



The Directorate provides a range of programs and supports for students who meet the ACT Student Disability Criteria. All students, in the ACT have priority to enrol at their local [Priority Enrolment Area \(PEA\) school](#), schools offer a range of programs for students who meet the ACT Student Disability Criteria. Information on the Programs and Supports please click <https://www.education.act.gov.au/support-for-our-students/students-with-disability>

For further information about accessing a disability placement please phone: +61 2 6205 5429 (option 3, option 1) or Email DisabilityEducation@act.gov.au

General information may be found in our school handbook on the website at: http://www.turners.act.edu.au/our_school/handbooks



Dates for 2022

Term 1 is from Mon 31 January – Fri 8 April

Term 2 is from Tue 26 April – Fri 1 July

Term 3 is from Mon 18 July – Fri 23 September

Term 4 is from Mon 10 October – Fri 16 December



OFFICE HOURS:

8:30am - 3:30pm

SCHOOL HOURS:

Lessons Commence: 9:00am

Lunch: 10:50am - 11:40pm

Recess: 1:30pm - 2:00pm

School Ends: 3:00pm

SCHOOL LIBRARY HOURS:

The school library is open for family borrowing:
8:30am – 9:00am

BEFORE/AFTER SCHOOL CARE:

YWCA - Ph: 0420532471

Turner School



Starting school -

Children with a disability

**Valuing differences Celebrating
learning Achieving together**



**Condamine Street
Turner ACT 2612**

PHONE: 6142 2430 (Condamine St)
6412 2436 (David St)

EMAIL: tnrp@turners.act.edu.au

WEBSITE: www.turners.act.edu.au



ACT
Government
Education

Class models at Turner School

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

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

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



Individual Learning Plans (ILP's)

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

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

Curriculum

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

In addition to this, small group children have access to hydrotherapy, a bikes program, Living Skills program and in year 4, Pegasus Riding for the Disabled. Participation is according to each child's ILP.



Drop off and pick up:

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

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

Children who catch the bus home are escorted to the bus waiting area at 2:55pm and supervised until their bus arrives. Children who go home with a parent/carer remain with their teacher until that parent/carer arrives. Please arrive as close to 3:00pm as possible. Children who go to Afters are escorted there by an adult.

Additional Clothing:

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

Medications:

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

Communication:

We value regular communication with the families of our children. This communication can occur in a variety of ways; this is negotiated with the class teacher and can include email, regular phone calls or written entries in a communication book. More information on our communication protocols can be found at: http://www.turners.act.edu.au/our_school/policies_and_guidelines

