, field and novelty events, a Swimming Carnival and Cross Country Carnival. Children may progress from our carnivals onto Belconnen Zone, ACT or National representation.



Children in our small group classes can access a bike program and when in year 4, the Pegasus Horse Riding for the Disabled program.

Turner School is a Health Promoting and Fresh Tastes School. At Turner we aim to display in everything we say and do, support for and commitment to enhancing the emotional, social, physical and moral well-being of all the members of our community. A Protective Behaviours Program and Social and Emotional Learning is incorporated into the Health Curriculum as is a Personal and Social Development Program for senior students. The Right To Know program is specially designed for students with a disability.

Turner School is a Kidsmatter School. Kidsmatter aims to improve the mental health and wellbeing of students. Turner School works to strengthen students' protective factors by creating a positive school environment, embedding social and emotional learning for students in the curriculum and establishing collaborative working relationships with families. The school actively promotes the development of a growth mindset so students are empowered to take risks, to put in effort and to become resilient.



SCHOOL SPORTING HOUSES

The school has four school houses named after four of Australia's past Governors General. The children participate in school sporting activities throughout the year and are encouraged to dress in their school house colours for the day.

STONEHAVEN	Blue	1925 - 1931	John Baird, 1 st Baron Stonehaven
ISAACS	Red	1931 - 1936	Sir Isaac Isaacs
GOWRIE	Yellow	1936 - 1945	Brig-Gen Alexander Hore-Ruthven, 1 st Baron Gowrie
GLOUCESTER	Green	1945 - 1947	Prince Henry, Duke of Gloucester

LANGUAGE OTHER THAN ENGLISH: INDONESIAN

Mainstream students K-6 participate in a program promoting language acquisition and an understanding of the culture and heritage of Indonesia and its people. Students have a weekly Indonesian lesson. Lyneham High School and Dickson College also offer Indonesian.

TURNER SCHOOL RESOURCE CENTRE AND LIBRARY

The Max Badham Library and Resource Centre is an integral part of the school and is a purpose built wing in the centre of the school site. The teacher-librarians work closely with classroom teachers to support class programs and emphasise the development of information literacy skills. We have a growing set of parent resources that are available as well. We welcome parent and volunteer support in the library.

The library is open during class library periods as well as:

Before school	8:45 – 9:00am (Mon-Friday)
Lunch time	11:35 – 12:00pm (Mon-Thursday)
After school	3:00 – 3:20pm (Mon-Thursday)



Book Week at Turner Primary 1959



Max Badham Library Resource Centre

INTEGRATION PROGRAM

The integration of students with special needs is managed in a flexible way depending on the individual and group needs of the students each year. Each small group class has a teacher and assistant (LSA) who support the children's learning. Appropriate opportunities for whole class, group and individual integration are provided on a regular basis. All children are included and can participate in camps, athletics, swimming and cross-country carnivals, assemblies, concerts, special events and productions.

HOW CAN PARENTS/CARERS BE INVOLVED AT TURNER SCHOOL?

Parents and carers are very welcome at Turner School and are invited to participate in school activities and attend assemblies and other school events.

In the classroom parents can help with reading, writing, numeracy, arts and inquiry activities or by sharing a particular interest or expertise with staff and children and assisting in the school library and the preschool program. We keep a register of parent/carer and volunteer interest and expertise. Parents and carers can add their name to the register through the school website and/or contact the class teacher to let them know how you are able to assist.



Working With Vulnerable People and Volunteering in the School

Volunteers who regularly work with children in classrooms and other school activities will need to be registered. (Regularly is determined as more than 7 times in a 12 month period)

Every volunteer is required to complete a 'Volunteer Nomination Form' and provide their 'Working With Vulnerable People' registration card for sighting and copying by the front office staff.

It is a requirement that all volunteers sign the Volunteers' book located in the Condamine and David Street offices or the folder located in the classrooms every time they visit our school. Please sign and note the time in the book. Collect a Volunteer's badge to wear while in the school. When you leave the school please remember to sign out and return your badge. Please do not hesitate to contact us if you need more information.

Assistance in the library, preschool, helping when we have special days, involvement with the P&C, the annual school fete, the garden working bees, nominating for the School Board, helping with sporting events and transport for excursions are always welcome.

