



# **WELCOME TO TREVALLYN PRIMARY SCHOOL**



## **Important Information for Parents and Carers**

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## Welcome to the 2025 School Year

We are delighted to welcome all Trevallyn families (new and continuing) to the 2025 school year. Trevallyn Primary School has a long history of outstanding educational excellence and is the centre and heart of our wider community. As a school we pride ourselves on strong connections to the past, developing positive relationships and experiences for our students today, and preparing our community and children for tomorrow. The school is set in a bush environment situated near the Trevallyn Reserve and the Cataract Gorge, providing natural landscapes for students play, developing their curiosity and learning.

Our school community has a deeply engrained culture of connection - 'building positive relationships and a strong sense of belonging'. This is at the heart of everything we do. It is the focus of connecting your children to learning through Learner Agency, Wellbeing, Inclusion and Improving Academic Outcomes. Our teaching is informed by the Australian Curriculum Foundation (Prep) to Year 6, and the Australian Early Years Learning Framework in kindergarten.

We explicitly and rigorously teach literacy and numeracy while developing inquiry skills through rich focuses in Literature, Science, Humanities and Social Sciences (History, Geography and Civics and Citizenship) and the Arts.

We develop our students' skills as critical and creative thinkers and aim for our students to be leaders of their own learning (Learner AGENCY).

We use current research on positive psychology and brain development to support students' regulation and readiness for learning and challenge. We explicitly teach and use practices from the Berry Street Education Model.

Trevallyn Primary School has an enrolment of approximately 400 students, and we aim that everyone in our school is:

**Known** – everyone students, staff, parents and community are heard and included

**Safe** – everyone in all environments always

**Well** – ready to learn and are thriving in all areas of school life

**Learning** – more every day and improving even when it is tough, showing aspiration for self and others

We are committed to working with you as partners in your child's educational journey. It is our deep belief that parents and guardians are children's first teachers and children's greatest advocates. We are here to work with you and together we can ensure your children are deeply connected to their learning experiences. We look forward to another wonderful year at Trevallyn and celebrating the growth and joy of your children's learning.



Louise Corrigan  
Principal



# OUR SCHOOL

## Term Dates and Student Free Days 2025

<b>Term 1</b>	Thursday, 6 February to Friday, 11 April
<b>Term 2</b>	Monday, 28 April to Friday, 4 July <b><i>Student Free Days: Friday 6 June</i></b>
<b>Term 3</b>	Monday, 21 July to Friday, 26 September
<b>Term 4</b>	Monday, 13 October to Thursday, 18 December <b><i>Student Free Day: Friday, 31 October</i></b>

## School Times

9:00am to 11:00am: First Session

11:00am to 11:30am: Recess

11:30am to 12:50pm: Second Session

12:50pm to 1:40pm: Lunch

*(students are supervised whilst eating their lunch from 12:50pm to 1:00pm)*

1:40pm to 3:00pm: Third Session

*Children should not arrive at school prior to 8:30am. We encourage children to be at school by 8:50am.*

## School Office Hours

Monday to Thursday - 8:30am to 4:00pm

Friday- 8:30am to 3:15pm

## Outside School Hours Care

Abacus - 6331 0982

Door of Hope – 6343 4614



## SENIOR STAFF

### **Principal Louise Corrigan**

[louise.corrigan@decyp.tas.gov.au](mailto:louise.corrigan@decyp.tas.gov.au)

School and Community Leadership  
Teaching, Learning and Wellbeing  
Operational Leadership



### **Assistant Principal Jane Hudson**

[jane.r.hudson@decyp.tas.gov.au](mailto:jane.r.hudson@decyp.tas.gov.au)

Year 5/6 Team Leader  
Student Support Co-ordinator  
Safeguarding Lead



### **Advanced Skills Teacher Anna Goss**

[anna.goss@decyp.tas.gov.au](mailto:anna.goss@decyp.tas.gov.au)

Kindergarten-Prep Team Leader  
Launching into Learning Co-ordinator



### **Advanced Skills Teacher Rena Martin**

[renae.martin@decyp.tas.gov.au](mailto:renae.martin@decyp.tas.gov.au)

Student Support Team Leader  
Parent and Student Inclusive Practice Lead



### **Advanced Skills Teacher Rhona Stevenson**

[rhona.stevenson@decyp.tas.gov.au](mailto:rhona.stevenson@decyp.tas.gov.au)

Year 1/2 Team Leader  
Gifted Support



### **Instructional Specialist Sophie Ryan**

[sophie.ryan@decyp.tas.gov.au](mailto:sophie.ryan@decyp.tas.gov.au)

Lifting Literacy – Reading to Writing Lead  
Year 3/4 Leader



### **School Business Manager (SBM) Amber Adams**

[amber.adams@decyp.tas.gov.au](mailto:amber.adams@decyp.tas.gov.au)

Non-Teaching Staff Team Leader  
Finance, Facilities, Human Resources





## OUR STAFF

### Classroom Teachers

Our classroom teachers provide engaging, inclusive learning experiences and play an integral role in our students lives. They plan, assess and report on academic progress, wellbeing and positive experiences.

### Teacher Assistants (TA)

Our TAs work collaboratively alongside our students, teachers, team leaders and student support to provide engaging, inclusive learning environments.

### Administration

Our administrative staff provide a high level of administrative, executive and clerical support. They are the key support for connecting our staff, families and students.

### Education Facility Attendants (EFA)

Our EFAs maintain school facilities and grounds to a hygienic, safe and presentable level. They create the orderly learning environment for our entire school community.



## SCHOOL ASSOCIATION

Email: [tps.association@outlook.com.au](mailto:tps.association@outlook.com.au)

Chairperson  
Stuart Wright

Secretary  
Vicki Horne

Deputy Chairperson  
Ben Marquis

Treasure  
Navid Bahadori



## TEACHING AND LEARNING

### Curriculum:

Trevallyn Primary School plans, teaches and assesses using the [Australian Curriculum \(V 9.0\)](#) for Prep to Year 6 and the [Early Years Learning Framework](#) for Kindergarten. The Department of Education Children and Young People support the integrated approach to improving curriculum, assessment and pedagogy (the practices of teaching and learning) to the [ACER School Improvement Tool](#).

