



Throsby School



ACT
Government
Education

Principal's Welcome

Welcome to Throsby School. As the ACT's newest public school, I am very privileged to be the Foundation Principal and I look forward to creating a welcoming and innovative school for children, staff and families. The opportunity to create a positive culture and dynamic learning environment with the community to establish a modern Preschool to Year 6 (P-6) school is very exciting. A safe, happy place for learning for students, staff and families will be the culture of Throsby School.



My staff and I will work collaboratively with the school community to establish and deliver a strong vision of academic rigour, a framework for genuine inclusion, and a culture of curiosity. Students will leave Throsby with the skills to pursue their endeavours in the short and long term.

High expectations and achievement for all students, regardless of their background, learning needs and circumstances, is central to my motivation as founding Principal of Throsby School. Strong connections with self, each other and the land are central to our students reaching their social, emotional and academic potential.

Vision



Our vision for learning at Throsby School is centred around our students, staff, and community. The three pillars of Curiosity, Inclusion and Connection come together to create our vision for learning.

We are thrilled that you have chosen Throsby School for your child's education.



Annamaria Zuffo
Principal

General Information

Contact Details

Address: 1 Freshwater Street, Throsby

Phone: 61422880

Email: ThrosbySchoolInfo@ed.act.edu.au

Web: <https://www.throsbyschool.act.edu.au/>

Front office hours: 8:30am-3:30pm

Leadership Team

Principal: Annamaria Zuffo

Deputy Principal: Mitch Bartholomew

Executive Teachers: Olivia Neilson, Nicole Zimmer, Vicki Favelle

Business Manager: Susannah Cooke

School Routines

The school day begins at 9am and finishes at 3pm for children from Preschool to Year 6.

Kindergarten to Year 6 standard day:

8:55-9:00am	Teachers collect students and go into classes
9:00-11:00am	Learning session 1 (including fresh fruit/vegetable break)
11:00-11:45am	First play break
11:45am-1:30pm	Learning session 2 (including supervised eating time)
1:30pm-2:00pm	Second play break
2:00-3:00pm	Learning session 3 (including supervised eating time)

Preschool

A preschool school day begins at 9.00am and finishes at 3.00pm. A hand-to-hand handover between staff and an authorised adult must occur. For details about adding an authorised adult to your child's file, please contact the front office. Play and eating breaks are scheduled to meet the needs of the children, optimising both indoor and outdoor play.

Out of School Hours Care

Our out of school hours care provider is Community Services #1. Community Services #1 will have capacity to accommodate all enrolments. Please contact them via phone 02 6126 4728 or email enrolments@communityservices1.org or visit their website: <https://communityservices1.org/our-services/early-education-centres/>.

Staff

Alison Moore	Aliza Bower	Annamaria Zuffo
Bambi Woodward	Becky Volz	Bohdana Szydlik
Bridget Van Arkel	Carolina Diaz Torres	Carolyn Quon
Daniel Haggar	Dian Sari	Deepa Dixit
Emma Smallmon	Fiona Thorpe	Harminder Mehra
Haylee Meere	Heidi Proctor	Jolene Mifsud
Josie Floyd	Kat Turnbull	Katie McCarthy
Kylie Blyton	Kylie Robertson	Laura Bartholomew
Laura Aksila	Lelia Tarrant	Lynne Washington
Margie Green	Meg Speed	Mitch Bartholomew
Molly Young	Nic McNaughton	Nicole Linsell
Nicole Zimmer	Olivia Neilson	Pushpa Manjunath
Riley Hawke	Simon Hulm	Simone Cooper
Susie Cooke	Tam Barden	Tom Paterson
Vicki Favelle		

Our History

The suburb of Throsby is in Canberra, Australia in the district of Gungahlin. The suburb is adjacent to the suburbs of Kenny and Harrison and is bounded by the Federal Highway to the east, the ACT/NSW border to the north, Horse Park Drive to the south and the Gorooyarroo nature reserve to the west. The suburb was named in 1992, after the explorer Charles Throsby who was one of the first Europeans to open up the lands west of the Blue Mountains to grazing and agriculture. The suburb has two arms, the east arm is the head of Sullivans Creek, and there is a larger northern arm. The high point of Throsby is 656 metres near 'Old Joe' Hill on the easterly arm. The low point of the suburb when it is built is 610 metres where the creek drains towards the east.

