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Torrens Primary School

Handbook



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# **Principal’s Welcome**

Welcome to Torrens Primary School! Torrens is a vibrant, colourful P-6 school set in spacious grounds. We also have three offsite preschools in Chifley, Pearce and Torrens. Torrens enjoys strong community involvement and support in all aspects of school life. The partnership between school and home is extremely important to develop and foster high academic achievement, meaningful relationships and a love of learning in our students.

At Torrens Primary School teamwork and tolerance are promoted. High quality educational and extra curricula programs are presented by a dedicated and involved team of staff. Torrens is known for the range of incredible opportunities offered to students throughout their years here. From gymnastics to soccer, carnivals to camps, djembe drumming to choirs, concerts and talent quests. There is also the Wakakirri Story Dance competition, the Chinese Friendship Society’s Panda competition, the latest technology, screens, devices and robots. We are part of an active cluster. Along with Mawson and Farrer primary schools, we work with Melrose High School and Canberra College to offer outstanding transition programs.

At Torrens Primary School we cater for a broad range of individual differences including gifted and talented students and students with special needs. Emphasis is also placed on providing the best possible start during the first years of schooling. Early intervention programs include the development of early literacy and numeracy skills through an active support team led by the Deputy Principal. The team includes the Executive teachers, School Psychologist, EALD teacher, learning assistants, Chaplain, parents and special interest partners such as One Link, Woden Community Services, Schools Volunteer Program and more.

Torrens Primary School is a resilient, thriving social democracy. Together we are building an inspiring and inclusive vision. The staff, students and community are united in working towards excellence in education, promoting diversity and nurturing a culture of wellbeing. Everyone is celebrated as an individual. Plans are personalized. Learning is differentiated. Students are engaged in their learning. Positive outcomes are achieved. Our collegial nature places a high priority on trust, collaboration and positive relationships. There is a sense of belonging and pride at Torrens. Welcome to the journey.

Every learner. Every day.

*Rachel Matthews – Principal*



# **Mission – what we do**

Torrens Primary School provides a purposeful, productive and comprehensive education of the highest quality, working in partnership with the school community. The school aims to provide quality experiences that empower students to live in, and contribute to, a changing society. Torrens strives to develop in students the ability to work as members of a team, appreciate the worth of individual differences and to act as responsible, independent citizens who care about themselves and their environment.

# **Vision – what we strive to be**

Torrens Primary School, while valuing elements of traditional educational approaches, recognises the need to incorporate current advances in curriculum development, educational resources, teaching and learning styles and strategies in order to develop quality educational programs which meet the needs of our students in a constantly changing world.

# **Our Goals in 2019 and beyond**

In 2018, Torrens Primary School underwent School Review. Students, staff and parents participated in a comprehensive consultation process to construct a new school vision and mission, to unpack the school values of ‘Teamwork and Tolerance’, and to develop the new School Plan and Annual Plan.

The plans will focus on improving literacy and numeracy achievement, whilst maintaining a focus on wellbeing.



# **History of Torrens Primary School**

The suburb Torrens is named after a former Governor of South Australia, Sir Robert Torrens. Torrens Primary School was opened in 1968.

The School’s badge and motto were devised after a student competition. The badge consists of a heraldic shield together with the motto ***Teamwork and Tolerance***.

The School House names, Fraser, Wenden, Clarke and Devlin were established in response to a survey of the most popular sporting identities of the time (1968), the results being swimmers ***Dawn Fraser*** and ***Michael Wenden***, athlete ***Ron Clarke*** and golfer ***Bruce Devlin***.

The school celebrated its 50th Anniversary in 2018 with an Open Day in September.



**Torrens School Song *-*** Words and Music by Burt Ansell

|  |  |
| --- | --- |
| *These are the days we remember all our lives,*  *They show the ways that will help us better to survive.*  *All the new-found knowledge we learn each day,*  *We will share gladly in every way.* | *Throughout the years, the importance of these words,*  *Becomes more clear as we strive to understand our world.*  *With the best of help we will surely find,*  *Happiness and love with peace of mind.* |
| *Because Torrens has teamwork to*  *Help us work together.*  *Torrens has tolerance to be with us forever and a day,*  *Come what may.* | *Because Torrens has teamwork to help us work together,*  *Torrens has tolerance to be with us forever and a day,*  *Right to the end, we have a friend.* |

# **Australian Curriculum**

Torrens Primary School implements the Australian Curriculum (AC). Curriculum areas are:

**English**

All teachers at Torrens teach English, which is divided into three main areas:

* listening and speaking
* reading and viewing, and
* writing

Students are encouraged to observe and reflect upon texts, and to create and present texts in these areas, focusing on the literacy, literature and language of English.

In the early years, students **learn to** speak, read and write and move towards the ability to speak, read and write **to learn.** Throughout all years at Torrens, correct grammar, spelling and structure of English is modelled, explicitly taught, discussed and practised.

Overview of the English curriculum is one of the responsibilities of the Literacy and Numeracy Team. The need for programs, staff development and student support are identified through discussion, testing and assessment so that the best possible teaching and learning in English occurs.

