



STRIVING FOR EXCELLENCE

# Parent Information Handbook

## Prep to Year 6

# Welcome to Chapel Hill State School

Your child is about to begin an exciting and important part of life. We welcome your child and assure you that we will be focussed on providing a happy and successful school life.

At Chapel Hill State School we pride ourselves on our traditional values and a progressive approach to making the most of every educational opportunity. Our staff are committed to providing positive and productive programs for the children and actively support all students to be active citizens in a learning society.

We endeavour to assist each child to develop to his or her full potential in all areas. We offer a balanced program of academic, social, physical and cultural activities. Our aim is to guide the all-round development of young people to enable them to contribute positively to society and attain their potential. We believe that quality primary education is fundamental in preparing children, not only for secondary education, but also for their future.

Set in a picturesque bush setting, away from the noise and congestion of passing traffic, our school has grown to optimal student numbers, providing a quality education for our Prep to Year 6 students.

Our programs unashamedly focus on the importance of well-developed literacy, numeracy and thinking skills, which we believe are essential for lifelong learning. Our school is very well resourced with the latest materials, equipment and technology. A wide range of specialised services are provided within the school, including Physical Education, Music, Extension Programs, Learning Support, Library, Instrumental Music, Guidance Services, Speech Therapy, English as a Second Language and LOTE (Language other than English i.e. German).

We appreciate that each child is an individual who exhibits personal behaviour patterns, different learning styles and unique physical development. The staff endeavours to cater for these differences when planning learning experiences and are committed to providing challenging environments where each child is encouraged to reach their full potential both emotionally, academically and physically.

Stewart Jones  
Principal

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# Part 1: Introduction to Chapel Hill

## 1.1 Achievement for the 21<sup>st</sup> Century

We implement the Queensland Common Curriculum in conjunction with the Australian Curriculum for the compulsory years of schooling. In this curriculum there are eight key learning areas - Mathematics, English, Science, History/Geography, The Arts, Technology, Health and Physical Education (HPE) and Language other than English (Our LOTE language is German).

We aim to engage all children by making the curriculum focus contemporary and relevant. We promote interactive learning and teaching to encourage deep understanding and we value an inquiry and problem-solving approach which encourages curiosity, critical thinking and motivates the learner.

Our school strongly focuses on the importance of well-developed literacy and numeracy skills. We believe that these are vital foundations for learning.

We are proud of our students' results in NAPLAN (National Assessment Program - Literacy & Numeracy). In both literacy and numeracy our students consistently achieve above the State average. The achievements of many of our students are also recognised in local and national scholastic competitions. Each year a significant number of our students compete in challenging competitions and routinely achieve at the very highest levels.

One of our roles is to assist children to identify their strengths and weaknesses and to learn skills for lifelong learning. This is achieved by providing a range of options within and beyond the classroom and core curriculum programs.

## 1.2 School Values and Purpose

At Chapel Hill State School, we actively promote three key values. The values are listed below and promoted across the entire school.

### Our Values

- *RESPECT self*
- *RESPECT others*
- *RESPECT the environment*

These three values of Respect are taught to students through a number of routines that help explain and expand their meaning.

We help promote our values by having a Whole School Anti-Bullying Policy and a Student Responsible Behaviour Plan. **There are no circumstances when bullying is acceptable at our school** and we are proud of our proactive programs that ensure that Chapel Hill is a safe and happy environment for all members.

### Our Purpose

To develop successful, creative and confident learners who interact with respect as tolerant global citizens.

## 1.3. Transitions

We maintain close connections with our local early childhood centres and secondary schools so that the transition to new schools is as smooth as possible.

## **Preparing for Prep**

Our 'Transition to Prep' program includes a range of activities, events and initiatives. Early in Term 3, an Information Session for parents of pre-prep aged children provides a general introduction to CHSS, our Prep Team and our approach to teaching and learning in the early years. During Term 4, kindergarten visits, story time afternoons and a comprehensive orientation program help bridge the gap between kindergarten and school and ensures a successful start for each child.

## **Preparing for Secondary School**

Preparing for Secondary School: Year 6 students have scheduled visits to the school of their choice for Year 7 and secondary school staff visit our school to get a good understanding of the strengths and particular needs of our students before they arrive on their doorsteps. Chapel Hill State School can organise additional transition visits to the high school of choice in order to assist with the individuals support needs.

## **1.4 Daily School Routines**

Chapel Hill State School operates in the following way:

- The first bell is rung at 8.45am.
- The morning session is from 9 to 11am.
- The play break is from 11 to 11.30am
- The morning eating break is from 11.30 to 11.45am
- The middle session is from 11.45 to 1.20pm.
- The afternoon play break is from 1.20 to 1.50pm
- The afternoon lunch break is from 1.50 to 2.00pm.
- The afternoon session is from 2.00 to 3pm.

