PREP 2027

STARTING STRONG
ORIENTATION SESSION ONE

CHAPEL HILL STATE SCHOOL

Supporting a happy transition – Kinder to Prep



Acknowledgement of Country

We acknowledge Australia's Aboriginal and Torres Strait Islander peoples, the Traditional Custodians of lands, waterways and skies across Australia.
We thank the Jagera and Turbal people for sharing and caring for the land we learn and play on.

We promise to look after the birds and the animals, the land and the plants, the water and the people of this country as we learn and grow at Chapel Hill State School.

Our Prep Teachers 2027



Kym Kelly



Kim Matthews



Monique Graham



Rachel Ingram



Andrew Watson



Paula Morton
Deputy Principal P-2



Naomi O'Kearney
Head of Student Support Services



Leia Brameld
Head of Department - Curriculum P-2

Prep Teachers
Session 1 Groupings



Rachel Ingram



Kym Kelly



Andrew Watson



Monique Graham

Our Parent Session starts at 9:40am

Please re-join us once your child is settled.



Today's session

- CHSS' Core Purpose
- Teaching and Learning and the Prep Curriculum
- Walker Learning and daily schedule

CHSS Core Purpose

To develop successful learners who are confident and creative individuals who can interact with respect as informed global citizens.

What Prep Looks like

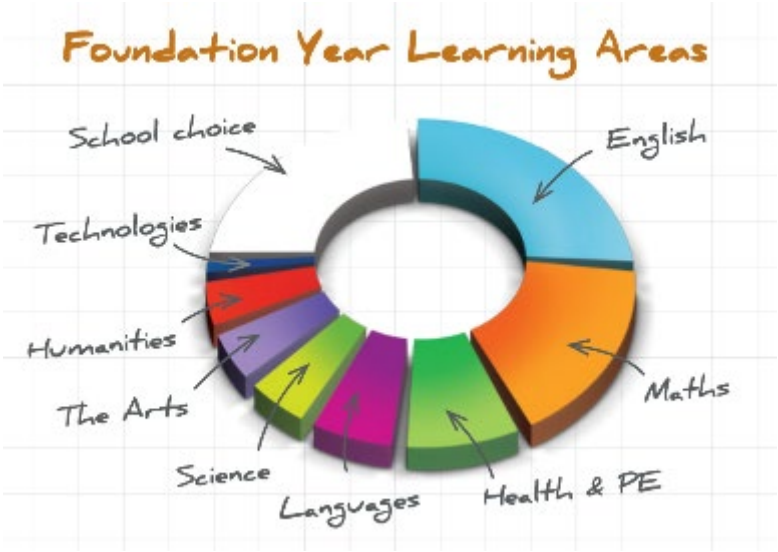
- Learning through play, inquiry, and hands-on experiences
- Literacy/numeracy taught **explicitly but developmentally appropriate**
- Focus on exploration, routines, and relationships