This requires schools to have a coherent and comprehensive plan for implementing the Australian Curriculum.

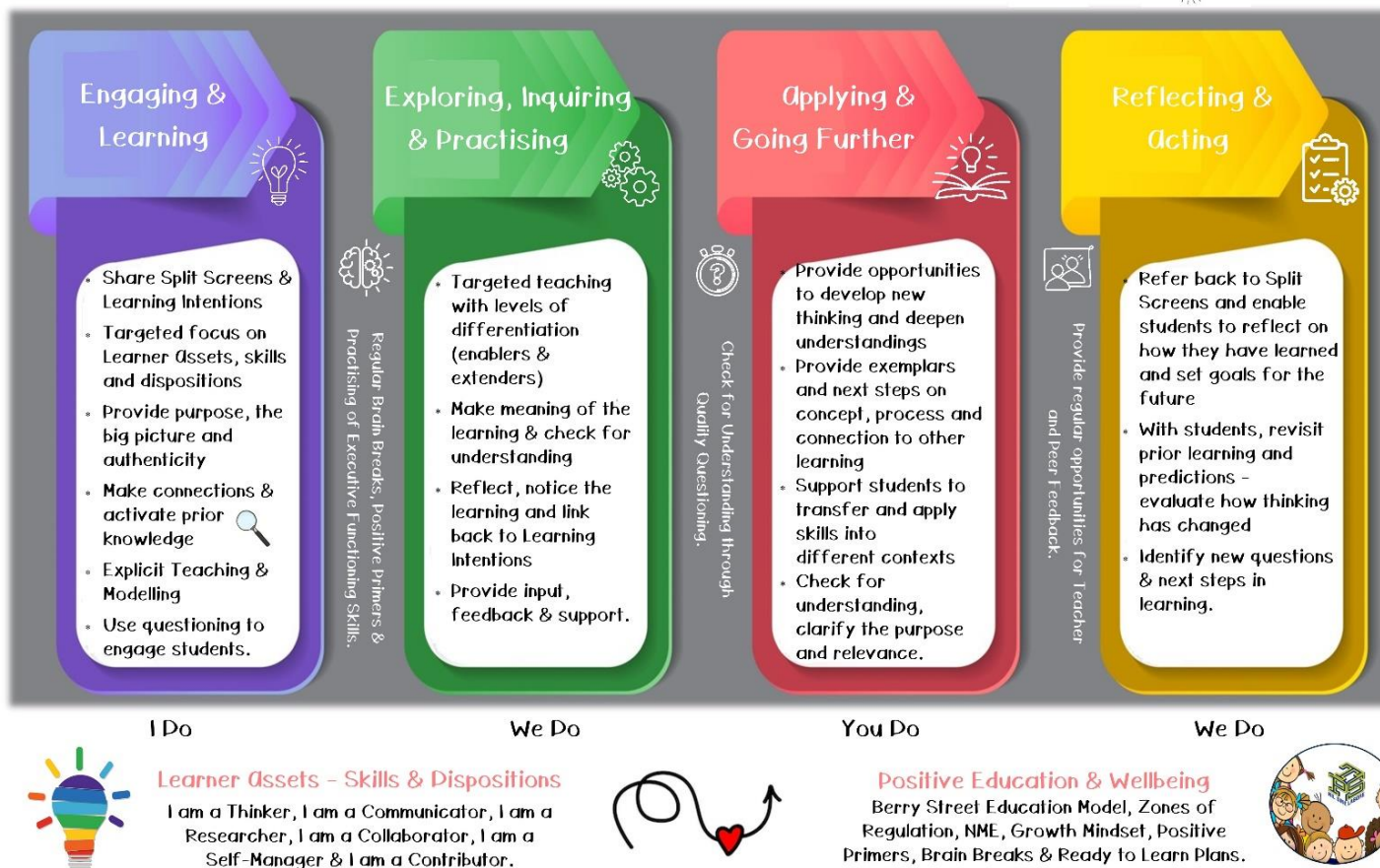
- The Trevallyn Whole School Curriculum and Assessment Map ensures English, Science, and Humanities and Social Sciences (History, Geography and Civics and Citizenship) are delivered and assessed. Each sector of the school collaboratively plans together using student data and evidence of learning to ensure every students' knowledge, skills, learner capabilities and dispositions continue to grow and develop each and every year.
- Trevallyn Primary School utilises the support and resources from Origo Stepping Stones Mathematics. Each year level follows the 12 Module Guide which includes Australian Curriculum Coverage of Number and Algebra, Measurement and Geometry, Statistics and Probability. Each module carefully unpacks the thinking and doing of mathematics (understanding, fluency, problem solving and reasoning), mathematical language, learning targets (goals) and assessment.

### Pedagogy (the science and art of Teaching):

Trevallyn has a strong focus on implementing effective (evidence informed) practices in every classroom so that every student is engaged, challenged and learning successfully. We draw on current research and students' needs to develop our whole school approaches, including DECYP guides to Curriculum, Pedagogy and Assessment.

- At Trevallyn each Sector of the school (Kinder/ Prep, Years 1/2, Years 3/4 and Years 5/6) has a member of the leadership team allocated to support the delivery of effective practices across the school. A focus in staff meetings is on Collaborative Planning using the curriculum maps (at least 3X a term).
- Each sector is meets at least 5X a term in smaller teaching teams called PLTs (Professional Learning Teams) to focus on student learning in the classroom and plan for target lessons to support students, analyse evidence of learning and reflect on practices.
- We align our teaching strategies and learning experiences across the school to meet the needs of all our students with a lens of inclusive classroom practices. Our explicit instructional model has been developed utilising the best evidence (gradual release of responsibility and explicit instruction) and developed with our teaching staff.





## Teaching with Intent

Is our approach to teach reading to writing using best evidence. It is an inclusive approach that supports, and extends students' use of rich language and literature. It is a highly effective approach to teaching language and literature using story telling. It involves a sequence of pedagogical strategies that allow teachers to carefully build students knowledge about text language, reading and writing, transferring decoding, and comprehension to spelling and composing rich language of their own.