At morning and afternoon breaks, the students have supervised play time and then move to their seated eating areas for 15 minutes and 10 minutes respectively. There is no play during these eating times.

### **At the beginning of the school day**

The school day commences at 8.45am. Students who are not in before school care and arrive after 8.00am are requested to sit in the top covered area (Years 3-6) and bottom covered area (Prep to 2). Out of School Hours Care is available on campus for students who arrive at school before the starting time as a fee for service. Any student who arrives late to school should report directly to the office, with a written, verbal or electronic explanation from a parent or carer. For further details see section 12.4.

### **At the end of the school day**

There are a number of suitable collection points for meeting students at the end of the day. If you are collecting your child by car, you may access the turning circle at the top of the main driveway. This area provides a safe waiting area for our students. A 'STOP, DROP & GO' / 'STOP, PICK-UP, GO' policy applies and drivers are not to leave their vehicle (Refer 'Parking' below). Please note that the Turning Circle is closed between 8.00 to 8.45am Monday to Friday in accordance with Chapel Hill State School's Traffic Management Plan.

If you are unable to collect your child on time, please notify the school office by 2:30pm., so that a message can be conveyed to your child before the end of the day.

Parents/caregivers wishing to collect students during school hours should advise the class teacher beforehand where possible, and then collect their child at the agreed time from the school office.

## PARKING

Parents are asked to obey the signs placed in the grounds as well as in the streets adjoining the school grounds. The Turning Circle and access road up the driveway off Ironbark Road is a STOP DROP GO area. The top of the Turning Circle and the top of Tinbeerwah Place are strictly NO PARKING areas and are pick-up and drop-off zones only. The flow of the traffic is affected if this instruction is not followed. This is for the protection/safety of all children, parents, school staff and visitors.

### 1.5 2021 Term Dates

Term 1: Wednesday 27 January – Thursday 01 April

Term 2: Monday 19 April - Friday 25 June

Term 3: Monday 12 July - Friday 17 September

Term 4: Tuesday 05 October - Friday 10 December

## Part 2: Communication

### 2.1 School Contact Information

**Postal Address:**

Chapel Hill State School  
P.O. Box 533  
Chapel Hill QLD 4069

**Street Address:**

20 Ironbark Road  
Chapel Hill QLD 4069

**Telephone:** (07) 3871 4888

**Fax:** (07) 3871 4800

**Email:** [the.admin@chapelhillss.eq.edu.au](mailto:the.admin@chapelhillss.eq.edu.au) **Web Address:** [www.chapelhillss.eq.edu.au](http://www.chapelhillss.eq.edu.au)

### 2.2 Fortnightly School Newsletters and Updates

Our school newsletter is emailed to families fortnightly on the Thursday of 'even' numbered weeks during the school term. It is also available on the school website. It contains news of student achievements, information about current school activities, schedules of meetings and reflections from the Principal and members of the school administration. The Fortnightly Update is delivered on 'odd' numbered weeks and provides a brief overview of the upcoming fortnight.

### 2.3 Class Parent Representatives (CPR)

Each class requires at least one Class Parent Representative for the year. The CPR is a class co-ordinator whose job is to be a friendly face for their class as well as the person who can help parents with any queries. They will communicate information to the class parents regarding opportunities to be involved around the school, e.g. P&C Committees, fundraising, working bees, fete and tuckshop. They will also arrange social activities for the class and/or parents outside of school, e.g. park plays,

coffee mornings, and evening drinks/dinner. They are supported in their role by the P&C, the CPR facilitator and the School Leadership Team.

## 2.4 School Assembly

School Assembly is held in the school hall each Monday from 12.50 to 1.20pm. During odd numbered weeks there is a Prep to 2 Assembly, while in even numbered weeks there is a Years 3 to 6 Assembly. Usually each term there is also a Prep to 6 Assembly. It provides an opportunity to communicate important matters from the Principal and other members of our school community, and celebrate the academic, sporting and cultural achievements of our students. Parents are always welcome to attend.

## 2.5 Parent-Teacher Partnerships

Fostering a partnership between the home and the school is important in achieving the best possible education for your child. A productive partnership is enhanced through good communication and mutual support. We value parents' interest in their children's progress and welcome discussions regarding the academic and social-emotional well-being of our students. Teachers are available throughout the year for informal meetings arranged at times suitable to both parents and teachers. Please contact the school to arrange a mutually convenient time to discuss any concerns that might arise. A partnership between the home and the school is a key priority.

