Valuing Diversity

Thriving Together

Learning for Life…

Turner School

HANDBOOK



Turner School



Condamine Street
Turner, ACT 2612

Office Hours:	8:30am - 3:30pm
School Hours:	Supervision from 8:30am *Prior to 8:30am, please arrange supervision with YWCA*
Lessons Commence:	9:00am
Lunch:	11:00-11:50am (eating from 10:50am)
Recess:	1:30-2:00pm
Lessons End:	3:00pm
Before & After School Care (YWCA):	Ph: 0477 651 993 or visit: https://childrens-services.ywca-canberra.org.au/school-age-care/

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www.turners.act.edu.au

Welcome to Turner School

Welcome to Turner School. I encourage you to take some time to find out about our unique school. This handbook provides a window into the school day, our processes, and our educational experiences. Learning and community activities highlight the value we place on connecting with others.

Turner School is located on Ngunnawal Country and as part of our Cultural Integrity learning, we have looked at ways to draw wisdom and learning from the people who have been here tens of thousands of years before us! Every day you will see us listening to the stories, ideas and voice of our diverse community; and then responding with a collective voice. How we do things is a part of what we do, and the perspectives of Aboriginal and Torres Strait Islander peoples are embedded in this approach.

Turner School has approximately 300 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, learning experiences 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. While respecting the many traditions and practices established over the last 73 years, Turner School continues to embrace educational change.

We do this through fostering our Turner Learner Profile which highlights the characteristics and dispositions needed to 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 expert levels of curriculum knowledge and high impact teaching strategies. Through collaboration, each of us take personal and collective responsibility for analysing student data, giving feedback and improving student learning and wellbeing. We do all this because we know that expert teachers make the best judgements to support your children to learn.

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. I am very proud of our Turner staff.

We are currently focused on Turner School's 2022 to 2026 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. Our current strategic priorities are:

- Increase learners' ability to demonstrate globally essential skills
  (I am a self-manager, I am a thinker, I am a researcher, I am a communicator)
- Increase learners' ability to demonstrate globally essential skills
  (I am a self-manager, I am a thinker, I am a researcher, I am a communicator)
- Increase learners' ability to demonstrate obligation to self and community.
  (I am a collaborator; I am a positive contributor)

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.

Along with our Deputy Principal, Daniel Manestar, I welcome our families.

Allison Edmonds
Principal
Turner School

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Our History

Turner Primary School opened in 1953 and is one of Canberra's oldest schools. On 29 January 1953, 90 children in three kindergarten classes were enrolled and attended school in the old building previously occupied by the Canberra Nursery School at Acton, pending completion of the building at David Street. The building was not completed until November. On 17 November 1953, a group of 160 students began in the new Turner building. On 30 November, 108 children in first grade transferred from Ainslie School with two teachers. At the beginning of 1957 the Turner Primary School Condamine Street building was opened.

In the late 1960s the number of students decreased. The vacant space in the old infants' school building was refurbished and students with a disability were enrolled in 1970 to what was known as the Hartley Street Annexe. The hydrotherapy pool was built providing on-site therapy services to students with disabilities. In the early 1980s the two sites were combined and the school was renamed Turner School.

Turner School continues to have an enrolment of both mainstream students and students with disabilities and special needs. All students at Turner learn together in a supportive and inclusive environment.

The school retains many links with its history. The school maintains as its motto: Valuing differences, Celebrating learning, Achieving together. Students at the school still recite the school pledge and belong to the four sporting houses – Gloucester, Gowrie, Isaacs and Stonehaven (named for early Australian Governors General). In 2023, Turner School celebrated its 70th Birthday at our biennial Artists' & Writers' Festival. Children, staff and the community spent the year as researchers, journalists, historians, artists and creators inquiring into the past 70 years.