Workshops to help parents and volunteers who wish to assist with reading and numeracy in classrooms are held throughout the year. We aim to have all volunteers and parents who assist in our classrooms participate in the induction and training workshops to ensure a consistent approach in the support provided to children.

Class parent Contacts (CPC)

Each year we establish a parent class representative for every class at Turner. This parent representative creates a class contact list and is the conduit for messages and information when needed. Parents/carers can join their child's class group by registering on the school website.

Parents and Citizens Association

The P&C plays an important role within the school. Meetings are generally held on the third Wednesday of each month and are advertised in the newsletter and on the website. All parents are encouraged to attend the meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves a fundraising function for the school.

Board

Each government school in the ACT is administered by a school board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Education Directorate. Elected members normally serve for a two-year period.

The Board is the policy-making body of the School. Its major functions are to:

- determine the educational policies to be implemented at the School
- assess, from time to time, the needs of the School in relation to the provision of buildings and facilities, equipment, funds and teachers and other staff, and make recommendations to the Director General of the Education Directorate with respect to the meeting of those needs
- determine the purposes for which funds made available for the School are to be expended
- make recommendations to the Director General in respect of the use of the buildings, facilities and equipment of the School for purposes other than school purposes
- develop relationships between the School and the community and between the School and community organisations
- make recommendations to the Director General on matters relating to the School.

Responsibility for the implementation of policies established by the Board rests with the Principal and staff.

VOLUNTARY CONTRIBUTIONS

Voluntary Contributions are an important way parents and carers can contribute to our school. They are set each year by the School Board in consultation with the P&C to assist in providing for additional resources and equipment across the school P-6. Donations can also be made to the Library Trust Fund and these are tax deductible. Forms for both contributions can be found on the school website.

COMMUNICATION AND REPORTING

Contact with the home is vital and parents are encouraged to establish and maintain contact with their child's teacher. We store all notes on the school website. The Turner School Website holds much of the information families need to keep up to date with our school. We post notes and newsletters on the website as well as information about the school and special activities and events.

The school will contact parents if there are any concerns about their child's learning or behaviour or occasions to celebrate. We ask parents to let the school know if issues or situations develop which can affect or upset their child so that appropriate sensitivity and understanding can be exercised.

The school has developed Communication Guidelines to help to facilitate effective communication between the school and community. The Communication Guidelines can be found on the website.

Results of the National Assessment Program in Literacy and Numeracy (NAPLAN) for Yrs 3 and 5 and are sent to parents with a covering letter of explanation and an invitation for an interview if parents require one. Year 3 and 5 children sit NAPLAN in May and reports come to the school in September/October.

The Performance Indicators in Primary School (PIPS) assessments are administered at the start and end of the Kindergarten year across the ACT. Reports are issued to families at both intervals.

Assemblies are held regularly. Some are whole school assemblies and some Junior and Senior Assemblies. Preschool classes attend assemblies that are relevant to them. Parents, carers and grandparents are very welcome to come to assemblies and times are published



in the school newsletter and on the school's website calendar.

The Turner School Newsletter is published every fortnight and posted on the school website. Parents are emailed a link to the website and newsletter fortnightly. A paper copy is sent home to those families who elect to receive it. Notices of school events, P&C and Board news, and various information relating to education or the school and student contributions are included in the school newsletter.

An open invitation is extended to parents to contact staff members at any time throughout the year if they wish to make an appointment for an interview. Although formal opportunities for parent/teacher interaction are provided, the school values informal communication and parents are welcome to make appointments to see staff members at any time throughout the year.

Coffee Chat forums are hosted by the Principal/Deputy Principal and where possible the Board Chair and P&C President. These are held in the conference room in the Resource Centre/library a few times each term from 8:45am to 9.30am and are advertised in the newsletter. It is an informal opportunity for the exchange of information, raising of issues and to meet other parents and network. All parents and carers are most welcome.