Note that teachers attend a Staff/Year Level Meeting every Monday afternoon and are not available for appointments at this time. Our teachers also have other after-school meetings at various times throughout the week. To avoid disappointment, please schedule a meeting.

## 2.6 Parent Information Evenings

At the beginning of the school year parents are invited to an information session to meet their child's teacher. These evenings usually occur in Week 2 (Years P-2) and Week 3 (Years 3-6) and provide information on class organisation, classroom operations and expectations, curriculum content, assessment, homework, camps and excursions. Parent involvement and support is appreciated.

# Part 3: Curriculum

## 3.1 The Australian Curriculum and Queensland Studies Authority

The school curriculum aligns with the eight Key Learning Areas as set down by the Australian Curriculum. The following link provides further information on content and standards to be reached by end of each year. [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/)

Principles of Effective Learning and Teaching underpin the educational programs from Prep through to Year 6. Programs in Social & Emotional Well-Being and Management of Behaviour are integrated into teaching strategies. A pride in self, family and school and a commitment to good manners, self-discipline and cooperation highlight the personal growth of each child.

## 3.2 CHSS Curriculum Overviews

CHSS Curriculum Overviews are posted on the school website at the commencement of each semester. These provide a snapshot of the content to be covered in each of the key learning areas, briefly outlining focus areas of study and assessments. [www.chapelhillss.eq.edu.au/curriculum](http://www.chapelhillss.eq.edu.au/curriculum)

## 3.3 Assessment and Reporting

Assessment at CHSS is both continuous and purposeful and is used for diagnosis and reporting. The school issues reports twice a year, prior to the June and December vacation periods. Formal parent interviews are offered at the end of Term 1 and Term 3 and provide an opportunity to affirm a

child's progress or to flag an issue to be addressed. Details of assessment are outlined on [www.chapelhillss.eq.edu.au/curriculum](http://www.chapelhillss.eq.edu.au/curriculum)

### 3.4 Homework Guidelines

The aim of homework is to consolidate and revise what is learnt in class and to establish effective study routines. Each class teacher will explain expectations at the beginning of the school year. If you have any concerns or queries, please discuss these with your child's teacher.

Our approach to setting homework takes into account the other commitments students have, as well as acknowledging the amount that is appropriate to particular phases of learning. It is reasonable to expect that the following time be allocated to homework:

- Preparatory Year: no formal homework is set in the Prep Year. From Term 2, children will engage in a 'Home Reading' Program.
- Years 1, 2, 3: up to one hour each week.
- Years 4 and 5: up to 2-3 hours each week.
- Years 6: up to 3-4 hours each week

### 3.5 Specialist Teachers

#### **Head of Program – Teaching & Learning**

The Head of Program liaises with teachers and the administration to plan, coordinate and facilitate the provision of continual professional learning for teachers and support staff; and to support teachers in delivering an engaging, challenging curriculum for all students within the policy expectations of Education Queensland.

#### **Classroom Music Teacher**

Our Music Teacher provides lessons for all classes, at least once per week and more often in the lower year levels. The Music Program focuses on the development of musical skills and knowledge, and an appreciation of music.

#### **Instrumental Music Teachers**

Students are given the opportunity to learn to play a variety of musical instruments. Visiting Instrumental Music Teachers conduct small group lessons on a weekly basis. Offers to participate in the instrumental music program are issued at the end of Year 2 (string instruments) and Year 3 (woodwind, brass and percussion instruments).

The program provides opportunities to many students and is highly acclaimed. All students who take part in the program are required to pay a small fee each Semester to cover various aspects of the program.

Instrumental music students are expected to join one of our music ensemble groups. Concert Bands and String Ensembles practice each week and perform at school and community functions.

#### **Health and Physical Education Teacher (HPE)**

All students participate in the HPE Program with our specialist PE teacher. The program aims to maximise participation in physical activities, develop fitness, increase skills, and encourage good sportsmanship and teamwork. In Term 4, swimming lessons are held once a week for students in Years 1 to 6.

#### **LOTE Teacher (Languages Other Than English)**

A specialist LOTE teacher provides instruction in German to students in Years 5 and 6.

## **Teacher - Librarian**

Our Teacher Librarian works co-operatively with class teachers to develop information retrieval skills and promote a knowledge and love of literature. In conjunction with library lessons the students also have access to the Computer Lab to develop and practise their ICT skills and knowledge.

## **Learning Enhancement Teachers (LET)**

The LET act in a collaborative capacity with classroom teachers to develop and implement education programs that will enhance learning outcomes for all students. LET's also liaise with professional external providers to best support the differentiation needed for each individual student.