The school is on the doorstep of [Mulligans Flat](#), a conservation area and wildlife sanctuary.

School Namesake

The school is named after Charles Throsby after community choice as part of the ACT Government's Your Say campaign. A surgeon and explorer, Throsby explored the country around Lake Bathurst, Lake George, and the Murrumbidgee River in 1820. He followed the Molonglo and Queanbeyan Rivers, starting from Lake George to arrive in the present day Australian Capital Territory in 1821.

School Facilities

The school is Canberra's 90th public school and third zero emissions school in its operations, with a focus on sustainability. It is a state-of-the-art design focusing on 21st century education philosophies in both indoor and outdoor learning areas.

The school can accommodate 132 preschool students and 450 Kindergarten to Year 6 students with space available for future student growth. It features a large community room and kitchenette, multipurpose double gym, sports courts, and change-room facilities, as well as an outdoor turf sports field and outdoor multipurpose hard courts.

There are specific facilities to enrich learning in The Arts and Science, Technology, Engineering, and Mathematics (STEM), ensuring we equip students for the best possible future. In addition to these areas Throsby School has a Library staffed by a full-time Teacher Librarian, natural spaces for learning about sustainability, a dedicated Performing Arts space, a stage for performances, and an Indigenous Garden space.

Throsby School is committed to providing a technology rich environment for our students as our community believes the use of Digital Technologies is fundamental in assisting teaching and learning in all areas of the school curriculum. Devices are used in classrooms from Preschool to Year 6, as every classroom has internet access. We have interactive boards in all classrooms.