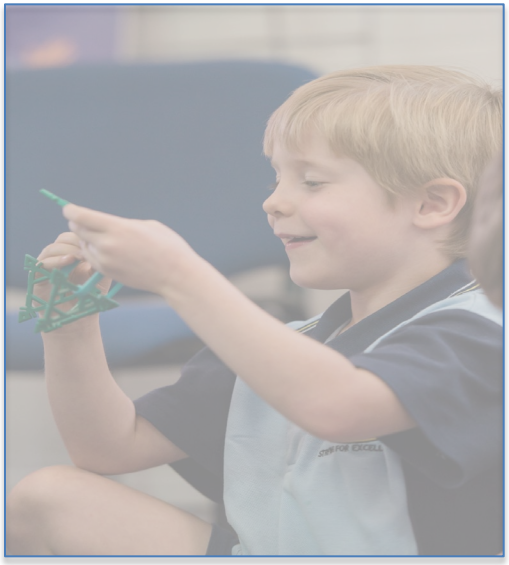
Learning in the Early Years

Paula Morton, Deputy Principal – Early Years Prep to Year 2

Australian CURRICULUM



CHSS Curriculum Overviews

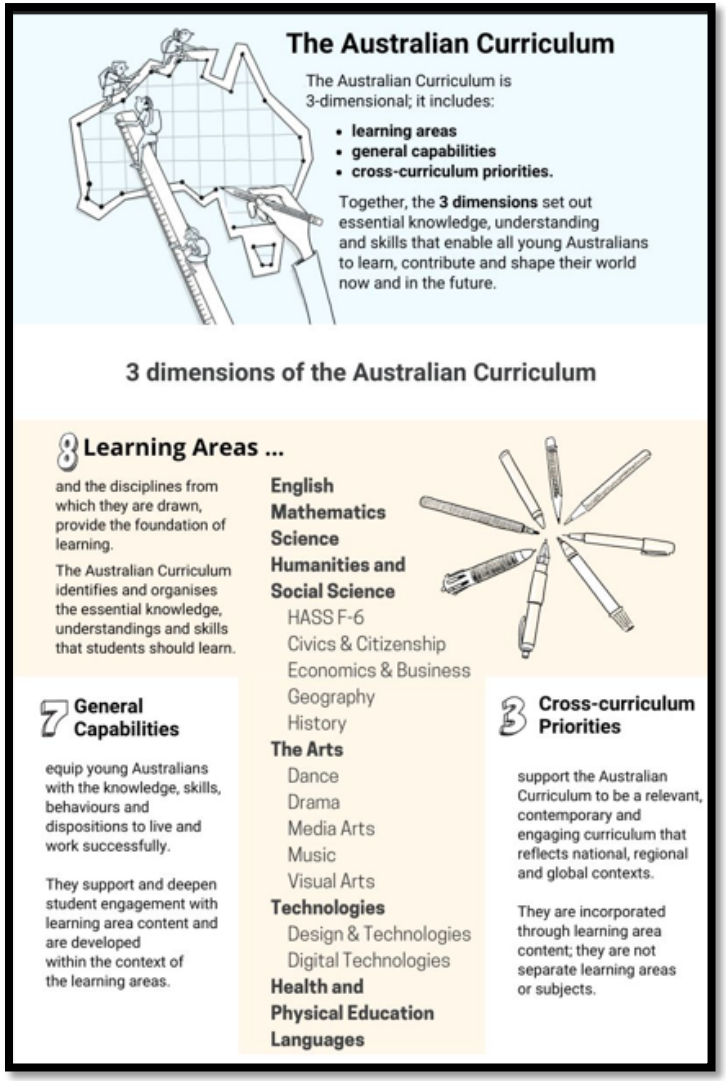


Walker Learning

DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

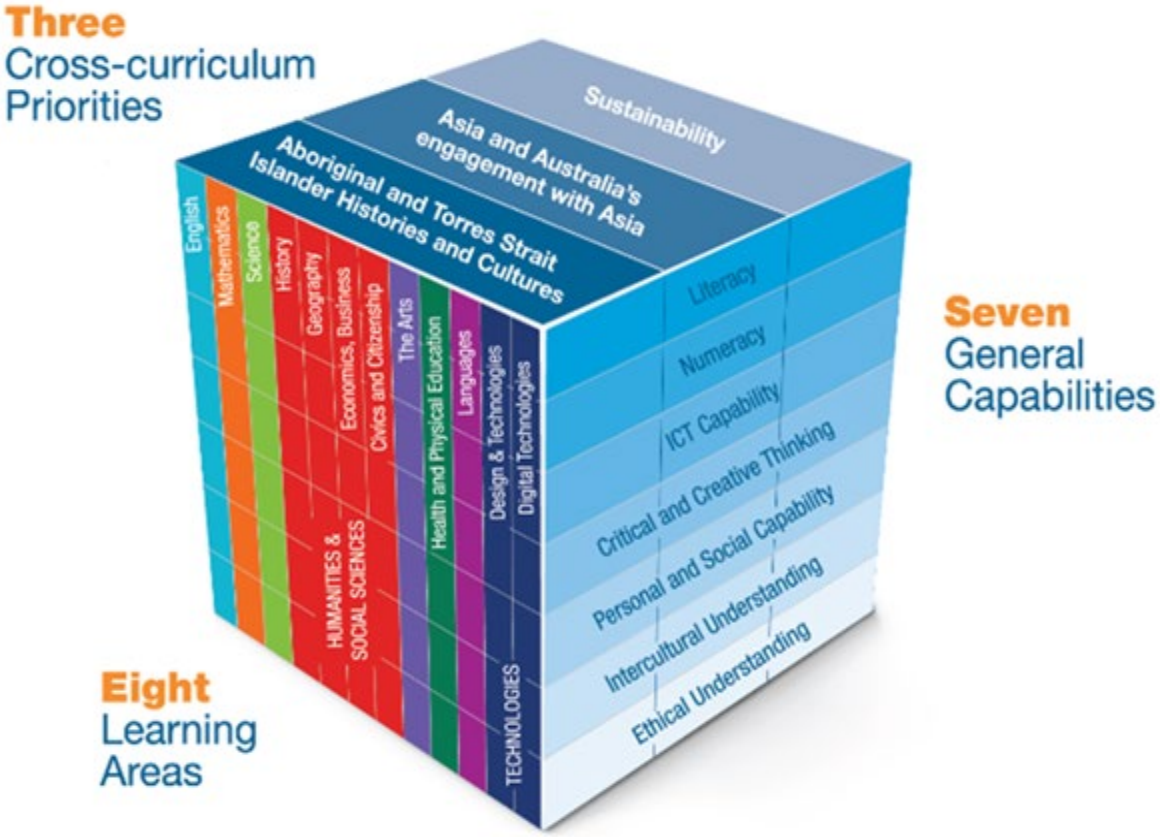
Click the link to watch a video of Walker Learning at CHSS

Australian CURRICULUM



The Australian Curriculum sets out the essential knowledge, understanding and skills students need to learn, and the quality of learning that is expected of the students as they progress through the first 11 years of schooling.

Australian CURRICULUM



Describes the **knowledge and skills** that teachers are expected to teach and children are expected to learn

Walker Learning Approach

Provides children with rich opportunities to learn through a mix of ***active investigation*** *alongside* ***explicit, formal instruction****.*