## **IGNITE Teacher (Extension Program)**

The Head of Curriculum and the IGNITE Teacher assist class teachers to meet the specific needs of students requiring extension.

## **3.6 IGNITE Program – Sparking a Passion for Learning**

Research into successful leaders has shown that many attribute their success to people that took an interest in them and gave them the spark that IGNITED their curiosity. They were motivated to take a path that would be fulfilling and rewarding. The goal of our IGNITE program is to do just that, to spark interest and passion among our students.

Our school community places a high value on student engagement and student improvement. This growth is directed to social and emotional development as much as it is directed at student academic development. We see our students as having the potential to be future leaders in their chosen fields. We see that the IGNITE program can play a key role in sparking the interest and passion that makes this possible.

### **What is IGNITE?**

The IGNITE program is in reality an eclectic group of sub-programs that is designed with the idea of allowing every student the chance to experience the excitement or 'sparks' that could see an interest develop into a passion. It is through this passion that we learn the values of perseverance by understanding the key message that through practice and focus we gain improvement. Transference of these skills back into core classwork is an important component for building student improvement.

Igniting student interest in broader or deeper learning opportunities is a key priority of CHSS. The school has highly capable students with a genuine thirst for academic and personal development.

The IGNITE program is designed to allow students to:

- Develop skills and knowledge in a specific field that is either broader than, or separate to, the school's core curriculum
- Maintain an excitement in school and schooling
- Foster a school climate that accepts and supports academic pursuits
- Develop positive social groups based around the additional programs that are provided
- Experience success and recognition of success in a school-related program. This is particularly important for those who struggle to show success in the core curriculum.

## Part 4: Education Support Services

### Catering for Individual Needs

We are proud of the caring nature of our school community and the difference that our successful programs make in addressing the needs of children. The class teachers together with the Learning Enhancement Teachers, Teaching Assistants and the Student Support Services Committee are responsible for identifying and catering for children with special needs by developing Individual Curriculum Plans, Personal Progress Plans and Learning Support Programs/Interventions.

#### 4.1 Head of Curriculum – Learning Enhancement

The Head of Curriculum – Student Support Services (SSS) leads the SSS Team to ensure quality support for identified students by closely tracking and refining programs of support for students. They will act as a support for classroom teachers with delivering differentiated teaching and learning of students.

#### 4.2 Learning Enhancement Teachers (LET)

The LET act in a collaborative capacity with classroom teachers to develop and implement education programs that will enhance learning outcomes for all students.

#### 4.3 Guidance Officer

A Guidance Officer from Education Queensland visits the school once per week, to assist in identifying student needs and to make recommendations regarding intervention processes. Arrangements to see the Guidance Officer are made in consultation with parents and with parental approval. Referral to the Guidance Officer should be regarded as accessing a valuable and additional resource to assist your child. Initial enquiries regarding the Guidance Officer should be made through classroom teachers.

#### 4.4 Advisory Visiting Teachers

The school has access to a number of specialist advisory visiting teachers who can provide guidance and support for students, teachers and parents in meeting the needs of students diagnosed with a specific disability.

#### 4.5 Speech-Language Pathologist

The school has access to a speech therapist through the Student Support Services Committee. When a student requires the services of the Speech Therapist, parents/caregivers will be contacted.

## Part 5: Extra Curricular Activities

### 5.1 Sport

Special sporting events are held throughout the year and parents are encouraged to join us to cheer on the athletes. Events are as follows:

- Cross Country: (Years Prep to 6) – Term 1
- Athletics Day: Juniors (Years Prep to 3) and Seniors (Years 4 to 6) – Term 2
- Swimming Carnival: (Years 3 to 6) – Term 4

These events are designed to maximise fun, participation and enjoyment.

Competition in sporting events is encouraged through a house system. The Sporting Houses and colours are:

- **BREDDIN:** GREEN
- **PATTERSON:** YELLOW
- **RUSSELL:** BLUE

### **Inter-School Competition**

All Year 5 and 6 students participate in a wide variety of Interschool Sports over a five week period commencing in Term 1, 2, 3 and 4. Netball, Softball, Baseball, Australian Rules, Swimming, Touch, Flag Tag, Soccer, cricket and basketball are examples of the sports that may be offered. Teams travel to various venues to take part in matches. In some sports the school will provide equipment and any specialised uniforms that are required. Adherence to the School's Student Code of Conduct is required at all times.

Once students reach the age of 10 they may be eligible to trial for District Sporting Teams. Further information regarding when trials are on will be communicated to the students via the Health and Physical Education Teacher.