**Mathematics**

Mathematical concepts and processes are organised into the following strands:

* numbers and algebra
* measurement and geometry
* statistics and probability
* understanding, fluency, problem solving and reasoning

**Science**

There are three interrelated strands taught:

* understanding – biological sciences, chemical sciences, earth and space sciences, physical sciences;
* Science as a human endeavor, incorporating the nature and development of Science, its use and influence; and
* Science inquiry skills – questioning and predicting, planning and conducting, processing and analyzing data, evaluating and communicating.

Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

**History**

The focus in Kindergarten to Year 2 is on awareness of family history and community heritage. Students learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future and through role play use their imagination to speculate about the lives of others in the past.

In the Senior school the focus is on local and national history and use of a range of sources. Students develop their understanding of the world and their relationship to others past and present. Students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play.

**Geography**

This subject is organised into two related strands:

* geographical knowledge and understanding, and
* geographical Inquiry and Skills

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information and suggest responses to what they have learnt. Students have opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life. Students develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork, and an ability to solve problems and to think critically and creatively.

**Civics and Citizenship**

The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Civics and Citizenship curriculum is designed to foster students’ commitment to national values of democracy, equity and justice. This curriculum will develop students’ appreciation of Australia’s diversity and, overall, “what it means to be a citizen”. It explores ways in which students participate in Australia’s civic life and make a positive contribution as local and global citizens.

**Performing and Visual Arts**

At Torrens we have a specialist teacher for performing arts allowing every child to participate in music, dance and drama. Students can participate in brass bands (Year 5 and 6), drumming, dance, singing, public speaking and performing throughout the school, including at class and year level assemblies and each year in the Torrens Talent Quest. Students also have the opportunity to participate in public performances outside the school, at Floriade, for example, and most notably in the National Wakakirri Story Dance Competition (Year 4 and 5 students).

Teachers at Torrens Primary School provide a broad range of visual arts lessons to all students in their classes following the Australian Curriculum.

**Technology and Digital Technologies**

Students apply knowledge, experience and resources to design, make, use and appraise products for specific needs.

Coding is taught in all year levels and students in Kindy to Year 2 learn touch typing to assist them with online NAPLAN testing.

**Health and Physical Education**

The aim of Health and Physical education is to:

* develop students’ capacities to make decisions and act in ways that promote their health and that of others;
* focus on the important role physical activity plays in the lives of all students by providing opportunities for personal growth, enjoyment and challenge; and
* promote understanding and valuing of one’s personal identity and development and the need for positive relationships.

The learning areas are organized into three strands:

* the student acts to promote health;
* the student is physically skilled and active, and
* the student manages self and relationships.

**Languages**

The learning of Languages Other Than English (LOTE) aids both the social and cognitive development of students. At Torrens Primary School, Mandarin has been the chosen mandatory LOTE. More information regarding the LOTE program at Torrens in 2019 and beyond will be provided as soon as possible.

# **Assessment and reporting of student progress**

At Torrens Primary School we provide regular, accurate and comprehensive information about a student’s intellectual, social and personal development and indicate areas for further development.

Written reports regarding student progress include an A-E achievement grading (not for Preschool or Kindergarten) as required by the Government Schools Education Committee (GSEC). Kindergarten students receive the PIPS (Performance Indicators in Primary School) Report twice a year instead of the A-E reporting.

From 2018 students across the school and preschools have been able to access their class activities and other communication via the Seesaw App. Instead of waiting for a portfolio at the end of the year to see what your children are learning about, you get this in real time. Seesaw is also great for initiating conversations with children about their day when they come home from school.

Termly reporting at Torrens is summarised in the table below, but if you are concerned about your child’s progress at any time during the year, please make an appointment to meet with their teacher.

|  |  |
| --- | --- |
| **Term 1**   * Information evening * Class Overview or Weekly Roundup * Individual Leaning Plan (ILP) meetings for students with special needs * Learning Journey * Kindergarten PIPS Report * Digital portfolio on Seesaw | **Term 2**   * Class Overview or Weekly Roundup * Seesaw * Mid-year Report * A-E report (years 1-6) * Parent/teacher interview |
| **Term 3**   * Class Overview or Weekly Roundup * Seesaw * In school review and appraisal meetings for students with special needs * Learning Journey * NAPLAN (years 3 and 5) * ILP Review meetings | **Term 4**   * Class Overview or Weekly Roundup * Seesaw * Kindergarten PIPS Report * End of Year Report * A-E Report (years 1-6) |

# **Specialist staff, programs and activities**

At Torrens Primary School students spend most of their time with their class teacher. Some classes are taken by specialist teachers. In addition to dedicated specialist teachers, support programs and staff include:

**English as an Additional Language or Dialect (EALD)**

The aim of the EALD program is to develop the abilities of students from a non-English speaking background to understand and use oral and written English. Individual programs are designed to enable these students to reach a level of competence which will permit them to continue their language development in a mainstream class.