Becoming positive contributors has been an additional part of our learning focus since 2021 and through understanding the impact on our future, we also acknowledge the history of Ngunnawal culture, Country and peoples as the centre of our place- existing here long before the school building. Turner has an extensive story of becoming learners who are inquirers. Our Turner Learner Profile is highlighted through the festival (and indeed, our regular learning across the year), as we practise being numerate, researchers, thinkers, communicators, collaborators and self-managers of our learning through rich literacy and arts opportunities. All these learning characteristics are leading us to a future where our students are equipped with the skills and capabilities to live, learn and contribute successfully to an ever-changing world!



Entrance to Turner School 1957



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 325 children with approximately 7% 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.

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

'Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.'

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become: confident and creative individuals, successful lifelong learners and active and informed members of the community

- ***confident and creative individuals***
- ***successful lifelong learners***
- ***active and informed members of the community.***

Alice Springs (Mparntwe) Education Declaration (2019)

Turner School is committed to providing enriched and differentiated learning to meet the learning needs of all students and to keep each of them at the edge of their learning. The school strives to ensure that each student has access to a high-quality education that acknowledges diversity and that each student is engaged in their learning and making substantial growth each year. We have high expectations for all learners.

Educational success is no longer based solely on knowledge and context. Ensuring that each of our students have success means that we are required to engage them in building capabilities related to knowledge and skills; and developing their character (learning dispositions) and metacognition (learning how to learn). To do this well, Turner School identifies that new ways of learning and teaching need to be personalised.

Our school offers:

- 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.

Enrolment policy and guidelines

- The ACT Education Directorate's enrolment policy can be found through this link:
  https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school
- 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:
  https://apps.vertigisstudio.com/web/?app=3a2b19df9b3247b4852c168a535dd404
- 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:
  https://www.act.gov.au/education-and-training/find-a-school-and-enrol/enrol-in-a-public-school#Apply-now

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/
- https://www.education.gov.au/early-childhood/resources/early-years-learning-framework
- http://www.turners.act.edu.au/our_curriculum

Learning to build skills and understanding

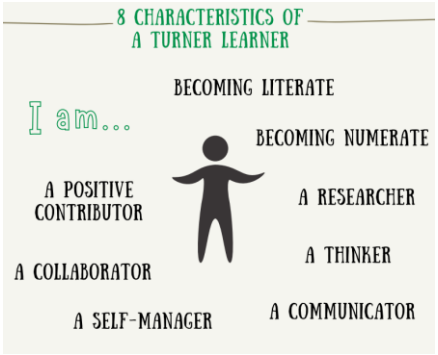
Learning for all students is linked to the curriculum and is differentiated to match the students where they are demonstrating their skill and understanding. Learning Intentions, Success Criteria and 'I can' statements make learning expectations and criteria for success visible and accessible for student understanding. Teachers confer regularly with students and support students to reflect on individual goals and plan for their next step. Teachers make connections back to the curriculum and use an explicit teaching model to ensure that there is a balance between explicit and instructional teaching, independent investigation and reflection, and collaborative learning. This model means that at times when students are engaging in important 21st Century learning experiences, for example independent creative inquiry and collaborative learning, there is time to systematically meet with each student to focus on their learning progression and pace.

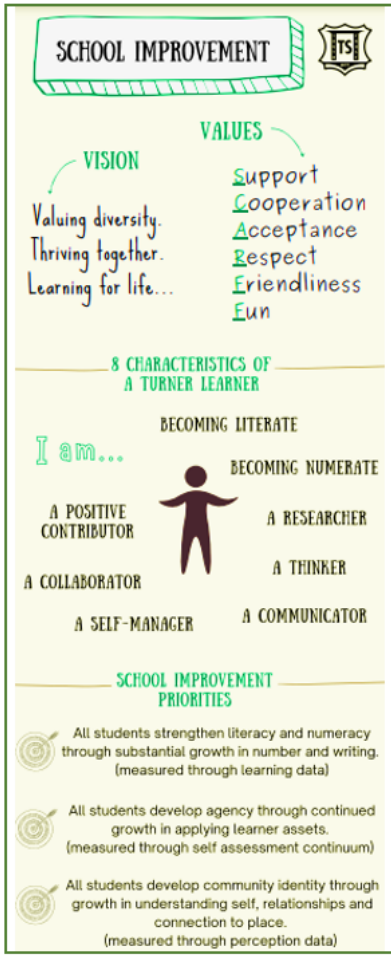
Inquiry Learning

To make learning more effective and authentic for our students we adopt an inquiry approach across the curriculum to enable students to learn the important skills of investigating, questioning, researching, accessing information and presenting their learning.