Walker Learning
DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

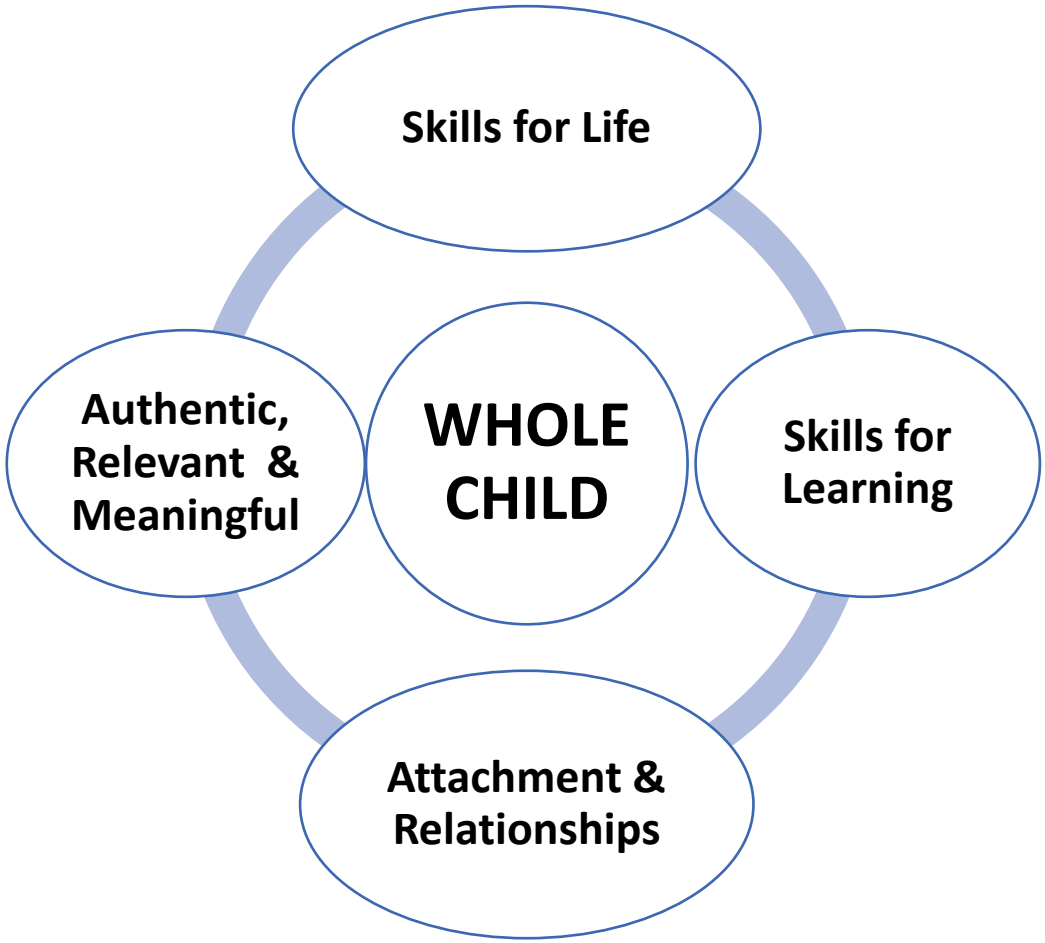
The Appeal of Walker Learning

…a holistic approach……committed to developing children who can **think** for themselves and for others, can **create** and **imagine**, who are strong in their **literacy** and **numeracy**, and who can navigate the challenges of the world with **intrinsic motivation** and **strength of character** made of a **strong sense of self** and **resilience**.

the Walker Learning
DEVELOPMENTALLY APPROPRIATE PRACTICE

A broad vision of ‘success’ equips children to be socially adept, flexible thinkers who take joy in life-long learning.

WALKER LEARNING PEDAGOGY



An essential skill set for 21st Century success:

- Collaboration
- Communication
- Content
- Critical thinking
- Creative innovation
- Confidence

A Typical Day of Learning

Prep Teacher: Kim Matthews



Inquiry Learning Block

Tuning-In → Investigations→ Reflections

(English- Maths-Science-HASS- Physical-Social-Emotional Development)



Literacy Block

Explicit Teaching + Hands-On Activities

Whole Class – Small Group – One on One



Numeracy Block

Explicit Teaching + Hands-On Activities

Whole Class – Small Group – One on One

While there are categories of learning throughout the day, teachers ensure investigations and formal teaching have continuity and are connected, rather than being separate entities.

A Word on Reading & Writing

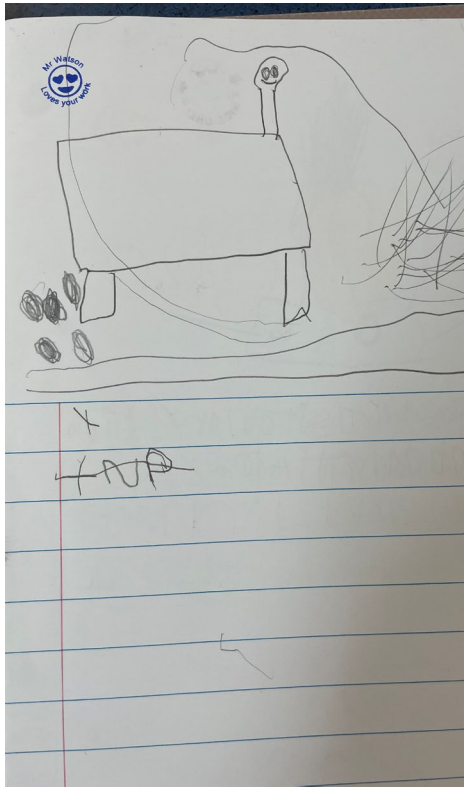
<u>Term 1</u>: Building a strong foundation....