**Literacy and Numeracy Support Program**

The Literacy and Numeracy Team work in conjunction with classroom teachers to address specific needs of students by means of in class, small group or individual extra assistance. School wide literacy and numeracy tests are used to inform the support provided across all year levels. The program is coordinated with other support programs (e.g. EALD, Gifted & Talented) for students who are identified as having special gifts and talents as well as those who are not yet achieving at year level.

**Gifted and Talented**

Torrens has a big focus on gifted and talented students as well with staff professional learning from international consultants, standardised testing, individual programs, cluster enrichment days as well as one-on-one and small group extension.

**Librarian**

The Librarian at Torrens Primary School is responsible for the maintenance and loaning of the school’s information resources. Library classes focus on the development of information literacy skills and literature appreciation. The Librarian coordinates a range of activities for Book Week each year at Torrens and organises author visits and literary workshop incursions.

**School Psychologist**

A Psychologist visits the school on a regular basis and works closely with all members of staff. The Psychologist is available for consultation regarding student specific cases and parents may arrange interviews by phoning the school in the first instance.

**School Chaplain**

The Chaplain is available for parents, students and staff each week. This is NOT a religious program. The Chaplain is a valuable extra resource providing social welfare assistance as required at the school both in class and on the playground.

**Head Space (formerly known as Kids Matter)**

Staff and parent representatives participate in “Head Space” professional learning focusing on mental health and wellbeing. Information sheets are regularly included in our weekly school newsletter and more information about this mental health initiative is available on the following websites: [www.headspace.org.au](http://www.headspace.org.au) and [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)

**Excursions**

Excursions, including Camps in years 3, 4, 5 and 6, are important learning experiences which take students beyond the school grounds and add context to units of work studied in the classroom. Notes detailing excursion purpose, dates and times, costs (if any) and other details are sent home well before the outing. Written permission, including an excursion medical consent, is a requirement for all excursions other than those which go to the immediate school environs. Notes and excursion dates are also placed up on the school website for you to access.

**Enrichment**

Staff at Torrens Primary give up their lunchtimes to offer students several activities such as yoga, robotics, Scratch Coding, library, gardening, soccer, art, sewing, wool club, friendship club and djembe drumming.

In addition to sports carnivals and cross-country events each year at Torrens, students can also participate in Learn to Swim clinics and a gymnastics program run by Erindale Gymnasium. Additional sporting clinics such as cricket and AFL (including sport with Melrose High or Canberra College students) are also organised throughout the year for individual year levels.

Students are also given appropriate guidance and encouragement to participate in state and national competitions in maths, English, science and computing. Year 6 students may compete in the Rostrum school based public speaking competition.

School wide activity days engender school spirit and a sense of community and include celebrations for Reconciliation Day, NAIDOC Week, Harmony Day and Mandarin Dragon Day.

At Torrens Primary we are lucky to have access to music tutoring in piano, guitar and ukele on a parent-pay basis and organised within school hours. More information on lessons and cost is available from the Front Office.

Students can now also participate in either the Junior or Senior Torrens Primary School Choirs.

**Sustainability**

Students are encouraged to develop an interest in, and understanding of, environmental studies. Torrens Primary has a Waste Wise program which teaches children about the importance of finite resources and reusing and recycling where possible. Students maintain a sustainable kitchen garden and designs for a new cooking kitchen have recently been signed off.

**Transitions**

To ensure smooth transitions throughout your child’s years at Torrens, the following opportunities to meet other children in the cohort and new parents are provided:

***Stay and Play mornings*** occur each Wednesday in Term 4. To transition children ahead of their preschool or Kindy year, Parents are invited to bring their preschoolers and younger siblings to the Wellbeing Courtyard for a morning of activities. Parents can meet each other. Children can become familiar with their peers and the school environment.

***Preschool to Kindergarten transition days*** occur in November. While children are assigned randomly to classes to ‘try Kindy for a day’, parents attend an information session in the Old Hall, receive a tour of the school and can purchase second hand uniform items at the P & C uniform store while enjoying morning tea.

***Children coming into Years 1 through 6 in the new school year*** can attend one or both transition days in November where they will be placed in a class of their peers for these day/s.

***Students who have been attending the Hughes Language School*** for intensive English classes will come to Torrens for one or two transition days prior to starting at Torrens full time.

***Transition to high school*** begins for students in Year 5 and continues into Year 6 with cluster events such as the Thinking Carnivals, ACE Science days, DigiTech days and “Dream, Believe, Succeed” Leadership Conference. Transition to high school for Aboriginal or Torres Strait Islander studentsis also arranged for Year 6 students.

**Student Representative Council (SRC)**

The SRC is made up of two representatives from each class, elected by the whole class. Elected representatives serve for a semester (two terms) on the SRC. The SRC meets weekly with a teacher (elected by the staff of the school) to discuss and implement student-initiated suggestions.



# **Health, wellbeing and management of medical conditions**

**Illness**

Children who are unwell are unable to enjoy school and if they attend they run the risk of spreading illness. Please keep your child at home if they are unwell and notify the school of their absence.