Learning and teaching to build characteristics and dispositions to become a 21st Century Learner

Included as part of the inquiry approach to learning at Turner, students can develop dispositions essential to learning success in the 21st Century. In the Australian Curriculum these dispositions are articulated in the General Capabilities. The school works with students to build Learning Assets which we call our 'Turner Learner Profile'. The Profile are sets of skills we need to support us as learners and inquirers across the curriculum. There are 8 main learning assets each with a set of learning dispositions.





8 CHARACTERISTICS OF A TURNER LEARNER

I am becoming literate! I use language to learn and to communicate with and participate in the world around me. I can listen to, read, view, speak, write, and create in different ways for different purposes and in different contexts. ✓ *receptive* ✓ *expressive* ✓ *thoughtful*	**I am becoming numerate!** I can confidently communicate my understanding of mathematics and apply it, creatively. I am able to investigate, represent and interpret situations in my personal and school life and as an active citizen. ✓ *fluent* ✓ *adaptive* ✓ *considered*	**I am a Researcher!** I ask questions. I can locate and use a wide range of sources and techniques to investigate problems, issues and questions and take my learning into the unknown. I think critically about information gathered and are careful to knowledge sources. ✓ *resourceful* ✓ *courageous* ✓ *curious*	**I am a Thinker!** I can be critical, creative and reflective. My thinking is productive, purposeful and intentional. I apply new ideas in different contexts and see existing situations in new ways. I identify alternative explanations and make new links that generate positive outcomes. ✓ *open minded,* ✓ *flexible,* ✓ *persistent*
I am a Communicator! I can communicate ideas confidently in different ways and for different purposes. I listen thoughtfully to what others communicate. I willingly share learning and change communication styles to suit different contexts. ✓ *confident* ✓ *responsive* ✓ *respectful*	**I am a Self-Manager!** I know myself as a learner and set and work towards personal goals. I can continually improve as a learner and am open to learning from mistakes. I know when and where to locate help, making responsible decisions to support myself and others to stay focused and organised. ✓ *resilient* ✓ *responsible* ✓ *reflective*	**I am Collaborator!** I can work with others to create and work towards shared goals and challenges across mediums. I know how to be a productive member, and how to take on different roles, valuing the diversity each team member brings. I actively listen to and respect other people's ideas, opinions and strengths. ✓ *empathic* ✓ *committed* ✓ *reliable*	**I am a Positive Contributor!** I can make connections between my own world and the world of others. I expand my perspectives through listening to and understanding the views and experiences of others. I feel responsible to make the world a better place. ✓ *kind* ✓ *open-minded* ✓ *obligated*

Personalising Learning

Turner School defines personalised learning as knowing the skills and capabilities demonstrated by each child related to the Turner educational context and providing learning experiences that consistently stretch every child to the edge of their learning. Personalised Learning at Turner School is underpinned by an inquiry learning approach and draws connections between learning and teaching to build skills and understanding; to be and become 21st Century Learners, and to build agency for students to become successful learners through understanding the process of learning. It is cyclical in nature where teachers, students, families and educational leaders collaboratively reflect on learning growth for the student and design the next step in their learning to take them further.

http://www.turners.act.edu.au/__data/assets/pdf_file/0010/434899/1_Personalised_Learning_Guidelines.pdf

Cultural Integrity

Connection and *culture* are strengthened through understanding the wisdom of Aboriginal and Torres Strait Islander people and their relationship with Country, every day at Turner you will see us acknowledging, connecting with and caring for Ngunnawal Country. We know *connection to Country* is not a lesson to be taught, rather it is the practices we put in place to pause and reflect on the physical and metaphysical world. You will see our students interacting with special places that are designed to remind us of the connection between earth, water and sky and the through line from the Ngunnawal peoples to the Turner School community who have been here before us.