In the Early Years students are supported with decoding and spelling through Little Learners Love Literacy and as students progress through the primary years students can access additional support through intervention using MACQLIT.

## Inquiry

As outlined by the DECYP Pedagogical Framework, Trevallyn Primary School explicitly fosters learner agency and collaboration through Inquiry (Kath Murdoch), Positive Psychology and Wellbeing (Berry Street Education Model). Learner Agency is fostered when learners are provided with deliberate opportunities to co-design, co-construct and work together to develop skills, dispositions and voice.

- We are committed to the approaches outlined in the "Power of Inquiry". A big question is developed with the children based on the concept from our Curriculum and Assessment Map. Students actively engage in a Cycle of Inquiry – Tuning In, Finding Out, Sorting Out, Going Further, Reflecting and Acting. There is a display of students learning in every classroom.



# Inquiry Journey Planning Guide



## Phase & Intention

- Establish a worthwhile context and compelling question
- Identify conceptual underpinnings
- Make links with the Curriculum and Assessment Map & AC planning documents
- Identify understanding goals
- Identify key skills and dispositions
- Identify possible indicators of understanding

Resources: TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, AC Achievement Standard Guides, Kath Murdoch - 'The Power of Inquiry' & 'Getting Personal with Inquiry', Framing the Inquiry Initial Planner.

## Typical Teacher and Student Activity

Teachers gather initial student ideas, questions and suggestions. Here, teachers are in the initial design phase, framing up possibilities and clarifying the big picture. They refer to Achievement Standards, TPS Curriculum and Assessment Map, the Inquiry Explicit Instructional model and other elements that inform their teaching.

Students share with the teacher and each other, their views on what the inquiry may entail. Depending on their readiness and on the context of the inquiry, students may sometimes attend or provide advice to planning meetings.

Teachers at this stage are in dialogue about the higher purpose of the inquiry. They need to be able to see the horizon at a conceptual level even if the journey towards it remains unknown.

## Typical Teacher and Student Activity

In this phase of the inquiry, the teacher is essentially tuning in to the students' thinking (as are the students tuning in to their own thinking). The teacher takes a very active role as inquirer, with student thinking being the focus of their inquiry.

Students are typically making their thinking visible in a range of ways, through play and structured tasks. They are producing evidence of their early theories, possibly beginning to ask questions and becoming more aware of how this inquiry links with their lives and what they will be learning more about and learning to do.

Increasingly, students are able to identify and share their ideas. They are aware that their ideas are tentative and are likely to change through the course of the inquiry. Depending on the nature of the inquiry itself, this may be a time when students are challenged with a project or task that they will be working towards or a problem they will be addressing. Importantly, the information the teachers are gathering at this stage helps inform subsequent planning.

## Phase & Intention

- Provoke interest, curiosity, tension or uncertainty
- Gather data about students' existing thinking, knowledge, feeling and understanding
- Help students make connections with the key concept/s
- Provide purpose, the big picture and authenticity
- Build motivation, excitement and engagement through learner agency and tuning in activities

Resources: TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, Understanding by Design document, Kath Murdoch - 'The Power of Inquiry' & 'Getting Personal with Inquiry' and Tuning In Inquiry Planner.



## Phase & Intention

- Gather new information to address the Big Question
- Develop students' required research skills
- Build knowledge of organising and managing the process of finding out
- Build in some shared experiences that will allow students to talk and share their thinking with others
- Stimulate curiosity through new experiences and information
- Build knowledge around how to effectively record information gathered

Resources: TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, Finding Out Inquiry Planner, Kath Murdoch - 'The Power of Inquiry' & 'Getting Personal with Inquiry' and Finding Out Inquiry Planner.

## Typical Teacher and Student Activity

Typically, students at this phase are involved in the process of planning for and researching new information. What they do depends on the manner in which they will be finding out. They may be experimenting, surveying, searching the internet, watching clips, emailing or Skyping experts, asking their parents or others, making phone calls, reading texts, viewing images, listening to podcasts, stories or speakers, examining artworks or working through a trial and error process. They are also recording what they are finding so they can refer back to it when they take their thinking deeper. They may also add to their wonderings or wonder for the first time:

- I think we could/should...
- Maybe we should search for...
- How about we ask...
- I found out...
- Oh, now I know...
- This makes me wonder about...





# Inquiry Journey Planning Guide



## Phase 8 Intention

- **Comprehending – making meaning of the information gathered**
- **Revealing new thinking and deeper understanding**
- **Answering questions**
- **Reviewing/revising early thinking and synthesising**
- **Interpreting the information and communicating with others**

## Typical Teacher and Student Activity

This is a critical phase in the assessment and understanding. In this phase, students are typically analysing and sharing their discoveries. They may use math, art, IT, graphic organisers, language, drama, dance, music etc. to process and respond to the information they have. They are talking, responding, sharing and processing. They are revealing a new and deeper understanding of the concept and noticing patterns and trends. New questions may emerge as a result of this processing of information.

### Verbal Evidence

I used to think...but now I think...  
 I can answer some of my questions  
 I wasn't expecting to find out...  
 I can connect with this...  
 I have learned that... I'm learning how to...  
 This means... I think this means...  
 This tells me that... Now I'm wondering...

**Resources:** TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, Kath Murdoch - 'The Power of Inquiry' & 'Getting Personal with Inquiry' Sorting Out Inquiry Planner.

## Typical Teacher and Student Activity

This phase typically involves teachers releasing more responsibility to students. They may be working on projects/investigations that are more independent and focused on aspects of the inquiry they need to find out more about or have become interested in. Students are also applying some of the skills they have been learning in the shared inquiry to a more personalised context.

I want to find out more about...  
 Why/who/what/where/when/how?  
 Can we/I...?  
 I think I should/could...  
 I'm confused about...  
 I still need to know/do...

## Phase 8 Intention

- **Opportunities for students to pursue questions and interests arising from the journey so far**
- **Learners work more independently on investigations**



**Resources:** TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, Kath Murdoch - 'The Power of Inquiry' & 'Getting Personal with Inquiry' Going Further Inquiry Planner.