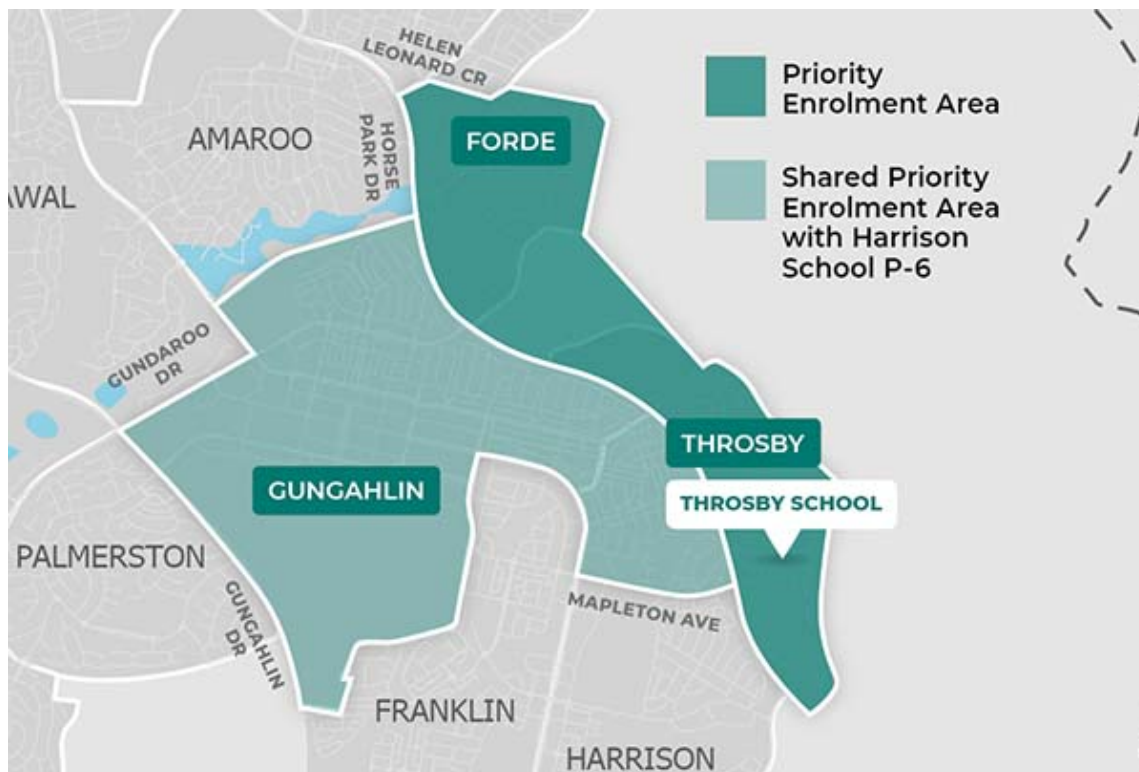
Community Use of School Facilities

The school's multipurpose hall is available for use by the public out of school hours. Potential hirers need to negotiate the after-hours use with the Education Directorate and the school's Business Manager. Facilities can be hired on a one-off or regular basis for meetings and activities by community groups and organisations in line with the Directorate's Community Use of Facilities Policy.

Enrolment

At Throsby School, we accept students from the following suburbs:

- Throsby
- Kenny
- South Forde (south of Helen Leonard Crescent and west of Amy Ackman Street) and
- Gungahlin and part of Harrison (above Mapleton Ave) as a **Shared Zone** between the new primary school in Throsby and Harrison School's P-6.



Enrolment for children is completed online through the ACT Education's website. If you would like to know more about enrolling your child, please visit the Education website at www.education.act.gov.au for more information and to enrol using the online enrolment form, or call our Enrolments Section on (02) 6205 5429.

To enrol your child, 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: [Enrolling in a Public School - Education](#)

Early Entry for children is available to children with English as an Additional Language or Dialect, Aboriginal or Torres Strait Islander children, Mobility and Gifted and Talented children.

Please visit the ACT Education Directorate's website for further information:

- [Enrolling in Preschool - Education](#)
- [Enrolling in Kindergarten To Year 12 - Education](#)

Teaching and Learning

We promote practices which ensure accessibility to the curriculum and achieve high levels of performance across the school. Our curriculum encompasses the Australian Curriculum from Kindergarten to Year 6. We emphasise the acquisition of effective literacy skills, numeracy skills and the development of a variety of learner assets. 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 Throsby. To make learning authentic and connected for our children, we plan our curriculum using an inquiry approach, whilst also explicitly teaching English and Maths and the necessary knowledge and skills for optimal outcomes for all students.

<https://www.australiancurriculum.edu.au/>

Preschool

Our preschool is staffed by qualified Early Childhood professionals. The preschool curriculum is guided by Being, Belonging and Becoming: The Early Years Learning Framework (EYLF). Endorsed by the Council of Australia Governments in July 2009 the EYLF is Australia's first framework for children from birth to five years. The vision of EYLF is for all children to experience engaging play-based learning to build success for life. Children attending our preschool are guided to play creatively in richly stimulating indoor and outdoor learning environments. Through implementing the five EYLF learning goals children are encouraged and supported to develop a strong sense of identity, connections with the world, a strong sense of wellbeing, confidence and involvement in learning and effective communication skills. Accompanying documentation is used to make children's learning visible and to track and share children's progress.

From 1 January 2012 a new quality and assessment rating system, the National Quality Standards (NQS), was introduced for all early childhood services in Australia. Services are assessed and rated in the areas of educational program and practice, children's health and safety, physical environment, leadership and service management, collaborative partnerships with families and communities, staffing arrangements and relationships with children and awarded an overall NQS service assessment rating. When completed, the ratings achieved will be displayed in each preschool and published online.

The Early Years Learning Framework has been developed to ensure your child receives 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:

<http://www.deewr.gov.au/Earlychildhood/Programs/EarlyChildhoodEducation/Pages/default.aspx>.

It is a guide for early childhood educators who work with children from birth to five years and will be used in partnership with families, children's first and most influential educators, to develop learning programs that are or respond to children's ideas, interests, strengths and abilities, and recognise that children learn through their play. The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Supporting our Students

- An English as an additional Language or Dialect (EALD) assistance program catering for those students coming from home environments where students speak a language other than English.
- Resource assistance for students requiring additional support
- Senior School Psychologist-off site
- Enrichment suite of programs which extend and promote children's interests and talents-these will be determined when we learn more about our students.
- Students identified as being Aboriginal or Torres Strait Islander are supported and enriched as we work in partnership with our families to promote best practice.
- Throsby promotes inclusivity, access and participation in all aspects of the curriculum for students with disabilities.