Because we believe that culture is refined by our connections and intertwined to create obligation, every day at Turner School, you will see us listening to the stories, ideas and voice of our diverse community; and then responding with a collective voice. How we do things is a part of what we do, and the perspectives of Aboriginal and Torres Strait Islander peoples are embedded in our approach. We talk with a spirit of mutual respect, based on our strengths, positive relationships and connection to Country- especially in difficult times.

Our Cultural Integrity intent is strongly aligned to the Turner Learner characteristic *'I am a positive contributor'*. We want our learners to develop a strong sense of self, an understanding of the importance positive relationships with others and their environment and endeavour to positively impact their community and wider world.

We support our learners to demonstrate this through:

- Understanding factors of wellbeing and identity, including awareness of strengths, perceptions, self-regulation physical health, and how that has come to be- '**Who Am I?'**
- Developing and maintaining positive relationships with other people, the environment and learning. -'Who **am I in my relationships?' and 'Who am I with Country?'**
- Connecting with their community (immediate and wider) and taking responsibility to positively impact all- **'How are we together?' and** '**Who am I supposed to be?'**

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 to 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 STEAM Festival (Science, Technology, Engineering, Arts & Mathematics) every even year.

Science and HASS

Learning in Science and HASS units of work 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 learning 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. As they progress through the school, students learn how to inquire into personal areas of interest so that by the senior years' students are engaged in Project Based Learning that enables them to not only deeply engage in learning but to have an impact on themselves, their community and their world.



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 screen 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 our Djembe groups and the Brass Band program for selected children in years 5 and 6. The school also offers opportunities to join choirs, our Year 3/4 string group and our community Ukulele Project.





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 visual art and dance and the North Canberra Performing Arts Spectacular.

PE, Sport & 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. 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 beyondblue National Education Initiative (KidsMatter Primary) School. This initiative 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 sporting houses named after four of Australia's past Governor Generals. The children participate in school sporting activities throughout the year and are encouraged to dress in their school sports house colours for the day.

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

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-librarian works 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.

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.

Inclusion Program

The inclusion of students with a disability 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 inclusion 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.

Special Learning Programs & Support Facilities for Students



Turner School has Literacy and Numeracy Coaches, an Aboriginal and Torres Strait Islander Contact Teacher, a Gifted and Talented Contact Officer, 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.

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.

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.

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 a 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 Lyneham High School and brought to Turner in insulated containers for distribution through the canteen. Lunches will be delivered to classes at 11am on Fridays.

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 though 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 in via the QR code located at both 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.

Parents and Citizens Association

The P&C plays an important role within the school. Meetings are generally held on the third Tuesday 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.

Communication & 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 Years 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 March and reports come to the school in September/October.



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 request 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.