## Phase 8 Intention

- **Help students apply their learning to other contexts – to put the learning to use**
- **Enable students to reflect on what and how they have learned and set goals for the future**
- **Assess final understanding and growth in skills**

## Typical Teacher and Student Activity

Typically, students are engaged in tasks that put their learning into action in some way. This action might be individual or collaborative. It might take place at the end of the inquiry or during it. Students are reviewing, revising and reflecting on what and how they have learned. They are involved in tasks that provide some closure to the inquiry but are also mindful that new questions have arisen and further investigation is possible. Importantly, students are sharing their awareness of how they are learning.

**Resources:** TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, Kath Murdoch - 'The Power of Inquiry' & 'Getting Personal with Inquiry' Reflecting and Acting Inquiry Planner.

## Typical Teacher and Student Activity

Using feedback from students, assessments of learning and their own reflections during the journey of inquiry, teachers now pause to review the effectiveness of the whole. The look back over the learning and ask themselves how students' understandings, skills and dispositions have been strengthened and what needs further attention. Reflections on the inquiry are recorded and many will prompt thinking ahead for the next journey of inquiry.

I used to think but now I think...  
 I can use this when...  
 I/we should...  
 I/we have learned to...  
 I have learned more about... Next time I need to  
 I wish I had... I have got better at...

## Phase 8 Intention

- **Review the inquiry to identify strengths and weaknesses**
- **Identify recommendations for future planning**



**Resources:** TPS Curriculum and Assessment Map, TPS Inquiry Explicit Instructional Model, Evaluating Inquiry Planner.



- The learner assets are the dispositions and meta cognitive ways students engage with learning. Each asset comprises not only a set of skills that can be put in use during inquiry but also dispositions and attitudes that lie beneath these skills. The dispositions and skills ultimately help students to become more independent, curious, imaginative and powerful learners aligning with the Australian Curriculum General Capabilities.

### *I am a Thinker*



#### **I AM OPEN MINDED AND CREATIVE**

I can think logically, creatively and reflectively. I think about how I use my thinking and have different strategies for making my thinking visible to others. I am open-minded and know that my thinking can change as I experience new things and listen to others' viewpoints.

### *I am a Self-Manager*



#### **I AM RESILIENT AND REFLECTIVE**

I can learn independently and make wise decisions about my learning and behaviour. I know myself as a learner and can set and work towards personal goals. I can reflect on my learning and challenge myself to improve. I am aware of and can talk about my feelings and how they can affect my behaviour.

### *I am a Collaborator*



#### **I AM EMPATHETIC AND RELIABLE**

I can work with others on shared goals, questions and challenges. I know how to be a productive member of a team and how to take on different roles. I can actively listen and respect other people's ideas and opinions. I am prepared to learn with and from others. I try to consider how others might be thinking and feeling.

### *I am a Communicator*



#### **I AM RESPONSIVE AND RESPECTFUL**

I can confidently communicate ideas in different ways and for different purposes. I think about my audience and modify my communications accordingly. I listen thoughtfully and engage in what others communicate to me. I willingly share my learning. I understand that different contexts can require different ways of communicating.

### *I am a Contributor*



#### **I AM COURAGEOUS AND RESPONSIBLE**

I try to use my learning to make a positive difference to my life and the lives of others. I am aware of the skills, talents and perspectives I have and how I can bring these to a group. I think about how I can be helpful to others both in my local and global contexts and take action where I can. I try to make ethically responsible decisions.

### *I am a Researcher*



#### **I AM CURIOUS AND PERSISTENT**

I know how to ask different kinds of questions in order to find out. 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 the information I gather and I am careful to acknowledge my sources.

## Positive Education and Wellbeing

Children and young people who feel safe, connected and secure are more likely to engage in their learning. A strong sense of wellbeing enables learners to confidently explore, experiment and engage actively in their learning environment to take advantage of new opportunities. Wellbeing means that children and young people feel loved, safe and valued; have access to material basics; have their physical, mental and emotional needs met; are learning and participating; and have a positive sense of culture and identity (DECYP – Wellbeing for Learning).

At Trevallyn Primary School we use the best evidenced approaches to achieve this in our classrooms and through our wellbeing and support team:

## Berry Street Education Model

Berry Street Education Model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement with pedagogical strategies. By focusing on Positive Education at Trevallyn we aim to provide students with deep connections to their learning, school and community.

## Zones of Regulation

The Zones of Regulation provides an easy way to think and talk about how we feel on the inside, all emotions categorised are expected throughout our daily lives. The Zones organise our feelings (emotions), states of alertness, and energy levels into four colours – Blue, Green, Yellow and Red and are displayed in every classroom.

## NME – Neurosequential Model in Education

NME is a way for educators to understand the executive functioning of the brain in a classroom setting. It provides educators with concepts such as stress, memory, and learning in the school/ classroom context. We currently have two NME trainers (Jane Hudson and Renae Martin) on staff.





## OPPORTUNITIES FOR CONNECTING WITH TEACHERS

### Communicating Learning Progress to Parents

Parents are encouraged to take an active interest in their child's/children's education and are welcome to visit the school to discuss their child/children's progress with their teacher at a mutually convenient pre-arranged time.

Term 1	Progress reports are sent home.
Term 2	Written reports are sent home at the end of Term 2. Parent Teacher Interviews and goal setting through "Next Steps".
Term 3	Student Led Conference.
Term 4	Written reports and Evidence of Learning are sent home at the end of Term 4.

Parents will be advised of additional opportunities to meet with their child's teacher to discuss their learning progress.

## SPECIALIST CLASSES

### Music

As part of Music Lessons students will have the opportunity to participate in the below activities.

- Singfest
- Choir
- Esk Band (Year 3-6)

### Physical Education

As part of PE lessons students will have the opportunity to participate in the many activities such as but not limited to:

- Athletics and Swimming Carnivals
- Swimming and Water Safety
- Cross Country

### Digital Technologies

Students participating in Digital Tech have been the opportunity to learn and develop their

- Basic computing skills
- Cyber Safety
- Coding

### Kinder/Prep

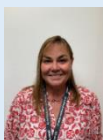
Oral Language – the Arts/ Drama  
Perceptual Motor

## SUPPORT STAFF

If you would like to utilise the support staff's services, please direct any inquiries to your child's classroom teacher.