Please inform the school if your child has a contagious or infectious disease. Please refer to Appendix I for more information regarding disease exclusion periods.

**Sick bay, first aid and ambulance transportation**

If a child becomes unwell at school, he or she will be admitted to the sick bay and if necessary a parent will be contacted. Parents are notified immediately if a child has a serious accident at school. Trained first aid officers will administer first aid treatment if required and all details recorded.

Children who are injured in a school accident during school hours are transported free of charge by the ACT Ambulance Service to an ACT public hospital. Parents and carers are reminded to check their health cover for ambulance transportation outside the ACT as charges may apply before and after school.

**Management of medical conditions**

The Directorate is committed to providing a safe and healthy environment for students. While school staff have a duty of care to students to provide first aid assistance when required, parents will be aware that schools cannot be responsible for the general management of medical conditions.

In special circumstances, staff may be able to assist with the administration of medication. In these cases, Directorate policy requires principals to ensure that a comprehensive written authority is obtained from the student’s parent or carer. They must also seek from them a written statement from the student’s doctor authorising a member of staff to administer the prescribed medication. Medications are stored securely in the sick bay.

### **Important health and medical forms**

Please take special note of the following forms which we require you to complete and submit to school should your child require medical attention while at school:

***Medical Information and Consent form***

You are asked to complete this form (blue form, enclosed in your information folder) now and again at the beginning of each school year to keep records up to date. The form asks for general medical information and consent for first aid and the administration of the authorised medications for life-threatening asthma (Ventolin) or anaphylaxis (adrenaline).

***Known Medical Condition Response Plan***

This is required for any student with a known medical condition. It provides instruction for the management of an identified medical condition (such as Diabetes, Asthma, Anaphylaxis or Epilepsy) and should be completed in consultation with the treating health professional.

***Medication Authorisation and Administration Record***

This must be completed and returned to the Front Office should medication be required to be administered at school. Medication must be clearly labelled and in its original packaging, with times for administration clearly stated.

***Excursion Medical Information and Consent form***

This form must be completed for all excursions and camps undertaken (except those which stay within the immediate school environs) in order that the most up to date information regarding your child’s health and medication requirements is at hand on the outing.

**Safety at Torrens**

Potentially dangerous toys and equipment should not be brought to school. This includes toy weapons for news or play. The fixed playground equipment is not supervised by staff before or after school. Students should only use playground equipment at these times when a parent or carer can supervise them.

Students are supervised by teachers from 8.45am onwards. Students arriving earlier than 8.45am will be asked to sit on the benches at the front of the school. Students are to depart school at 3.15pm.

**Head Lice**

Head lice are extremely contagious, but a very normal part of school life and easily eradicated. You as parents and carers can assist in the prevention and management of head lice outbreaks at school with regular checks of your child’s hair. If your child does have head lice at school, you will be contacted to come and collect in order that treatment can be commenced. Should an infestation of head lice occur at school a general note will be sent home to all students in affected classes requesting you to check and, if necessary, treat your child’s hair. The ACT Health Head Lice Fact Sheet is available on the school website.

All medical forms and fact sheets outlined above are available for download from the school website at [www.torrensps.act.edu.au](http://www.torrensps.act.edu.au)

# **Community involvement at Torrens Primary School**

### **Volunteering**

Torrens Primary School works in partnership with parents and community members to provide an educational program and facilities of the highest quality. Helping at school is a great way to get involved in your child’s education and to get to know the school staff and other parents. Research shows that children benefit when their parents are actively involved in their education and school life. From time to time notes may go home from class teachers or be placed in the school newsletter outlining volunteering opportunities.

Here are some ways you can help:

* listen to children read in the classroom;
* support the home reading program;
* volunteer on sports days;
* excursion supervision;
* fundraising activities;
* join the P & C or School Board; or
* share your knowledge and skills with the students by presenting in the classroom.

If you wish to volunteer, you are required to complete the *Working with Children and Young People – Volunteers Nomination Form* enclosed in this information pack and return it to the Front Office. Please read the information on the nomination form, along with the enclosed *Code of Conduct for Volunteers and Visitors* and *Summary of Insurance Arrangements for Volunteers*, before signing the form.

If you wish to volunteer more than three times in one month, or seven times in a year, you are also required to obtain a “Working with Vulnerable People” card and carry this with you when in the school.

More information for volunteers and visitors is available on the Directorate’s website: [www.education.act.gov.au/information\_for/working-with-vulnerable-people](http://www.education.act.gov.au/information_for/working-with-vulnerable-people)

To apply for a Working with Vulnerable People card, you can go to the Access Canberra website: [www.accesscanberra.act.gov.au/app/answers/detail/a\_id/1804](http://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804)

**Parents and Citizens Association (P&C)**

The P&C:

* promotes school interests;
* encourages co-operation and community involvement;
* fundraises for educational, recreational and sporting equipment for the school;
* provides a forum for parents to discuss educational matters; and
* runs a second-hand uniform shop.

There is a flyer from the P&C in your information folder.