OVERVIEW OF REPORTING/INFORMATION SCHEDULE

TERM 1:

- Invitations sent home early in the term for parents to write to their class teacher/s about their child (an alternative proforma is available if required) NB: For Preschool this occurs at the end of the previous school year in conjunction with parent/teacher interviews
- Information sessions (week 3)
- Optional parent teacher interviews if required
- Term letter sent home at information sessions in term 1 and by end of week 2 in other terms
- Communication established and maintained through individual communication books/emails for students with a disability
- PIPS assessment Kindergarten (reports sent home to parents when they arrive –usually late in the term)
- Individual Learning Plan (ILP) meetings between parents and teachers for students with a disability (mid-term) and those in care and ILPs drafted. Supporting plans written

- PLPs for Aboriginal and Torres Strait Islander students drafted
- PIPS report sent home to Kinder parents (late term)
- SCANs for Kindergarten students with a disability

TERM 2

- Term letter sent home end of week 2
 - Communication maintained through individual communication books/emails for students with a disability.
 - NAPLAN assessments years 3 and 5
 - In-school reviews for students with a disability.
 - SCANs for Years 3 and 6 special education students
 - ILPs reviewed. Progress report for semester 1 sent home (wk 9)
 - Written Report (P-6), A-E Report (1-6) and Portfolios (print/digital) home (wk 9)
- Mid-year parent teacher interviews (wk 10)

TERM 3

- Mid-year parent teacher interviews (wk 1 and 2)
- Term letter sent home end of week 2
- Communication maintained through individual communication books/emails for students with a disability.
- Learning Journeys/Student Led Conferences (end of term)
- NAPLAN reports sent home to Years 3 and 5 parents late in term
- Adjustments to ILPs as required

TERM 4

- Term letter sent home end of week 2
- Communication maintained through individual communication books/emails for students with a disability.
- PIPS assessment Kinder
- PIPS report sent home to Kinder parents (late term)
- ILPs reviewed. Progress report for semester 2 sent home (wk 9)
- Transition meetings as required
- Written Report (P-6), A-E Report (1-6) and Portfolios (print/digital) home (wk 9)

- Optional parent teacher interviews (wk 10)

Preschool interviews for enrolling preschool students conducted

KEY:

SCAN - Student Centred Appraisal of Need

PIPS - Performance Indicators in Primary School- at start and end of Kindergarten year

NAPLAN - National Assessment Program Literacy and Numeracy - Years 3 and 5

PLPs- Personal Learning Plan

ILP – Individual Learning Plan

STUDENT VOICE AND LEADERSHIP

At Turner we believe children need to be actively engaged and share in control of their own learning. They are supported in taking risks to test theories and to adapt and make changes as they develop and gain in experience and understanding.

Development as an independent learner either as a team member, in a partnership or as an individual is encouraged. Challenges, which extend thinking and learning and the acquisition of values and ethics, are fostered in a supportive environment.

Class meetings are held regularly to encourage children to develop discussion skills, to provide a forum for problem solving and to train children in collective decision making.

A school girl and boy captain and four vice captains, and house captains for each of the school house teams are elected school leaders. These students and other seniors take responsibility throughout the year for the planning and conducting of the school assemblies. All Year Six students are part of the School Student Leadership Team.



In addition to captains and vice captains, each semester, two elected representatives from each class (K-6) form the SRC (Student Representative Council) for that semester. This meets regularly with a designated staff member to discuss students' perspectives on school issues.

Peer tutoring programs to help with reading and a Buddy System between the junior and senior students operate in the school.

Senior students participate in the Rostrum Public Speaking Competition, the winner of which represents the school at the district level. In addition Turner often has teams in the creative

problem solving challenge Tournament of Minds (TOMs). Throughout the year students may participate in various writing and art competitions, debating and other events.

The school adopts certain charities to support throughout each year and the SRC coordinates this. Participation in the reward system offered by some charities is not supported.

Each semester a disco is held for the students. The SRC and student leadership team play a role in coordinating these discos.

SPECIAL LEARNING PROGRAMS & SUPPORT FACILITIES FOR STUDENTS

Turner School has Literacy and Numeracy Coordinators, a Disability Education Coordinator and English as an Additional Language or Dialect (EALD) Coordinators. These skilled teachers provide coaching and support to teachers to work with students who have been identified with additional language, literacy or numeracy needs. The support is tailored to the teacher's and child's individual needs and is an in-class model of support with short intensive individual or small group support if required.