## **5.2 Excursions & Other Special Events**

To enhance students' learning, special activities are organized throughout the year. Sometimes these activities involve travelling outside the school. In these instances, written permission is required to enable your child to participate. There is usually a small cost associated with these activities. On some occasions, parental assistance may be requested. Please talk to your child's teacher if you would like to participate in these activities.

## **5.3 Outdoor Education Program and Camps**

Years 5 to 6 participate in the Outdoor Education Program. Activities are designed to stimulate initiative and self-confidence, encourage a spirit of energy, provide a social experience of co-operation with others and develop independence and interdependence. Varying environments are chosen for each year level to support the curriculum.

## **5.4 Debating**

The Queensland Debating Union (QDU) provides a weekend workshop for students in Years 5 and 6 who are interested in developing the skills of debating. Class teachers identify students for the Debating Team and support their preparation for the QDU Junior Round Robin Debating Series typically held in Semester 2.

## **5.5 Opti-Minds**

Each year, students from Years 5 and 6 have the opportunity to participate in the Opti-Minds Challenge. Teams are required to work together on a Long Term Challenge for up to six weeks without assistance from anyone outside the team. Participants are encouraged to explore possibilities and experiment with ideas as they endeavour to produce their best possible solution.

## **5.6 Instrumental Music**

Offers to participate in the Instrumental Music Program are issued at the end of Year 2 (string instruments) and Year 3 (woodwind, brass and percussion instruments). The program provides opportunities to many students and is highly acclaimed. All students who take part in Instrumental Music are required to pay a small fee each semester to cover various aspects of the program.

## 5.7 Choral Music

The Music Teacher conducts our Senior Choir (Years 4, 5 and 6) and a lunchtime Junior Choir is offered to Year 2 and 3 students. Throughout the year, all groups perform at school concerts and on Assembly.

## 5.8 Wakakirri

Wakakirri is one of Australia's largest performing arts event for primary schools and has been running since 1992. Our school participates on a bi-annual basis.

## Part 6: School Procedures

### 6.1 Enrolments

All enrolment enquiries are welcomed and are coordinated by our Enrolment Officer. Enrolment Forms can be downloaded from the school website [www.chapelhillss.eq.edu.au](http://www.chapelhillss.eq.edu.au) or collected from the Office.

### 6.2 Attendance Expectations

'Children do better when they attend school all day, every day'. Research shows that higher rates of attendance at school are related to higher achievement.

There is no doubt that regular attendance at school is an important factor in successful development. Sickness cannot be avoided but some absences are of convenience rather than necessity. Parents/carers are requested to make holiday arrangements, medical, dental and other appointments outside of school hours.

### 6.3 Absences

From Prep to Year 6, all absences are accounted for through roll checks. Parents are asked to provide a note of explanation regarding a child's absence from school. Alternatively, a separate telephone line, with an answering machine, has been established for parents to register student absences. This number is 3871 4860.

### 6.4 Transfers

If you need to transfer your child to another school, please notify the office in writing, stating the date of departure and new school.

All school owned equipment, materials and library books must be returned, and personal items collected prior to departure.

### 6.5 First Day of the School Year

Class placements for each year are sent home with semester two Report Cards. Enrolled students are welcome to find their classrooms and bring their parents to meet their new teacher. New students should visit the office so that they can be enrolled and placed in a suitable class grouping.

Some tried and tested advice! Sometimes, children become very upset when it is time to say goodbye to their parents. When this happens, we have found that it is easier for your child to cope if you do not delay your departure. In most instances, children settle quickly once they begin their school day.

## Part 7: Pastoral Care

The classroom teacher is primarily responsible for pastoral care by getting to know each individual child in their class, fostering potential as a learner, encouraging positive behaviours and being alert to difficulties the students in their care may be experiencing.

If there is any risk a child may be struggling with learning or personal circumstances, the teacher can refer concerns to the Student Support Services Committee, comprising of the Principal, Head of Learning Enhancement, Deputy of Student Wellbeing, Guidance Officer, Learning Enhancement Teachers and other specialists.

## 7.1 Social-Emotional Well-Being

The social and emotional well-being of our students is supported through the implementation of our Student Code of Conduct which can be found on our school website.

## 7.2 The Buddy System

The 'Buddy System' promotes connections across the school and strengthens bonds across the student body. Each year, older classes 'adopt' a younger class, and teachers jointly plan for their students to engage in shared activities throughout the year.

## 7.3 Flock of Friends

Flock of Friends is a positive behaviour initiative that Year 5 students have the opportunity to participate in. It involves a timetabled roster of students stationed in several play areas. These students will have specific activities that any students can participate in. It's designed to assist with students that may be having difficulties with forming friendships or those that want to join in with activities on offer.