**School Board**

The School Board is the policy making body of the school. The Board consists of three members elected by the school community, two teachers elected by the staff of the school, the Principal and an ACT Government representative.

The major functions of the Board are:

* formulating educational policy;
* approving the school budget;
* liaising directly with community and school to authorize the level of the voluntary contributions requested from families. The second major source of income for the school (after Commonwealth and ACT Government funding for basic materials and building maintenance) comes from voluntary contributions made by families. This money is used for maintaining and extending curriculum areas and providing extra materials and resources used in the library or classrooms.
* oversight of curriculum requirements in line with the Australian curriculum.

Board members are eager to hear parents’ views and welcome discussion of any topic which comes within their jurisdiction. Their main concern is the provision of the best educational opportunities for every child at Torrens Primary School. School Board meetings are held at least four times per year.



# **School Policies**

Our policies reflect the school’s vision of valuing education and developing quality educational programs to meet the needs of all our students. Policy development is ongoing, reflecting change in Directorate policy over time, and involves the School Board in the review and approval process.

Formal policy documents can be viewed on the school’s website at: <http://www.torrensps.act.edu.au/our_school/policies_and_procedures>

### **Student Management**

The school strives to develop in students, the ability to work as a member of a team as well as working independently, to develop an appreciation of the worth of individual differences, and to develop the capacity to act as responsible citizens who care about others and their environment. Appropriate behaviour and good manners are always expected.

Teachers regularly monitor their programs to ensure positive behavior outcomes for their students. When normal classroom strategies such as redirection through questioning have not resulted in appropriate behavior choices, additional steps such as time out in class, time out in another classroom and time out with an Executive are implemented.

Each child’s circumstances are unique and are compassionately considered.

### **Home Learning**

At Torrens Primary School, we believe that home learning can play a valuable part in the learning process to ensure each child achieves his or her potential. We recognise the need for home and school to work together for effective education, focusing on learning as an enjoyable, discovery-oriented, lifelong journey.

Children vary in the level of proficiency in the skills they bring to a home learning task. The length of time to be spent on home learning and its frequency will be established and varied according to the requirements of the year group and the individual. The school will provide parents/carers ‘home hints’ throughout the year on the types of tasks and activities that may assist parents. They will include guidance for the daily reading/sharing of books. They may also include activities such as language work, problem solving, visiting the public library, seeking resources, using apps, gathering information, making models, accessing websites, playing games, designing, projects etc.

The suggested approximate time for home learning tasks will gradually increase directly in proportion to the maturity of the children, commencing with up to 10 minutes per night reading for Kindergarten.

### **Sun Protection**

Students are encouraged to use protective sunscreen and to wear hats when spending time outdoors. Wherever possible the school aims to minimize outdoor activities in the middle of the day. Parents are encouraged to apply SPF30+ sunscreen at the beginning of the school day and to provide a broad brimmed hat (preferably black or red). The school has a ‘no hat, no play’ policy (all year, except in June and July) in line with Directorate policy.

### **Dress Standard and Colour Code Policy**

The school colour code or uniform reflects community standards and are consistent with occupational health and safety, anti-discrimination, equal opportunity legislation and the Directorate’s *Sun Protection* policy.

All students are expected to wear school uniform and take pride in being a part of Torrens Primary School. Where uniform is not available for some reason, it is desirable that students wear the school colour code. The school colour code for Torrens Primary School is red and black.

The Torrens Primary School uniform consists of:

* Black shorts, skort, cotton long pants or tracksuit pants
* Red sweat shirt, polo top, or skivvy
* Red hooded sweatshirt or red zipper jacket
* Torrens summer dress or winter pinafore
* Black or white socks
* Black or white shoes or runners
* Black or red broad-brimmed or bucket hat

Students are reminded of the school dress standard through class meetings and assemblies as well as individually when required. Students will not be disadvantaged where required dress standards are not available because of circumstances beyond their control.

### **Information Communication Technology (ICT)**

Students are introduced to technology in a safe environment where they are taught to discriminate between relevant and irrelevant information, cite online sources and share knowledge and information respectfully using appropriate language for the online environment.

***Computer network and internet*:** Students are provided with a computer network account and internet access. Students must abide by the Directorate’s Acceptable Use of Information Technology policy when accessing public or Directorate network, Internet and email services.

***Online services*:** The Directorate provides students with safe and secure access to a range of online learning platforms for students through an online portal called the Digital Backpack. Services requiring personally identifiable student information to be stored outside of the Directorate will only be made available after parental consent. More information, including the Directorate’s Acceptable Use of Information Technology policy can be found at:

<https://www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/resources-anywhere-digital-backpack>

***Bring your own device (BYOD) procedures:*** To prepare students for high school and involvement in a technological world, Personal Electronic Devises (PED) will be used as part of educational learning programs, in line with Directorate policy (*Use of Personal Electronic Devices (PEDS) in School Policy 2015* and the *Communities Online: Acceptable Use of ICT – Parents and Students Policy 2013).* The procedure outline follows:

* The school will provide a PED to a student if they do not have their own.
* Students will be required to familiarise themselves and sign the *Acceptable Use of ICT Student Agreement* prior to using their PED.
* Students and their parents must complete and return a signed *Acceptable Use of PEDs Student Agreement* before students can participate in the schools use of PEDs program.
* TPS provides a WiFi network which students can connect to while using their devices at school.
* Students and/or their families are responsible for their personal computing devices at all times. TPS does not have the technology support staff to repair or update personal computing devices.
* TPS takes no liability for damaged, lost or stolen personal computing devices.
* Learning activities may be worked on or completed at home. This will be optional.
* Students will be encouraged to store their work on their Google Apps for Education accounts.
* Students are responsible for managing the battery life of their PED and should ensure that devices are fully charged every morning. Schools are not responsible for providing PED charging facilities.

# **Administration**

### **School Hours, Before and After School Care**

**Day:** 9.15am -3.15pm

**Session 1:** 9.15am-11.00am

**Recess:** 11.00am-11.30am

**Session 2:** 11.30am-1.00pm

**Lunch:** 1.00pm-1.40pm

**Session 3:** 1.40-3.15pm

Children should **not** arrive at school before 8.45am as staff are preparing for their teaching day and there is no playground supervision before this time. Woden Community Services operates a Before School Care Program on school premises from 7.45am.

Children should be picked up promptly at the end of the day as there is no playground supervision after 3.15pm. Woden Community Services also operates an After School Care Program at school from 3.15pm until 6pm.

**Contact details for Woden Community Services: Phone** 6147 3318; **email** [enrolments@wcs.org.au](mailto:enrolments@wcs.org.au); **web** <https://www.wcs.org.au/childcare/out-of-school-hours-care>

### **School Organisation and Houses**

**The Junior School:** Preschool, Kindergarten, Year 1 and Year 2

**The Senior School:** Years 3 to 6

**House groups:** Children in Kindy to Year 6 also belong in one of four colour houses for which they compete to earn house points in the school’s annual swimming and athletics carnivals. To maintain peace and harmony in the household, siblings are placed in the same House groups. Houses are Fraser (red); Wenden (Blue); Clarke (Green), and Devlin (Yellow). Children can wear house colours on carnival days.

### **School Uniform**

The School Board endorses the wearing of the school uniform. Children attending excursions or outside events should be in full school uniform, unless otherwise stated. Refer to page 18 of this handbook for school dress standard and colour code policy.

Uniform pieces bearing the school’s logo and the summer and winter dresses are stocked by Savvy’s School Wear in Tuggeranong (Shop 37, Homeworld, Soward Way). The Torrens P & C also operates a uniform shop at the school offering good quality second hand items. Opening times for this shop are advertised in the school newsletter.

### **Stationery Requirements/Book Packs**

Each year in Term 4, stationery lists for the following school year will be issued together with instructions for ordering and online payment direct to the supplier. Enclosed with this information pack is the list of requirements for your child’s year level.

You do not need to purchase all or any of the items on the list from the school’s Directorate-appointed supplier, however if you do choose to buy from elsewhere, we ask that you buy items of equivalent quality. Please note that delivery of items should be to your home address and not the school’s address.

### **Attendance, absences and pick up during school hours**

All absences from school must be reported in a timely manner. You can do this by writing a note to the class teacher, telephoning or emailing the Front Office.

Front Office phone: 02 6142 0777

Front Office email: [admin@torrensps.act.edu.au](mailto:admin@torrensps.act.edu.au)

If your child arrives at school after 9.15am, you are required to bring them into school via the Front Office so that their attendance can be recorded.

If you need to pick your child up early from school or during school hours (e.g. for an appointment) you are required to sign them out at the Front Office and obtain a green *Permission to Leave School Grounds* note to give to the teacher. A child will not be released from the classroom by the teacher without a green note from the Front Office. If your child is returning to school after an appointment, you are also required to sign them back in at the Front Office.

Please keep your contact details and those of your nominated emergency contacts up to date so that Front Office staff can provide the green note in a timely fashion.

### **Appointments with teachers**

Staff are aware of the importance of maintaining close contact with families. Important and useful information is often shared at the beginning and the end of the school day. Please be mindful that staff need to be ready to teach at 9.15am and some will have supervising duties from 8.45am and again at 3.15pm when children are leaving school. Staff also have meeting commitments on Tuesday and Wednesday afternoons from 3.15pm. It would be greatly appreciated if you make appointments with teachers via the Front Office either by phoning 6142 0777 or sending an email to [admin@torrensps.act.edu.au](mailto:admin@torrensps.act.edu.au).

### **Assemblies**

Whole school assemblies are held on Fridays, usually at 12.15pm, in the Old Hall. All are welcome to attend. Individual classes or year groups usually host assemblies and you will be given lots of notice if your child is participating. Assemblies are an opportunity for students to showcase work and perform items such as plays, dances and instrumental or choral pieces.