**English as an Additional Language (EAL)**  
**Allison Knight-Leighton**

Email: [alison.knight@decyp.tas.gov.au](mailto:alison.knight@decyp.tas.gov.au)



**School Health Nurse**  
**Kylie Gibbins**

Email: [kylie.gibbins@decyp.tas.gov.au](mailto:kylie.gibbins@decyp.tas.gov.au)



**School Psychologist**  
**Rebekah Mizzi**

Email: [rebekah.mizzi@decyp.tas.gov.au](mailto:rebekah.mizzi@decyp.tas.gov.au)



**School Social Worker**  
**Dan Wharepouri**

Email: [dan.wharepouri@decyp.tas.gov.au](mailto:dan.wharepouri@decyp.tas.gov.au)



**Speech Pathologist**  
**Sophie Tucker**

Email: [sophie.tucker@decyp.tas.gov.au](mailto:sophie.tucker@decyp.tas.gov.au)

# EXTERNAL COMMUNICATION

## Communication Methods

**For day-to-day operations classroom teachers are the first point of contact.**

### 1 - Email Classroom Teacher

Teachers will endeavour to reply to emails within 1-2 school days

### 2 - Arrange A Meeting

Email your availabilities with the reason for the meeting. Please allow 1-2 school days for a response.

### 3 - General Enquires

Phone: 03 6331 9657 or email

[trevallyn.primary@decyp.tas.gov.au](mailto:trevallyn.primary@decyp.tas.gov.au)

*Schoolzine® is a free App that can be installed onto your mobile or smart devices. Please visit the website below for instructions on how to download the app.*

<b>How Trevallyn Primary School communicates with our community</b>	<b>Facebook</b>	<a href="#">Trevallyn Primary School   Facebook</a>	Upcoming school events including postponements Weekly posts BNT (Break'n News at Trevallyn) Important announcements Photos of events
	<b>Text Message</b>	Text messages sent to mobile phones	Attendance Important announcements Medication reminders
	<b>Schoolzine®</b>	Schoolzine® App <a href="http://www.schoolzine.com.au/">http://www.schoolzine.com.au/</a>	Upcoming school events including postponements. Important announcements TOPICS
	<b>Email</b>	Email messages sent to parents	Important communication Notices/Reminders Class information (including excursions) TOPICS
	<b>Website</b>	<a href="#">Trevallyn Primary School (education.tas.edu.au)</a>	Our school information School calendar TOPICS

**NB:** If you have an urgent message or unexpected appointment, please contact the **front office** to relay to classroom teachers and children. Teachers will not respond to email during class time and may have duty during their breaks.

## Attendance

<b>Explanation of Absence</b> (Order of preference)	Schoolzine Email – <a href="mailto:trevallyn.primary@decyp.tas.gov.au">trevallyn.primary@decyp.tas.gov.au</a> Phone - 03 6331 9657
<b>Late Arrivals/Early Departures</b>	All students arriving late and leaving early must be dropped off and collected from the office by a parent/guardian. Parents/guardians will need to sign in/out students on the Kisok located in the office.
<b>Unexplained Absence</b>	A text message will be sent on the day if an absence is unexplained. If still unexplained a follow up text message will be sent the following week.



## STUDENT DRESS CODE AND UNIFORM

To demonstrate pride and connection all students are required to wear the Trevallyn Primary School uniform. Please connect with the school to seek alternatives if your child has sensory or medical needs.

***Please ensure that all clothing items are clearly labelled.***

### Uniform Shop

The School Association manage the Uniform Shop which operates Wednesdays 8:30am – 9:15am and Fridays 2:30pm – 3:15pm, next to the Multi-Purpose Room, for the sale and purchase of new and second hand uniforms. Orders can be placed via the Qkr! App for collection at either the school office or the Uniform Shop during opening hours. If you are interested in volunteering, please contact the school association via email [tps.uniformshop@outlook.com.au](mailto:tps.uniformshop@outlook.com.au).



### Kindergarten Uniform

For Kindergarten children the sports uniform is worn every day.

#### Summer

- Royal blue rugby knit sport shorts.
- Gold polo shirt with TPS logo.
- Royal blue windcheater with gold logo or royal blue and gold rugby jumper.

#### Winter

- Royal blue track pants (straight or zip leg) with double gold stripe down outside of leg.



### Prep to Year 6 Uniform

#### Summer

- Summer dress in Trevallyn fabric.
- Short-sleeved light blue shirt. Navy blue shorts. Navy blue socks. Black shoes.
- Short-sleeved light blue shirt. Grey shorts. Grey socks. Black plain enclosed shoes.
- Either navy windcheater with Trevallyn Primary School logo, navy blue polo fleece vest or jumper

#### Winter

- Tunic in Trevallyn fabric check with pleated skirt and detachable bib. Long-sleeved blue blouse with "Peter Pan" collar. Navy stockings/socks.
- Navy trousers. Black shoes.
- Long-sleeved blue shirt. Long grey trousers. Grey socks. black plain enclosed shoes.
- Either navy windcheater with Trevallyn Primary School logo, navy blue polo fleece vest or jumper.





## Sports Uniform

- Royal blue sports skirt with sport briefs, royal blue long rugby knit jumper, sport shorts or skirt.
- Royal blue sport shorts, rugby knit material.
- Gold polo shirt with TPS logo. Royal blue windcheater with gold logo or royal blue and gold rugby jumper.
- Royal blue pants (straight or zip leg) with double gold stripe down outside of leg. Socks—plain white or black sports socks.
- Tracksuits - consisting of track pants and jacket.