## 7.4 School Chaplaincy

Our Chaplain supports the school community through pastoral care of students, staff and families. Although involved in many aspects of school life, our Chaplain's key focus is on the social and emotional wellbeing of our students.

## 7.5 Religious Instruction (RI)

The Department of Education and Training outlines that schools are to provide comprehensive information to assist parents to make an informed decision about their child's participation in Religious Instruction (RI). At CHSS, Christian Religious Instruction is available once per week for a 30-minute lesson and is currently offered to students in Years 1 to 6. Student participation in RI is based on information provided by parents on the completed Application for Student Enrolment Form unless other written instructions have been provided to the school.

The aim and goal of the Christian RI program is to inform students about the basic beliefs of the Christian faith. The following faith groups cooperate to offer the Christian RI program at Chapel Hill State School which is taught from a non-denominational perspective: Australian Christian Churches, Catholic, Chinese Christian Church, Fellowship of Evangelical Churches Australia, Fellowship of Independent Evangelical Churches, Hope International Ministries, Presbyterian, Uniting Church, Baptist, and Anglican.

The school has been provided with a Cooperative Arrangement for Christian RI signed by religious leaders of local faith groups. This agreement outlines that the curricula listed below are approved for use at Chapel Hill State School. Volunteers are required to strictly adhere to the approved curriculum.

The scope and sequence for each curricula are available at the following links:

### YEAR 1

Beginning with God: <https://cepconnect.com.au/images/uploads/BWG-Syllabus-all.pdf>

### YEARS 2 to 5

GodSpace: <https://godspace.org.au/wp-content/uploads/2018/12/Green-2019-Scope-and-Sequence.pdf> and

Connect: <https://cepconnect.com.au/images/uploads/Connect-scope-and-sequence-all.pdf>

## YEAR 6

Big Questions: <https://cepconnect.com.au/images/uploads/Big-Questions-Syllabus.pdf>

At any time, parents may provide written instruction to the Principal to change their preference for their child to participate in or be withdrawn from RI. Students who are not participating in RI will be provided with Other Instruction in a separate supervised location. Other Instruction will relate to part of a subject area already covered in class and may include, but is not restricted to, wider reading, personal research and revision tasks.

For additional information, parents may wish to access the Department's RI policy statement available at: <https://education.qld.gov.au/parents-and-carers/school-information/school-operations/policy-statement>

# Part 8: Health and Safety

## 8.1 Accidents and Illnesses

Our school has a First-Aid Room where we are able to treat minor injuries and illnesses.

If children become too ill to continue work in the classroom, they are taken to the office/First-Aid Room where suitable rest facilities are made available. If it appears that the child is not going to recover in a short time, then a parent/carer is contacted to collect the child.

## 8.2 Emergency Contact and Personal Information

It is essential that we have accurate records of student's personal information, including address, phone, and emergency contact details. If there are any changes to your child's details, please inform the administration office immediately via email to [admin@chapelhillss.eq.edu.au](mailto:admin@chapelhillss.eq.edu.au) or phone 3871 4888.

## 8.3 Medications

Departmental regulations stipulate that:

- All medication must be accompanied by a doctor's certificate before it can be administered.
- Specific times, dosage and child's name must be written by a doctor or pharmacist on the medication container. Please ask your pharmacist for this information when the medication is issued.
- Medication must be taken to the Administration Office.
- Analgesics, cough mixture etc., will not be administered.
- Asthma medication is to stay with the child for immediate access.
- Treatment Plans must be current.

It is most important that the school is notified of any allergies and/or special health problems, which your child may have. Given we have a number of students with nut allergies, we operate as a 'Nut-Free' school. If your child is an asthmatic we ask you to let us know so that we can maintain our records. We carry Ventolin with us on all excursions and the majority of staff members hold a current First Aid Certificate.

## 8.4 Infectious Diseases

Please note that students who contract infectious or contagious diseases must remain at home for certain periods of time. In the event of your child contracting one of the illnesses (see <http://education.qld.gov.au/schools/healthy>) please notify the administration office as soon as possible.

In the first year that children are at school, they often catch a variety of infectious diseases. Children should be kept home while there are outward signs of the disease and while they are unwell.

**Note:** Special note should be made of the presence of head lice among children. Please check your child's hair regularly. The school recommends treating the hair with ordinary conditioner and leaving it on for ten minutes. Then comb the hair thoroughly with a special fine toothcomb. This treatment should be repeated every second day for the next ten days or until there are no eggs remaining in the hair. Head lice do not have regard for clean or untidy hair. It is a problem at every school.