Special assemblies are held to celebrate Harmony Day, ANZAC Day, NAIDOC week, Book Week, Dragon Day and Year 6 Graduation, as well as the wonderful sporting, academic and citizenship feats of our students. Special assemblies may be held on days other than Fridays or at different times to regular assemblies. You can check the school newsletter each week and the website calendar for confirmation of assembly dates and times.

### **Buses**

Bus routes, timetables and information regarding the MyWay travel card can be found on the Transport Canberra website at <https://www.transport.act.gov.au/routes-and-timetables> or by phoning 13 17 10. If your child needs to catch a bus home from school, please let the Front Office know so that their name can be added to the bus list. Staff are rostered on to bus duty each afternoon.

### **Library**

The library resource centre is an integral part of the school’s teaching and learning program. It provides a rich literary environment for all students. Regular lessons develop literature appreciation and research skills. Each class has a rostered time to use the library to borrow books, use materials, catalogues and equipment. The library is also open during selected lunch times as part of the clubs program operated by the school.

### **Lost Property**

Labelling your child’s clothing and other possessions will help ensure that anything that is lost can be returned to you. Lost property is collected in containers in both junior and senior corridors at school. Parents can look through the collections at any time. The P&C aims to sort the items each term and return any named items. Unclaimed items may then be either donated to the second-hand uniform store or charity.

### **Messages, deliveries, money collection**

To ensure interruptions are kept to a minimum, parents bringing messages, lunches or materials to school during the day should leave them at the Front Office and staff will ensure that they are delivered.

All monies sent to school should be handed to the classroom teacher first thing in the morning in a sealed envelope with name, class and excursion details clearly marked. Payments can also be put in the payments box at the Front Office before school. Preprinted excursion envelopes are available at the Front Office to make the payment process as simple as possible.

You can also make payments online for most things via the payment portal on the school website, avoiding any need to send your child to school with large sums of money.

### **Newsletter and notes home**

The main form of communication between the school and home is the weekly newsletter, *The Torrens Times*. This is up on the school website every Thursday. For sustainability reasons, the newsletter is emailed home where ever possible, but a Read Only copy is available at the Front Office. You are encouraged to keep your email address up to date on our records so that you receive the weekly newsletter. Make sure you take note in the newsletter of upcoming events and excursions and when permission notes and payments are due back at school.

Where ever possible notes for excursions and the like will go home once each week on a Thursday. A limited number of hard copies of any notes can be obtained from the Front Office, but you are encouraged to download copies of missed notes from the school website. Notes and reminders may also be posted on Seesaw.

### **Parking and road safety around the school**

Families are reminded to always park legally and drive safely around the school.

Parking illegally, which includes parking on nature strips, footpaths, verges, street corners and on children’s crossings, reduces safety for children as they enter and exit the school each day. **This includes the area outside Gate 3 on Ritchie Street which is highly frequented by children.**

Parking Operations use a Licence Plate Recognition vehicle (or electronic chalking) and regularly patrol school zones to increase safety for children. Fines commence from $114 for parking related offences.

Try parking a little further from the school and walking to meet your child, or arrange a meeting point with your child so they can walk to meet you. It’s a great way to avoid illegal parking and helps children to receive the recommended 60 minutes of physical activity every day.

Road safety near the school is everyone’s responsibility. Please remember to drive slowly, park legally and be alert for children at all times. Parking Operations use a Licence Plate Recognition vehicle (or electronic chalking), which regularly patrols school environments to increase safety for children. Infringements for illegal parking start from $114 and infringement notices will be received in the mail after the offence.

### **Updating your personal information**

To facilitate speedy contact with parents in an emergency, **any change in home or work phone numbers, home addresses, email addresses or details for nominated emergency contacts must be notified** immediately. Student information sheets are sent home at the start of each year to gather this information for ready reference and should be returned promptly to the class teacher or Front Office.

### **Visitors, Volunteers and Parents**

It is a Directorate requirement that all visitors to the school should enter via the front gate, sign in and out at the Front Office and wear a visitor’s badge (except for attending school assemblies). Volunteers visiting the school on a regular basis are required to have a valid Working with Vulnerable People card. Refer to page 15 of this handbook for more information on volunteering at Torrens Primary School.

### **Website** [**www.torrensps.act.edu.au**](http://www.torrensps.act.edu.au)

The school website is your go to place for the most up to date information about happenings at Torrens Primary School. You are encouraged to view it on a regular basis for the school newsletter (Thursdays), calendar of events, class notes and making online payments. You can also subscribe to our calendar feed (by following the directions in Appendix II: iCalendar Sync – How to subscribe to Calendar feed).