At Throsby School we value that everyone is an individual and that we all have special qualities that make us who we are. Students are treated with respect – celebrating their uniqueness and what they bring to the school. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy. If your child is diagnosed with additional needs or you think they will require some specific consideration, please talk to members of the school leadership team as soon as possible as they may be eligible for additional Directorate funded support and/or an Individual Learning Plan.

Our school offers:

- A happy and safe learning environment which offers challenge, incentive and fun 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. Inclusion is fundamental to all we do at Throsby
- A commitment that all children develop to the fullest of their educational, social, emotional and physical potential and learn to aim for excellence
- Development as self-managers, thinkers, researchers, collaborators and communicators

Health, Physical Education and Wellbeing

Physical, social and emotional health and well-being will be at the forefront of our teaching and learning. Our school uses a Restorative Culture as its framework for social and emotional learning. 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. Junior class teachers explicitly teach Fine and Gross Motor skills to assist children's development. As well as PE and fitness sessions, middle and upper primary classes have sporting clinics at different times of the year in a range of sports. As children progress through the school, team sports are arranged. Throsby will become a member of the Primary

Schools Sport Association and children are eligible for selection in regional representation in a range of sports. Each year Throsby holds sporting carnivals, sometimes partnering with our nearby schools. Children may progress from carnivals onto district, ACT or National representation.

Specialist Teaching and Learning Programs

All students have a Performing Arts program and a Science program with specialist teachers, as well as teaching from our qualified Teacher Librarian. Our language other than English is yet to be determined.

Our School Library


The Throsby School Library and Resource Centre is an integral part of the school. Our fully qualified Teacher Librarian works closely with classroom teachers to support class programs and emphasise the development of information literacy skills. Our teacher librarian encourages volunteers to assist at any time.

Celebrating Learning and Communication

Celebrating learning and acknowledging achievements will be valued. Students will participate in gatherings where classes will share and celebrate their learning, as well as articles in our fortnightly newsletters, our website, SeeSaw and on our school Facebook page.

Relationships and Culture

Developing and maintaining our positive school climate relies on each member of the school community taking responsibility for cooperative, caring and respectful relationships. We believe that modelling, teaching and expecting respectful relationships is fundamental to the achievement of high quality learning outcomes and a positive culture in our community. Our staff is committed to understanding and focussing on the needs and experiences of all children. We believe this approach, coupled with secure and focussed learning environments, proactively encourages appropriate behaviours. Assisting children to change behaviours which have a negative impact within our school community is a key school priority. We understand that this takes time, encouragement, effort and explicit teaching. Our social and emotional



Throsby School

OUR SCHOOL VALUES

THROSBY SCHOOL

STUDENT ENGAGEMENT PLAN

CURIOUS • INCLUSIVE • CONNECTED

WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.

↑	↑	<p>AFFECTIVE STATEMENTS – We include feeling words in language to address low level yet high frequency behaviours. Time investment – 1-3 seconds</p>	↑	↑
↑	↑	<p>AFFECTIVE INTERACTIONS – We quickly take 1-on-1 responses to inappropriate behaviour choices from past, through present, and into the future. Time investment – 1-3 minutes</p>	↑	↑
↑	↑	<p>SMALL IMPROMPTU CONFERENCES – We use restorative approaches and questions, such as P3-P3-F3, to solve problems amongst and between groups. Time investment – 8-10 minutes</p>	↑	↑
↑	↑	<p>LARGE GROUP – We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds. Time investment – less than 15 minutes.</p>	↑	↑
↑	↑	<p>FORMAL CONFERENCING – For the most serious, high impact behaviours and ongoing problems. Time investment – 60 minute Conference and up to 2 days of preparation</p>	↑	↑

WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- All our interactions reflect the Throsby School Values.
- We embed the basic restorative principles of repairing harm and relationships in response to all conflict, rather than punitive consequences.
- We solve all problems restoratively, through the lens of high expectation & high support.
- Staff work up and down the continuum as needed.
- Staff look to address behaviour by starting with affective statements before they escalate.
- From time to time, students may need a break from their learning space, to prepare them for repairing the harm.
- We are consistent about the restorative process but outcomes can be individualised.
- All staff use affective interactions when students display challenging behaviours.
- Leadership teams look for ways to release staff to support students to repair harm and relationships as a first response.
- We include families in both the positive and challenging behaviour patterns of their children.
- Throsby staff work collaboratively to embed restorative language.