## 8.5 Sun Safe Guidelines

As a sun-safe school, we have developed the following guidelines for our students:

- Always wear protective clothing (collars, sleeves)
- Wear a broad brimmed hat whenever outdoors: NO HAT, NO PLAY
- Apply sunscreen regularly
- Drink plenty of water during the day.

# Part 9: Uniforms, Books & Equipment

## 9.1 School Uniform

The Chapel Hill State School community is very proud of its student uniform as it contributes greatly to the tone of the school and encourages students to take pride in their appearance and in the school generally. It also identifies students outside the school confines. It is for these reasons we expect parents/caregivers will ensure students wear the approved school uniform at all times.

Full details of the uniform requirements can be found on the website:

[www.chapelhillss.eq.edu.au/facilities/uniform-shop](http://www.chapelhillss.eq.edu.au/facilities/uniform-shop)

Uniforms are available from the School Uniform Convenor at the Tuckshop on Mondays (8.15 to 9.30 am) and orders can also be placed on-line at [www.flexischools.com.au](http://www.flexischools.com.au)

### Hat

As part of our school's Sun Protection Policy, every child is obliged to wear our school hat when playing outside. If a child does not have a school hat then he/she will be required to play under a covered area. We are a Sunsmart School. As such we enforce: *"No broad brimmed hat, bucket hat or legionnaire's hat – no outside play"*

On Free Dress days please note that we **DO NOT** allow the following:

- sleeveless tops or shirts
- clothing showing midriffs
- jewellery
- inappropriate footwear – e.g. high-heeled shoes, thongs

The overall effect should be appropriate to a learning environment and reflect the wearer's respect for the school.

## 9.2 Books and Equipment

All stationery requirements for Years P to 6 are out-sourced through a formal tender process. A list of requirements is issued to all returning students in Years P to 5 in late October (for the following year). Parents are encouraged to place orders online by the due date to avoid disappointment and

to ensure your child is well prepared for the commencement of the school year. Orders will be delivered to the home or school as specified, depending on your child's year level and order date.

## Part 10: Student Leadership & Awards

### 10.1 School Leadership Program

We maintain a strong commitment to developing leadership skills in all students. From Prep through to Year 6, students are given opportunities to reveal their leadership capacity and to further develop the skills and attributes required of our future leaders. Leadership opportunities exist within the classroom setting and are developed through the sharing of various classroom responsibilities and roles. Additionally, the school also offers a variety of formal leadership positions.

Student Leader badges are awarded to students in Year 6. To obtain a badge, students must complete a written application form that involves signatures from school staff testifying to the student's leadership qualities. A panel comprising of the Principal, Deputy Principal, Class Teachers and Specialist Teachers approve applications.

Year 6 students who hold a Student Leader Badge are eligible to apply for the following positions: School Captain, House Captain, Music Captain, AV Captain, Environment Captain, Flock of Friends Captain and LOTE Captain.

Class Captains Years 1 to 5 are elected by their classmates and hold their positions for one semester. Year 6 elect two class captains per class and hold their positions for the year. The elected students are students who consistently demonstrate qualities that are valued by our school community:

- adherence to school rules and school values
- cooperative, reliable and responsible
- willing to help out others,
- committed to best behaviour in class and the playground

### 10.2 Student Representative Council

The Student Representative Council provides a further avenue for improved communication between the student body and the teaching staff. It also provides additional opportunities for students to participate in the decision-making processes and student-centred fund-raising activities. All meetings are chaired by an elected chairperson and supervised by a member of staff.

### 10.3 Awards

Student achievements are acknowledged in several ways – via the Newsletter, through assemblies and at end-of year events. Certificates recognize excellent student engagement and are awarded for outstanding achievements in academic, citizenship, cultural and sporting pursuits.

## Part 11: Behaviour Management

The school promotes a culture of care, respect and cooperation, and values diversity. All school community members have the right to feel safe at school.

In managing behaviour, the School focuses on being proactive and is oriented towards prevention and intervention. We are a community that has high expectations and we have processes that are vigilant and proactive in ensuring that the most supportive learning environments possible are made available to all students in our care.

A copy of the school's Code of Conduct is available on the school website:  
[www.chapelhillss.eq.edu.au](http://www.chapelhillss.eq.edu.au)

## Part 12: Associated School Bodies

### 12.1 School Council & Parents and Citizens' Association

Chapel Hill State School is an Independent Public School with a School Council. The School Council plays a role in monitoring and informing the school's strategic direction in a way that achieves the best learning outcomes for the school's students.

The school also has a very active P&C involved in a range of social events and fundraising activities that provide amenities for the school and equipment for classrooms. All parents and interested community members are welcome to attend P&C monthly meetings, which are held on the second Tuesday of each month at 7:30pm in the Arts Building.