Hydrotherapy is provided for children with additional needs who have this included in their Individual Learning Plan (ILP) and a horse-riding program at Pegasus in Holt is available for those children in year 4 for whom it is an appropriate therapy.

Our school website outlines the various processes related to children with disabilities.

SUPPORT FOR STUDENTS

Student Support Team

The team comprises the Principal, Deputy, school Psychologist, Executive teachers and other appropriate staff. The team meets regularly to discuss the needs of students referred to it.

Literacy and numeracy support is managed by each teaching team to support learning through a case management approach and targeted student support using an in-class support model. Parents are notified when their child is recommended for targeted support.

School Psychologist

Psychologist support or advice is given to individual students, to staff members and to parents to assist in learning or behavioural difficulties. Appointments may be arranged through the front office on 6142 2430.

ENRICHMENT OPPORTUNITIES AT TURNER SCHOOL

At Turner we recognise that children have skills and talents in a wide range of areas and believe that all of these need to be provided for. Class teachers are skilled in differentiating their program to cater for the different academic levels and areas of talent amongst their children.

In addition, Turner offers the opportunity for enrichment in a range of learning areas each year. Groups operate on different schedules, depending on staffing arrangements and particular challenges on offer. Current enrichment groups include: choirs, an Ukelele Group, Writing, Maths, Chess, 5/6 Bands (Brass), Sport, Limelight dance, 5/6 Tournament of the Minds, 5/6 Strategic Thinking including coding and robotics, Green Rangers.



In terms 2 and 3 writing and maths enrichment sessions are timetabled at the team level for 1/2, 3/4 and 5/6 students.

The school has developed guidelines around working with gifted and talented students and these guidelines can be found on our website.

EXCURSIONS, CAMPS & IN-SCHOOL PERFORMANCES

Excursions and in-school performances are linked to classroom work and provide experiences which stimulate learning. It is expected all students will participate in excursions. If costs present a difficulty parents can contact the Principal or Business Manager and private arrangements can be made. Turner School has a Student Support Fund and it is our intention that no child misses an experience due to financial constraints.

A camping program for years 3-6 is generally held every second year. This provides a wonderful opportunity for the development of independence and self-reliance and for staff and students to build and strengthen relationships. Advance notice is given of camps to assist parents in financial planning. Some school assistance from the Student Support Fund towards costs can be arranged if required.



Venues are carefully selected to ensure access and facilities will meet the needs of all Turner students. Excursion and camp arrangements must adhere to the requirements for the safety and protection of the students and teachers involved.

ALLERGY AWARE

Turner School is an allergy aware school. Nuts and sesame seeds and nut and sesame seed products are not brought to school to ensure the safety of students who have a life threatening reaction to these products.

The school follows the ACT Public Schools Food and Drink Policy and has developed guidelines, which can be found on our website.

FRIDAY LUNCH ORDERS

The Healthy Kids Association Kids (a non-profit organisation promoting healthy food for children) runs a Friday lunch order menu for Turner School. To make an order, families go online and register on the Flexischools website: <http://www.flexischools.com.au>. Each family registers and



then sets up secure account details which allow them to top up using VISA, Mastercard, PayPal or direct deposit. Orders must be placed by midnight on Thursday night to be included in Friday's order. The food is prepared at Dickson College and brought to Turner in insulated containers for distribution through the canteen. Lunches will be delivered to classes at 11am on Fridays.

STUDENT MANAGEMENT AND SAFE AND SUPPORTIVE SCHOOLS

Student Management is based on the development of strong relationships, mutual respect and consideration, an appreciation of people's differences and a realisation that because we are all different, being fair does not mean treating everyone the same. The school has a Safe and Support Schools Guideline statement developed by the Turner School Board through a consultation process with students, staff and the school community. This statement can be found on our website.

The school works hard to ensure a harmonious and respectful environment and issues are worked through thoroughly with students, staff and families. Values are revisited regularly so that students develop an understanding of what they 'look like, sound like and feel like'. Turner's approach is founded in relational practices. This means that there is an expectation that we work to restore any relationships harmed by inappropriate choices. The school promotes inclusive practices and has an emphasis on valuing each student and working to meet their individual

needs. The school works with families to ensure that reasonable adjustments are made for students as required.