Overview of Reporting/Information Schedule

Communication		Protocol Guidelines			Contact & Timeframe
Learning Priorities Continued	**National Testing NAPLAN**	*NAPLAN* – National Assessment Program Literacy and Numeracy – Years 3 and 5 (occurs in March each year) • NAPLAN tests reading, writing, spelling, grammar and numeracy. Schools use growth data to analyse trends over time and revise teaching priorities as part of the School Improvement Plan.			Classroom teacher Team Leaders -Some parents may elect for their child to opt out due to choice , EALD needs or disability. Information regarding this is sent home prior
	Reporting on Learning Improvement Priorities	• Annual Board and Impact Report is updated on the school website during term 1 each year. The reports highlight key actions related to achieving school priorities • Reports summarise whether the school met data targets: including NAPLAN, BASE, Reading/numeracy benchmark and satisfaction survey results.			Principal/ Deputy Principal: 61422430 School Board Contact: updated on website
	Small Group (Disability Education and Inclusion Support)	**Semester 1** • Individual Learning Plan(ILP) (focus on general capabilities to access curriculum content) • Personalised Units (P-Units) matching curriculum year to developmental level. • End of Semester ILP report linked to regular school report and P Units • Update of personalised plans (eg eating/ toileting)	**Semester 2** **Term 3** • ILP Mid-year review • SCANs for Years 3 and 6 special education students • Update of Personalised Units (P-Units) matching curriculum year to developmental level. • End of Semester ILP report linked to regular school report and P Units • Update of personalised plans (eg eating/ toileting)	**Across the Year** • Student Centred Appraisal of Need (SCAN) meetings occurs on enrolment or assessment of eligibility. • Cycles of action and reflection of ILP goals -Link of ILP goals to curriculum planning and assessment • Routines of communication between home and school for students with limited communication are personalised.	**Contact and Timeframe** Through office: ph: 61422430 or tnrp@turners.act.edu.au Disability and Inclusion Contact Officer. School Psychologist. Classroom teacher.
	Assessment and Reporting Schedule:	**Term 1:** • Getting to Know you interviews • Invitation to write a letter to your teacher • Personalised Learning Plan (PLP for Aboriginal/ Torres Strait Islanders). • In class goal setting (teacher-student).	**Term 2:** • Semester 1 Reports (achievement against Australian Curriculum- *AC* outcomes including where child is up to and strategies to support next). • Portfolios sent home (related to achievement/growth)	**Term 3:** • End of semester 1 Parent teacher Interviews • Learning Journeys	**Term 4:** • Semester 2 Reports (achievement against *AC* - where child is up to and strategies to support) • Parent teacher Interview (where requested) • Portfolios sent home (related to curriculum achievement/ growth)

Student Voice & 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.

Student Parliament involves Two school Prime Ministers and four Deputy Prime Ministers who hold ministerial portfolios. House Captains for each of the school sporting house are elected as 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.

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 Mind (TOM). 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.

We regularly hold discos for our students. The Student Parliament and student leadership team play a role in coordinating these discos.

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 challenges on offer. Current enrichment groups include choirs, a Ukulele and Djembe Group, Writing, Maths, Chess, 5/6 Bands (Brass), Sport, Limelight dance, 5/6 Tournament of the Mind, coding and robotics and Green Rangers.

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

Excursions, Camps & In-School Performances

Each year, excursions, in school visits and venues for outdoor excursions and camp programs are carefully selected to ensure access and facilities will meet the needs of all Turner students. Excursion and camp arrangements adhere to the requirements for the safety and protection of the students and teachers involved. Developmental and wellbeing needs are also considered.

These events are highly valued by our students, staff and community and it is expected all students will participate. 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.

Excursions and in-school visits: events are linked to classroom curriculum, are inclusive, and provide experiences which enrich learning. Excursions are usually organised in year group teams and occur about once a term.

Outdoor education excursions: students in year 3/4 have the opportunity to experience outdoor education excursions which include 'riskier' physical experiences than typically experienced on school grounds and are similar to camp. This helps to build readiness for their overnight stays in year 5/6.

Camps: our two Turner camps occur in year 5/6 where students are a little older and a little more able to manage all the worthwhile challenges an overnight camp provides. Camps provide a wonderful opportunity for the development of independence and self-reliance and for staff and students to build and strengthen relationships. We usually alternate camps as 1 night stays and 2 night stays when it is further away. Advance notice is given of camps to assist parents in financial planning. When camps occur in term 1, families are given notice during term 4 the year before.

Student Management and Safe and Supportive Schools



In connection with our Cultural Integrity story, 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.

Home Learning (Homework)

Rationale based on Current Research:

The Turner School community (teachers, parents and students) hold a belief that home learning is a valuable opportunity to consolidate and extend classroom learning. From a research perspective academic benefits of homework has produced inconclusive results. There has been no benefit shown for children in the preschool year of schooling receiving formal homework. Current academic opinion is that homework provides little benefit to the academic results of primary school aged children. The research does show that academic benefits are more obvious for secondary-school children. There is general agreement in schools that homework may provide non-academic benefits, including developing children's achievement and motivation and assisting them to become mature learners. There is also research showing that parents and carers may benefit from homework through becoming more involved in their child's education.