### 12.2 Uniform Shop

Uniforms are available from the School Uniform Convenor at the Tuckshop – Mondays (8.15 to 8.50am). Orders can also be placed on-line at [www.flexischools.com.au](http://www.flexischools.com.au)

### 12.3 Tuckshop

The Tuckshop is open Monday to Friday for first and second breaks. A range of healthy lunches and snacks are freshly made each day by tuckshop staff. The Tuckshop option will not be open to Prep students until Prep teachers feel they are ready. You will be advised when this occurs.

#### Ordering Procedure

The Tuckshop is run through the P&C. Details on how to order can be found on the website: [www.chapelhillss.eq.edu.au/facilites/tuckshop](http://www.chapelhillss.eq.edu.au/facilites/tuckshop) or [www.chsspandc.org.au/tuck-shop](http://www.chsspandc.org.au/tuck-shop)

The Tuckshop operates and is reliant upon volunteers rostered each week. Assistance may involve preparing food and/or serving students over the counter at lunchtime. If you have the time to assist in the tuckshop, please notify the tuckshop convenor on 3871 4888 or email: [chapelhilltuckshop@gmail.com](mailto:chapelhilltuckshop@gmail.com)

### 12.4 Out of School Hours Care

*Helping Hands* is an independent provider of outside school hours care and is located on campus. The service is for Prep to Year 6. For further details, including information on fees, contact the *Helping Hands* Co-ordinator on 0488 237 011 or email: [chapelhill@helpinghandsnetwork.com.au](mailto:chapelhill@helpinghandsnetwork.com.au)  
Program hours are as follows:

	Before School Care	After School Care	Vacation Care/Student Free Days
Hours	6.30 to 8.45am	3.00 to 6.00pm	7.00am to 6.00pm

## Part 13: Parent and Community Involvement

### 13.1 Classroom Assistance (Classroom Parent Representative – see Section 2.3)

Parents are often sought by teachers to assist in the classroom with activities such as reading, small group work, and art. This assistance is greatly valued by the school. If you have time to assist with some classroom activities please talk to your child's teacher or the school office. Assistance is also required throughout the year for activities such as sport, swimming and excursions.

### 13.2 General Assistance

As well as classroom assistance, the school also appreciates the skills and assistance that parents and caregivers can provide in helping with the upkeep of the school environment and grounds through involvement in school projects, events and functions. The sharing of talents and professional skills is particularly welcomed. The Parent & Citizens Association provide support to the school in many ways and are therefore routinely seeking parent helpers (see Section 12.1).

### 13.3 Voluntary Financial Contribution (VFC) Scheme

The Voluntary Contribution Scheme was established many years ago with a view to establishing funds to provide additional resources for our students and improve quality learning opportunities. It is an invaluable scheme and has allowed for the provision of many assets to be attained since its inception. These include the purchase of new technology devices for student learning and enhancing gardens and pathways for safe student use. The scheme enables the school to continue to strive for excellence through a high quality 21<sup>st</sup> Century learning environment.

## Part 14: General Information

### 14.1 Lost Property

Please name all your child's items clearly, particularly their hats and jumpers. Any lost items will be placed in Lost Property (outside the office).

### 14.2 Mobile Phones

Students are discouraged from bringing mobile phones to school. However, we are aware that some parents provide their children with a mobile phone to be used in emergencies and to impart urgent information outside of school hours. If it is necessary for your child to bring a mobile phone to school, please remind them to hand it to the office each morning for safe keeping and to collect it each afternoon after school.

### 14.3 School Photographs

Each year, professional photographers visit the school to take photographs of class and activity groups. Further information regarding times, uniform requirements and purchase options are provided through the newsletter and other communications.

### 14.4 Book Club

Scholastic Book Club brochures are distributed to students twice per term. Orders can be placed online and books will be delivered to students through the library. Commission from book sales helps to build the library collection.

## 14.5 Book Fair

The library hosts a book fair in November of each year. Commissions from sales support the Library collection.

## 14.6 Library (within Resource Centre)

Each class visits the library weekly. Students are also welcome to visit the library during the lunch break, to read, play games, or spend time in the computer lab.

We are proud of our extensive collection of books, and encourage students to borrow books during their lesson or at lunchtime. We do ask borrowers, however, to care for our books by using a library bag and returning books by the due date. In order that these references are maintained in good condition and for continued student use, we ask that parents be mindful that they may be asked to reimburse the cost of a book should it be damaged or lost whilst out on loan. We thank you for your understanding.

## 14.7 Valuables

Please ensure that your child does not bring valuable items or toys to school.

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