HOMEWORK/HOME LEARNING

At Turner School Homework is considered as Home Learning, to include when relevant, practise of some of the concepts learnt at school, building of prior knowledge for classroom learning (finding out about things) and work that children do at home to contribute to quality family life. We believe that:

- Home learning can be a useful tool for developing student directed deep learning, time and organisational management and a sense of responsibility within a student
- Some of the home learning tasks that students are set should be open ended to allow for different abilities and interests and challenge, involve some choice, be authentic and relevant and a means to connect children's out of school learning to their in school learning
- Home learning should have a consistent design and parameters for each team of classes within our school
- Every child's efforts with their home learning should be appropriately acknowledged and valued. This could include class/team displays, expos, sharing with peers or other staff and teacher and peer feedback. The semester reports acknowledge each child's commitment to home learning and home reading
- We need to reflect the busy lives of families with our home learning expectations and we understand that there are times when children cannot give time to home learning tasks due to illness of the child or in the family, sporting, club and arts activity commitments, travel by a parent, complex family arrangements and also just the need for special 'family time'. We ask that parents/carers communicate these times to their child's teacher
- Home learning should not cause friction or grief within the family.

There will be no formal Home learning set for Kindergarten, Years 1 and 2. Home Reading is an expectation and we seek the support of families to help their child with their reading on as many days of the week as possible. In addition, K, 1/2 class teachers may ask children to prepare for oral language groups or do some finding out about topics they are inquiring into that term. They may ask children to bring in interesting objects or photos as 'seeds' for their Writer's Notebook writing sessions.

Year 3 to 6 children in small classes and those with an Individual Learning Plan may do part of the home learning their age peers are doing, an adapted version of it or a replacement individualised activity. Small group 3-6 children will take home books to read and discuss with a family member.

Children who are learning English as an additional language will, if required, have their home learning and home reading tailored to suit their developing English language needs.

K and 1/2 teachers will inform their families of the Home Reading program routines and they will be consistent across the classes in that team. 3/4 and 5/6 teachers will inform their class and families of the day that home learning is set and the days when it is expected to be returned. Once this routine is established it will remain in place for that term.



UNIFORM

The Turner School uniform colours are green and black. Children are encouraged to wear uniform as it can help promote a sense of belonging and being part of the same team. Uniforms can be purchased from McDonalds in Jamison, Chilada in Majura Park and the Turner School P&C have Fairtrade certified polo t-shirts, which you can order through the front office. A limited pool of second hand clothing is available from the school. Please mark your child's name on all personal items including clothing. Unclaimed items remaining at school at the end of term are donated to charity.

SunSmart

In line with the ACT Education Directorate & Turner School Sun Smart Policy, brimmed hats are an integral part of school attire. Children cannot play outside during the lunch or recess period unless they wear a brimmed hat except in the months of June and July where hats are not mandated. Brimmed or legionnaire style hats in black or green provide the protection from the sun that children need. We ask that caps are not worn at school.

The Turner School uniform consists of:

- Plain black shorts, trousers, track pants or jeans
- Netball skirt/skort
- Polo shirt – long or short sleeved
- Year Six polo top
- Hooded Turner School jumper

- Black polar fleeced jacket with embroidered logo
- Black shoes/black joggers/ and white/black socks
- Sandals in the summer may be worn. They need to be enclosed to enable active and safe play

Other

Green legionnaires, bucket, brimmed hat (caps are not a sun safe option).

Students are encouraged to wear school colours if they require a coat or beanie in winter.

BEFORE AND AFTER SCHOOL CARE AND HOLIDAY CARE

This program is run by the YWCA and operates in the David Street building from 7:45 to 8:45 am and 3pm-6pm daily. It caters for mainstream children and has places set aside for children with a disability. The YWCA provides Before and After School Care to pre-schoolers on site in a separate space in the preschool wing. This service is only provided on the days that a child already attends preschool. To attend on a regular or casual basis children must be registered.

A holiday care program is run by YWCA at Turner School and operates during the school holidays. Please contact the YWCA convenor.

For information on the daily, weekly and term charges and the activities and availability of spaces for the current year and next year, please contact the Turner YWCA convenor on 6247 3452.