RESTORATIVE QUESTIONS FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

FOR THOSE WHO HAVE BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right again?

FIRM TO WITH NOT FOR FAIR

learning is based on a “Restorative Culture”. We expect that each person – staff, children and parents/carers – will take responsibility for their own actions and accept the agreed consequences for actions which impact negatively within our community.

Our [student engagement plan](#) guides us at Throsby, and we have developed this with our students, staff and families.

Did you know...?

In February 2022 Throsby School began with 192 students enrolled and has already grown to 330 students from Preschool to year 6. Gungahlin schools are part of a close community network. At Throsby we work together with all public schools ensuring connections and transitions for every student.

Reporting to Families

Throsby School uses authentic assessment practices and has a schedule of reporting processes outlined below:

Term 1: “Getting To Know” your child interview

Term 2: Written End of Semester One Report

Term 3: Student-parent-teacher conference

Term 4: Written End of Year Report

We also use the following assessment tools:

- **BASE** - The early years assessment program uses BASE to assess early reading, phonics and numeracy skills of students in their first year of school. There are two assessments, with the first occurring in weeks 3 and 4 of Term 1 and the second occurring in weeks 2 and 3 of Term 4. The BASE data is used to identify, as early as possible, students who may need extra support or enrichment. The BASE data helps teachers plan appropriate learning experiences for every child in the class.
- **National Assessment in Literacy and Numeracy (NAPLAN)** - is conducted in May of each year for years 3 & 5. A report to the child's family is then distributed.
- **Seesaw** - We use a digital portfolio platform called *Seesaw*. This provides feedback to families and celebrates learning and growth overtime. This is vital ongoing feedback to families about their child’s learning.

Parents and carers are most welcome to make an appointment to see their child’s teacher at any time throughout the year. Some students may have an Individual Learning Plan (ILP), which is developed in consultation with parents, teachers and other support staff to establish learning goals.

Uniform

Students from Kindergarten to Year 6 are strongly encouraged to take pride in belonging to Throsby School by wearing the school uniform. Uniform is optional for our students in Preschool. Uniform items will be available from our ethically approved supplier, *Workin' Gear Schools* online. While the wearing of the school uniform is always encouraged, it is particularly necessary that students wear school uniform to all outside public activities, special events, performances, and excursions. There is a range of options available and we will, like all ACT public schools, ensure that school uniforms are suitable for all students regardless of gender identity, preferred presentation, ethnicity, religion, age or body shape. The uniform requirements comply with all health and safety, human rights and anti-discrimination laws. Our own [Throsby School uniform policy](#) is available on our school website and a [uniform policy](#) is available on the Education website for further information. Throsby will be a Sun Smart school and will develop guidelines as part of our school uniform and dress standards framework and policy.

Medical Information

Please let your child's teacher know if your child has any medical conditions that they should be aware of or if they work with external providers (i.e psychologist, occupational therapist). If your child requires medication at school, please drop it off at the front office. The office staff will ask you to fill in an 'Authorisation to Administer Medication' form. If your child has asthma/epilepsy/anaphylaxis or any medical condition that requires an action plan, please make sure this is current and provide it to the front office along with any necessary medications. We greatly value your cooperation in maintaining our "Allergy Friendly" environment at Throsby. We have several children with serious allergies to nuts and the potential to suffer anaphylaxis. We ask that children do not bring food to school which contains nuts.

Attendance and leave

If your child is going to be absent from school, please notify the front office by calling the school or emailing ThrosbySchoolInfo@ed.act.edu.au with your child's name and reason for absence. If your child will be away for longer than 3 days, we do require a written explanation emailed to ThrosbySchoolInfo@ed.act.edu.au. We also have forms for families to fill in for family holiday leave.