# **Appendix I: Diseases – Exclusion Periods**

The ACT Public Health Regulations 2000 require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school for the periods specified.

|  |  |  |
| --- | --- | --- |
| **Condition** | **Exclusion period of person with condition** | **Exclusion of persons in contact with condition** |
| Amoebiasis (entamoeba histolytica) | Exclude until diarrhoea ceases | Not excluded |
| \*Campylobacteriosis | Exclude until diarrhoea ceases | Not excluded |
| Chicken pox (varicella and herpes zoster) | Exclude until the last blister has scabbed over.  The child should not continue to be excluded by reason only of some remaining scabs. | Not excluded  Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary. |
| Conjunctivitis (acute infectious) | Exclude until discharge from eyes ceases. | Not excluded |
| \*Cryptosporidiosis | Exclude until diarrhoea ceases | Not excluded |
| Diarrhoea | Exclude until diarrhoea ceases | Not excluded |
| \*#Diphtheria | Exclude until—  at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and  a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Exclude family and household contacts until approval to return has been given by the Chief Health Officer. |
| Giardiasis | Exclude until diarrhoea ceases | Not excluded |
| \*#*Haemophilius influenza* type b (Hib) | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Hand, Foot and Mouth disease | Exclude if—  child is unwell, or  child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing. | Not excluded |
| \*Hepatitis A | Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Herpes (cold sores) | Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible. | Not excluded |
| Impetigo (school sores) | Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing. | Not excluded |
| Influenza and influenza-like illnesses | Exclude until well | Not excluded |
| \*Leprosy | Exclude until approval to return has been given by the Chief Health Officer. | Not excluded |
| **Condition** | **Exclusion period of person with condition** | **Exclusion of persons in contact with condition** |
| \*#Measles | Exclude for at least 4 days after the rash appears. | Immunised contacts not excluded.  Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.  (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised.  (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded. |
| Meningitis (bacterial) | Exclude until well | Not excluded |
| \*Meningococcal infection | Exclude until adequate carrier eradication therapy has commenced. | Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.  Otherwise, excluded until 10 days after last contact with the index case. |
| \*#Mumps | Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner). | Not excluded |
| \*#Poliomyelitis | Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Ringworm, scabies, pediculosis (lice), trachoma | Exclude until effective treatment has commenced. | Not excluded |
| Rotavirus | Exclude until diarrhoea ceases | Not excluded |
| \*#Rubella (German measles) | Exclude for 4 days after the appearance of the rash. | Not excluded  Female staff of child-bearing age should ensure that their immune status against rubella is adequate. |
| \*Salmonellosis | Exclude until diarrhoea ceases | Not excluded |
| \*Shigellosis | Exclude until diarrhoea ceases | Not excluded |
| Streptococcal infection (including scarlet fever) | Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours. | Not excluded |
| \*Tuberculosis | Exclude until approval to return has been given by the Chief Health Officer. | Not excluded |
| **Condition** | **Exclusion period of person with condition** | **Exclusion of persons in contact with condition** |
| \*Typhoid and paratyphoid fever | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | (a) Not excluded unless the Chief Health Officer notifies the person in charge of the school.  (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice. |
| \*#Whooping cough (pertussis) | Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer. | Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer. |
| Worms (intestinal) | Exclude until diarrhoea ceases | Not excluded |
| A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.  \*These conditions must be notified by medical practitioners to the Chief Health Officer  #These conditions must be notified by the school principal or principal carer to the Chief Health Officer. | | |

# **Appendix II: iCalendar Sync – How to subscribe to Calendar feed**

**Using Microsoft Outlook - Windows**

* In Outlook, at the bottom left hand corner, select **Calendar and select tab Tools from the top menu bar**
* From drop-down menu select **Account Settings then** **Internet Calendars** tab and click **[New]** icon
* In the ‘New Internet Calendar Subscription’ window cut and paste our school’s URL:

<http://www.torrensps.act.edu.au/ical_feed>

* Click the **[Add]** button and a pop-up window will appear. Rename the calendar, click **[OK]** and **Close**

***(***Note: If you only download the ***link*** and do not ***subscribe***, you will not receive iCal updates)

**Using Apple Mac**

* Open iCal and click the **+** in the bottom left corner to add a new calendar, rename calendar to school name
* Select newly created calendar and **Right click** or **Control click** to open the dropdown menu and choose **subscribe**
* Paste school URL: <http://www.torrensps.act.edu.au/ical_feed>
* Click **subscribe**

***(***Note: Sync apple devise with your iTunes to migrate calendar across all devices)

**Using Apple Mac – Handheld devices**

* Locate the **Settings** icon and select
* Scroll to **Mail, Contacts, Calendars** and click the option
* In the ‘Accounts’ selection and click **Add Account, and** choose **Other from the list of options**
* Select **Add Subscribed Calendar and in** the field titled **Server** place **our** school’s URL <http://www.torrensps.act.edu.au/ical_feed>
* Click **Next** and **Save**

**Using Android**

* Log into your personal Google account at <http://www.google.com/calendar>
* On the left hand side of the page select **other calendars** and select the drop down arrow
* Select **Add by URL**
* Paste **our** school URL <http://www.torrensps.act.edu.au/ical_feed>
* Click **Add calendar**
* To rename the calendar, roll the cursor over the calendar you want to rename
* Select the **drop down arrow**
* Click **Calendar Settings**
* Rename calendar in **Calendar name** text box and click **Save**

***(Note: Sync devices with your Google account*** to migrate calendar across. If you only download the link and do not subscribe, you will not receive updates)

**Notes**