Home learning at Turner is targeted, relevant and purposeful, designed to:

- have flexible expectations to meet the dynamic and capability of family time, including weeks where students will have more/less time to put into home learning.
- privilege *Home Reading* because children get better at reading by reading!
- consolidate mathematic learning at school through fun activities for home to build fluency.
- individualised and independent learning opportunities for developing self-management for learning including self-directed deep learning, time and organisational management, and building a sense of responsibility.
- provide opportunities for feedback and celebration between home and school about a child's learning development.

Expectations at Turner for Preschool- Year 2:

There is no formal home learning grid for Kindergarten, year 1 and year 2. Instead, we seek the support of families to read with their child every day aligned with our Home Reading program and to look for opportunities to explore number concepts in real contexts. There are also times where 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 learning.

Home Learning Grid for Years 3-6:

A Home Learning grid is sent home at the start of each term and provides opportunities for students to practise, share, consolidate and extend what they have been learning in the classroom. There will be times in the term when high investment learning experiences will naturally overflow into learning at home. These opportunities include the Senior Story Telling Awards, passion projects, leadership projects and the Year 5/6 Market Day. A typical termly home learning grid includes opportunities related to all curriculum areas and is linked with the term's Inquiry focus. These learning experiences can complete independently.

Learning Differences and a Targeted Approach:

There may be times where the school and families are working more closely together when it comes to learning at home to address a specific learning need. For students' who are Gifted and Talented (G&T), they may access the G&T coordinator at Turner who can recommended some home projects and out of school activities for gifted students. For a student needing extra support to meet an expected benchmark, they are likely to be on an ILP or short-term targeted plan. These plans identify goals and strategies that can further support and enhance the teaching that is happening at school.

Resources and further Information:

- Number Cards: Cards and associated activities available on our website and Learning from Home Hub. https://sites.google.com/ed.act.edu.au/learning-from-home-hub/additional-learning-resources/maths
- Home Reading Program: Informing is also sent out with reading log books. The essential aim of the home reading program is that children share positive reading experiences with other people who are significant in their lives. We would recommend that children are reading from at least 10 minutes a day at home in younger

years to at least 20 minutes in older years. We encourage a range of books to go home. These books are selected by your child and are recorded in their reading log so the teacher can monitor the range and level so there are opportunities for your child to:

  - **Read independently:** Many of the books will be ones the child can read independently (by themselves) and some,
  - **Be read to**: some books, because of the child's choice will be interest books that parents/carers will read to their child. These are opportunities to model fluent and effective reading strategies to your child and to talk about the book to support comprehension.
  - **Read with an experienced reader:** At other times, when a child is tired or the book is a little more challenging in parts, the parent/carer will read with their child.

- Want more to engage your child with learning at home: Check out our additional resources on Learning from Home Hub- https://sites.google.com/ed.act.edu.au/learning-from-home-hub/additional-learning-resources

Before and After School Care (& Holiday Care)

This program is run by the YWCA and operates in the David Street building from 7:30am to 9am 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, the preschool 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. For holiday care, 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 6185 2040 or 0420 532 471.

Uniform & Hats

The Turner School uniform colours are green and black. Children are encouraged to wear uniform as helps to promote a sense of belonging and being part of the same team. Uniforms can be purchased from Lowes, at Westfield Belconnen, and at Chilada in Majura Park. There is a limited pool of second-hand clothing available from the school.

Please mark your child's name on all personal items, including clothing. Unclaimed items remaining at school are donated to charity at the end of the term.

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, trackpants or jeans
- Plain black netball skirt/skort
- Polo shirt – long or short sleeved with Turner school logo
- Year Six polo top
- Hooded Turner School jumper
- Black polar fleeced jacket with Turner logo
- Black shoes and white/black socks (Sandals in the summer may be worn. They need to be enclosed to enable active and safe play
- Green brimmed hat
- Students are encouraged to wear school colours if they require a coat or beanie in winter.