If your child arrives at school after 9:15am, they are required to visit the front office with an adult to receive a late slip. If you need to collect your child early from school, come to the front office and sign your child out. You will receive a leaving slip which will be passed to their

teacher upon collection. We have a hand-to-hand handover policy in preschool as per national regulations.

Stationery and Consumables

Throsby School uses ethically approved companies for stationery requirements. These companies are well known for their quality and price in stationery items, and we encourage all families to purchase the stationery requirements. Products are selected to ensure that students will have everything they need to enhance their learning. School supplies through these specialist school providers ensure that the products are high quality, age appropriate and ensure class consistency. Ordering will be completed online. We will not ask families to purchase stationery requirements where this causes a financial hardship. Funds from the Directorate are given to Throsby School to support students accessing school activities and supplies when it is required. This is done quietly and sensitively throughout the year whenever the need arises. Please contact the Principal or our Business Manager.

Voluntary Contributions

Voluntary Contributions are an important way parents and carers can contribute to our school. They are set by the School Board to assist in providing for additional resources and equipment across the school.

School Community

We want to build our school as a community with students, staff and families being at the centre of all we do. It is the dedicated and enthusiastic support of our parent community that enables children's learning environments to be enhanced with activities and resources. We encourage families to be involved in our school at whatever level they can. Opportunities may include, but are not limited to, classroom assistance, assistance at carnivals, P&C meetings and events, creating and running a breakfast club, and the Library. Parents and carers are very welcome and are invited to participate in school activities and attend assemblies and other school events. We will let you know the different ways you will be able to assist.

Volunteering in the School

The *Working with Vulnerable People Act 2011* commenced on 7 November 2012. The Act requires people volunteering or working with children and vulnerable people while engaging in regulated activities and services to register with the Office of Regulatory Services.

https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804/kw/working%20with%20vulnerable#!tabs-2b

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). It is a requirement that all volunteers sign in at the front office. When you leave the school please remember to sign out. Please do not hesitate to contact us if you need more information.

School Board

The Education Act 2004 requires that a school board be established for each public school. The Act describes the functions of school boards, the composition of school boards, proceedings of board meetings, responsibilities associated with financial and reporting requirements, and the board's role in Principal selection. The board is responsible for overseeing the school's strategic direction. Operational matters are the responsibility of the Principal. School boards must observe Directorate directions and ACT Government priorities and all legislative obligations.

The School Board consists of the school principal, two elected staff members, parent/community members and an Appointed Member. From 1 January 2021, the *Education Amendment Act 2020* (the Amendment Act) came into effect and changed the composition of the parents and citizens members on school boards. The changes created sub-categories of parents and citizens members within the Act.

For schools **with** parents and citizens associations, these sub-categories are:

1. Parents and Citizens Association (P&C) member (coming from anyone who is a member of the P&C Association for the school)[1];
2. parent member (including carers and guardians); and
3. local community member (which is a person who lives nearby or is otherwise associated with the school, who is not also a parent, carer, or guardian).[2] [3]

For schools **without** Parents and Citizens Associations, these sub-categories are:

1. parent members (including carers and guardians); and
2. local community members (people who live nearby or are otherwise associated with the school who are *not* also parents, carers or guardians).[2]

[1]The membership of each Parents and Citizens Association depends on the constitution of that association as registered with Access Canberra under the Associations Incorporation Act 1991.

[2] Note: The 'local community member' is a separate role to the 'Appointed Member' positions which are directly appointed by the Director-General to school boards. In the past the Appointed Member has sometimes colloquially referred to as the 'Community Member'.

[3] Note: in implementing the legislative changes, schools with a P&C association are supported to elect two parent members and one P&C association member, depending on the number of vacancies. Where there are insufficient nominations to fill a parent position, schools are supported to seek a local community member for their board.

https://www.education.act.gov.au/public-school-life/get-involved-in-your-childs-school/school_boards

P&C – Parents and Citizens Association

Schools benefit greatly from the support of their P&Cs. The role of the parent association is to support the school for the benefit of all students, promote parent participation in the work of the school and encourage strong positive community support, provide a forum for parents to discuss and debate school issues and to provide parent input to educational issues and policies. They also organise fundraising for donations to the school for enhancing students' experiences at school, such as school fetes and BBQ's at school events.

<https://www.actparents.org.au/index.php>