# GENERAL INFORMATION

## A-Z

- Absences/attendance
- Absent Staff
- Allergy Aware School
- Assembly
- Awards
- Behaviour management
- Bus information
- Canteen
- Carpark
- Chess
- Communicable diseases
- Coronavirus
- Crossing Gorge Road
- Drop off Zone
- Esk Band
- Excursions
- First aid
- Food
- Fundraising
- Headlice
- Kitchen Garden
- Launching into Learning
- Levies
- Library
- Lost Property
- Medication
- Mobile Phones and smart watches
- Newsletter (TOPICS)
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- Personal items
- Pets
- Photos
- Policies
- Safeguarding
- School Association
- School Events (by terms)
- Student Details
- Sun Safe
- Validation Permission forms
- Volunteering

## A

### **Absence and Attendance**

The Education Act (2013) requires that a parent of a school child must ensure that the child attends school each day. If your child will not be attending school, arriving late or departing early you are required to notify us with a reason. You can do this by using Schoolzine®, emailing [trevallyn.primary@decyp.tas.gov.au](mailto:trevallyn.primary@decyp.tas.gov.au) or phoning the school office on 6331 9657 before 9.00am.



**Family holidays** - We encourage families to organise any family holidays during the school holiday period to limit the potential disruptions to students learning during school terms.

## Absent Staff

There will be times when teachers and other staff are absent from school (sickness or professional learning), when this happens the school makes arrangements for a relief teacher. Unfortunately, there are instances where we may be unable to secure relief, in this situation classes will be split. If a teacher will be absent for a long period, such as long service leave a letter will be sent home with students in that class.

## Allergy Aware School

If there are students in your child's class with specific food allergies, you will be notified prior to starting school. We have a number of students who are anaphylactic to nuts and for this reason we request that nut products such as peanut butter and muesli bars containing nuts are **NOT** brought to school.

## Assembly

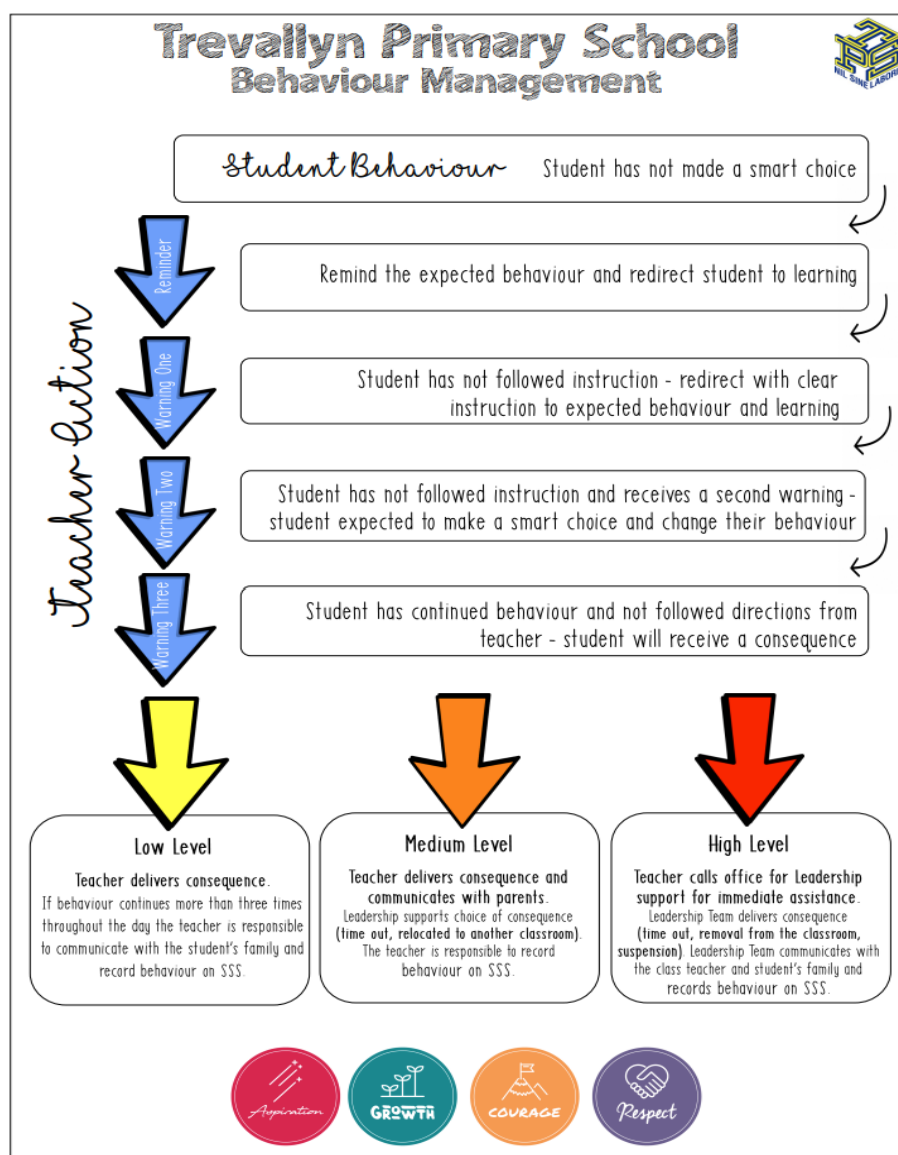
Teachers will contact parents directly with an invitation to attend. Parents and guardians are required to sign in at the multi-purpose room and put on a visitor sticker. Parent and guardians are asked to not film or take photos during the assembly, not all children have permission. If you wish to collect your child during assembly, please notify the office before 1pm. In 2025 assemblies will be open to parents of the class presenting assembly (class teachers will contact directly).

## Awards

School Values awards are presented to students during assemblies. The recipients of these awards reflect the students' ability to demonstrate one or more of the school's values, connection, courage, growth, respect, and responsibility. Class teachers will contact families to inform them their child is receiving an award.

## B Behaviour Management

Trevallyn Primary School is focused on approaching all interactions through positive psychology and strengths-based education. We follow the Behaviour Policy developed by Department of Education, Children and Young People through the lens of our Wellbeing Framework and work with Berry Street Educational Model.



# Trevallyn Primary School

## Behaviour Management



### EXPECTED BEHAVIOURS

Respect of self, teachers, students and our school  
 Setting high expectations  
 Responsible, honest, inclusive and kind  
 Following teacher's directions and making positive choices



### CONSEQUENCES/OUTCOMES

Self-recognition  
 You Have Been Noticed Cards  
 Assembly Certificates  
 Positive learning experiences

### LOW LEVEL NEGATIVE BEHAVIOURS

Not following teacher instruction  
 Disrupting others in the classroom  
 Not participating in learning  
 Excluding others or playing unfairly



### CONSEQUENCES/OUTCOMES

Relocated to another classroom  
 Walk and reflect with a duty teacher  
 Restore and repair

### MEDIUM LEVEL NEGATIVE BEHAVIOURS

Defiance - not following teacher instruction  
 Explicit or intentional putdown of others  
 Swearing (with intent)  
 Continual disruption in the classroom  
 Destruction of school or students' property



### CONSEQUENCES/OUTCOMES

Removal from class by LT  
 Parents contacted  
 Time Out at lunch  
 Restore and repair

### HIGH LEVEL NEGATIVE BEHAVIOURS

Physical abuse or violence towards others  
 Verbal abuse  
 Consistence teasing or putdowns or another  
 Unsafe or dangerous behaviour  
 Stealing



### CONSEQUENCES/OUTCOMES

Removal from class by LT  
 Parents Contacted  
 Time Out, Internal or External Suspension  
 Re-entry, restore and repair



## Bus information

For information on buses that students can catch to school you will need to refer to the Metro website: <http://www.metrotas.com.au/timetables/launceston>

## C

### Canteen

Days of operation are Wednesday, Thursday and Friday. Lunches are available from the canteen. Lunch orders can either be placed via the QKR app, as per the instructions enclosed. Orders must be in by 9:00am the day the order is required. For orders placed on the QKR app please ensure the correct day is selected. Lunches are delivered to classrooms by students. We provide healthy food for children. The canteen operates with a manager and parent volunteers.

### Carpark

We ask families not to walk through the staff car park. Parents who hold an ACROD permit can access short term parking in the staff carpark.

### Chess

Chess Club is open to students from Grades 3-6 from Term 1. Groups are coached by Tasmanian Champion Carl Gorka during lunch breaks and students are invited to participate in inter-school tournaments throughout the year. Students will be given the opportunity to join the chess club at the beginning of each term.

### Communicable Diseases

Students who are unwell are required to stay home. Parents are encouraged to notify the school immediately if a child contracts an infectious illness. Depending on the illness there may be exclusion period. Please follow the link for DECYP guidelines [Infectious diseases and your child - Department for Education, Children and Young People \(decyp.tas.gov.au\)](https://www.decyp.tas.gov.au/infectious-diseases-and-your-child)

[Communicable Diseases – Specified List \(sharepoint.com\)](#)

### Coronavirus

We strongly encourage students with cold and flu symptoms to stay home. If a student tests positive for COVID they are able to come to school, however they need to be symptom free. If a student has a family member in the same household that tests positive again students are able to attend school but need to be symptom free.

### Crossing Gorge Road

Crossing of Gorge Road should only happen at the crossing, the school crossing is manned by a Crossing Guard, to assist children and families crossing the road.

## D

### Drop off Zone

No Parking Sign –



Students should exit their car in a timely manner and only onto the nature strip, not the roadside. *Parents/Carers assisting with their child's car exit, accessing the boot and requiring hugs and farewells should not stop in the drop off zone.* Parking at the Cricket Club, along other sections of Gorge Road and the Bowls Club are the options for these families.

If your car has a parking permit for people with disabilities, you can stop for up to five minutes.



Transport Officers visit regularly to help with safety on Gorge Road and monitor the Drop Off Zone which operates from 2:30-3:30pm with a 2-minute parking timeframe, issuing on the spot fines for non-compliance. Those arriving before children are dismissed cannot sit and wait for an extended period of time. Adhering to these regulations will allow classes on buses returning from excursions to park and safely disembark from 2:30pm onwards.

If a bus returning from an excursions is late and will arrive after 3:00pm the drop off zone will be blocked off to ensure the bus has a safe place to stop for students to exit safely.

## E

### **Esk Band**

Students in Grades 4-6 have the opportunity to learn to play an instrument in the Esk Band program. Interested students can enroll via a form from the School Office. There is a small cost to this program and instrument hire is additional. Students participate during class time and share their progress in an end of year concert.

### **Excursions**

Teachers may ask for parent volunteers for excursions and the parents who would like to attend are required to sign in at the office, collect a vest and carry their Working with Vulnerable People Card on them at all times. All volunteers are required to complete the Mandatory Reporting Training prior to volunteering.

## F

### **First Aid**

The school has accredited First Aid Officers who will provide first aid to students. Parents will be contacted by the school if the injury or illness is deemed to be of a serious nature and require parent contribution. If any minor injuries occur and are deemed to not need parent consultation by our First Aid Officers students will be sent home with a note advising first aid was performed. All students with injuries relating to head bumps will be communicated via sms or phone.

### **Food**

Students have a fruit break (snack attack) and we encourage families to pack a piece of fruit for students to have during this time. Recess is at 11:00am until 11:30am and Lunch is at 12:50pm till 1:00pm for eating and 1:00 till 1:40pm for play. We strongly encourage families to pack a healthy lunch for students

### **Fundraising**

The school participates in fundraising opportunities for charities and the School Association will organise fundraisers for the school.

Examples of fundraisers the school organises are the Mother's Day and Father's Day stalls, Book Swap, Sports Colours Day and The Be Brave and Shave. Communication is generally via Topics, Facebook and Schoolzine®.

## H

### **Headlice**

If a student has headlice, parents are required to treat their hair immediately and continue the treatment plan as per the instructions listed on the headlice treatment packaging. Parents are required to notify the office that their child has headlice and teachers will then send home possible exposure letters to families in their class.

## K

### **Kitchen Garden**

Our Kitchen Garden program has a long history of promoting wellbeing and connection to land. Over the years our Grade 4 students have participated in planting, growing and harvesting produce that is then prepared, cooked and shared. The garden has undergone an amazing transformation in 2024 in partnership with our School Association and our wonderful parent volunteers. We are working together to build our Kitchen Garden program in 2025 to provide further opportunities for our students.

## L

### **Launching into Learning Sessions**

Parent/child sessions are available for children who are under school age, from birth to four years. These usually commence early in Term 1, on a day to be advised by Topics. Children will need a hat, a small snack and a drink.

*Please advise the main office via email [trevallyn.primary@decyp.tas.gov.au](mailto:trevallyn.primary@decyp.tas.gov.au) if you are interested in enrolling in these sessions.*

### **Levies**

Levies are payable via BPay, at Service Tasmania or at the school. Please see your invoice for further payment details. Please contact the school office on 6331 9657 if you wish to pay by instalments.

### **Library**

The school has a well-resourced Library and students from Kindergarten to Year 6 all visit the Library once per week. Parents will be advised of their child's day at the start of the school year.

### **Lost Property**

The lost property box is located in the office next to the student entrance under the window. We strongly encourage families to clearly label all items so they can be returned to students.

## M

### **Medication**

If your child requires prescribed medication during school hours a parent/carer is required to provide a completed and signed Authorisation for Administration of Student Medication Form B. Forms must be signed by a doctor, pharmacist, or practice nurse.

If your child requires non-prescribed medication (e.g. paracetamol, Telfast) during school hours a parent/carer is required to complete and sign the Authorisation for Administration of Student Medication Form A.

If your child has asthma, serious medical conditions (e.g. Diabetes, Epilepsy) or allergies (e.g. anaphylaxis) we require parents/carers to complete the appropriate medical action plan and provide a copy to the office.

**All medication must be in date, in the original packaging, and must have the Medical Practitioner instructions for administration on the packaging.**

### **Mobile Phones and Smart Watches**

Students who bring a mobile phone to school are required to sign them in at the office in the morning before the start of school. Students can collect their phone. If students wear a smartwatch they must be switched to school mode. If the smartwatch is utilised by a student for anything other than telling time, the student will be asked to sign in at the office.

## N

### Newsletter (TOPICS)

The school newsletter *TOPICS*, contains important school information and events. TOPICS will be emailed to parents and is also available on our website and on Schoolzine®.

## O

### Occupational Health and Safety

OH&S is the responsibility of all members within the school community. Please ensure when you have your child/ren in your care they are behaving in a safe manner. If you come across something in the school that is unsafe, please notify the office.

## P

### Personal Items

Students must leave any personal belongings (i.e. Toys) or valuable items at home.

### Pets

Despite their size or how cute they are, pets should be left at home. Animals can cause hygiene and allergy concerns. Schools are not a safe environment for animals and we do not want to cause undue stress, therefore we ask all pets stay at home.



### Photos

When completing an enrolment or validation forms, parents are required to complete a form allowing a student's image to be printed outside the school community. For this reason, we request parents do not take photos of other children. We will provide opportunities for you to capture special occasions with your child/ren. We also encourage you to capture special days at home prior to events.

### Policies

Trevallyn Primary School has a number of policies in place these can be accessed on our school website.

## S

### Safeguarding

**Safeguarding children and young people is everyone's responsibility.** All children and young people have the right to an education, to be heard, and to be kept safe from harm. Their wellbeing is our highest priority. If you would like to volunteer in our school either in the canteen, the classroom, at carnivals, School Association events or on excursions The Department of Children and Young People require you to complete a quick Safeguarding Children training module. You can either click on the link or scan the QR code, you will just need to create a new account before you begin the process. The school will receive notification once you have completed this course to help keep our young people safe. <https://decyp-safeguarding.mygo1.com/signup/email>





## School Association

The School Association (TPSSA) includes parents, carers, school staff, students as well as passionate local Trevallyn community members. The committee is elected at the AGM in March each year and meets at 6:30pm on the fourth Thursday of every month in the staff room, all TPSSA members are welcome to attend.

## School Events

Through the school year Trevallyn Primary School students have the opportunity to participate in range of different school events for students. Additional events include; Harmony Day, NAIDOC Week, The Great Australian Bookswap, Science Week, Maths Relay.

- |        |                                                                                                                                                                                                                                  |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1 | <ul style="list-style-type: none"><li>- Esk Band Teacher Demonstration</li><li>- Year 3 - 6 Athletics Carnival</li><li>- LSSSA Athletics Carnival</li><li>- State Athletics Carnival</li><li>- Brixhibition</li></ul>            |
| Term 2 | <ul style="list-style-type: none"><li>- Prep – Year 6 Cross Country</li><li>- All Schools Cross Country</li></ul>                                                                                                                |
| Term 3 | <ul style="list-style-type: none"><li>- Swimming and Water Safety Program</li><li>- North vs South Sports Exchange</li><li>- North vs Northwest Sports exchange</li><li>- Book week</li><li>- Singfest</li></ul>                 |
| Term 4 | <ul style="list-style-type: none"><li>- Girls Gala Day</li><li>- Be Brave and Shave</li><li>- Year 3-6 Swimming Carnival</li><li>- LSSSA Swimming Carnival</li><li>- Dance Fever</li><li>- Triathlon Schools Challenge</li></ul> |

## Student Details

Student details are entered into the Department of Education, Children and Young People database upon enrolment. Please advise the school immediately if any family circumstances change, as we may need to contact you in an emergency.

Information on the database will also be updated annually via the Validation Form that is sent home at the beginning of the year; please complete and list all emergency contacts.

## Sun Safe

All children attending Trevallyn Primary School are required to wear a school sunsafe hat in Terms 1 and 4.



## Validation and Permission Forms

At the beginning of each school year students will bring home validation and permission forms for completion. These forms need to be checked to ensure the information is current and any changes should be noted on the forms before returning to the school office.

## Volunteering

All Parents/Carers/Guardians/Volunteers wanting to be involved in an Excursion/Parent Help etc are required to hold a current **Working with Vulnerable People Card**. As part of our commitment to Safeguarding Children, we provide parent volunteering workshops, for the most up to date information about volunteering in schools. If you are attending an Excursion/Parent Help etc you must always carry your card and sign in/out at the office. Please contact the school office for more information.



## TREVALLYN PRIMARY SCHOOL CONTACT DETAILS

55 Gorge Road

Trevallyn Tas 7250

Phone 03 6331 9657

Email [trevallyn.primary@decyp.tas.gov.au](mailto:trevallyn.primary@decyp.tas.gov.au)

Web <https://trevallynprimary.education.tas.edu.au/>