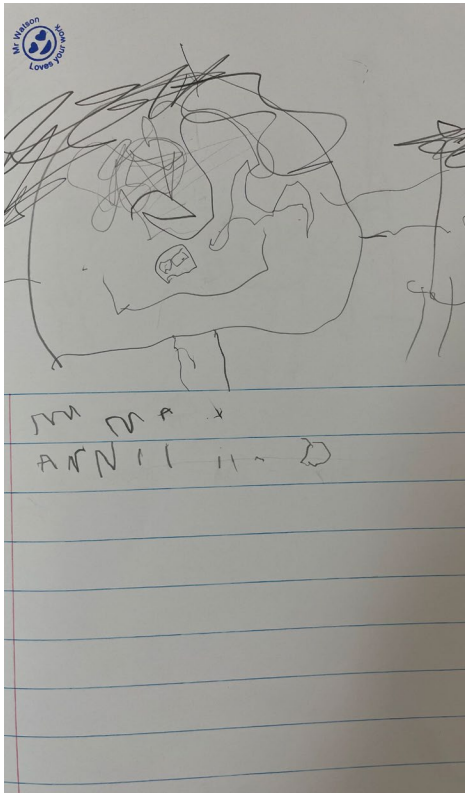
Focus is on oral language , phonemic awareness, letter-sound knowledge and early concepts about print through modelled and shared reading & writing experiences.

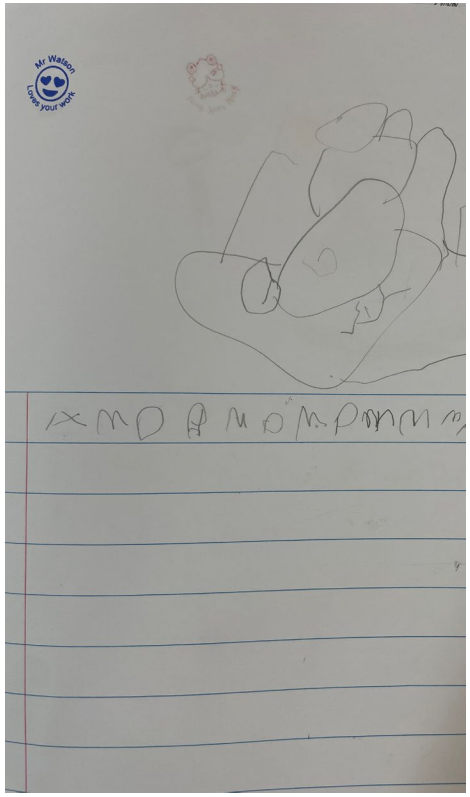
<u>By end Term 1</u>: Launching into reading …

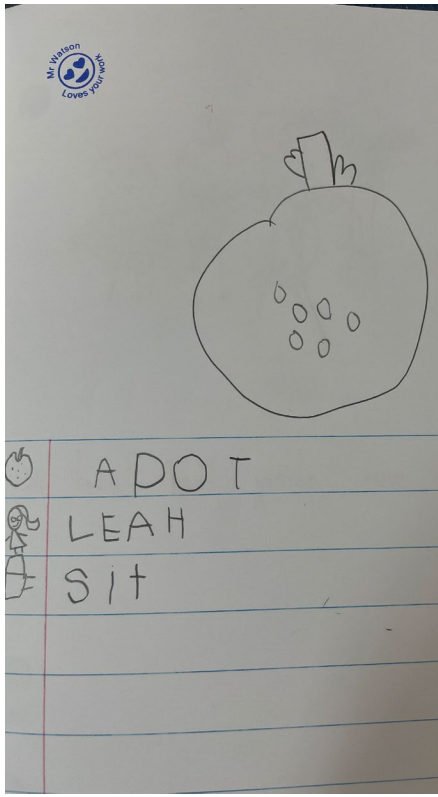
- Small group, guided reading-writing lessons
- Home Reading commences

Term 1 Writing

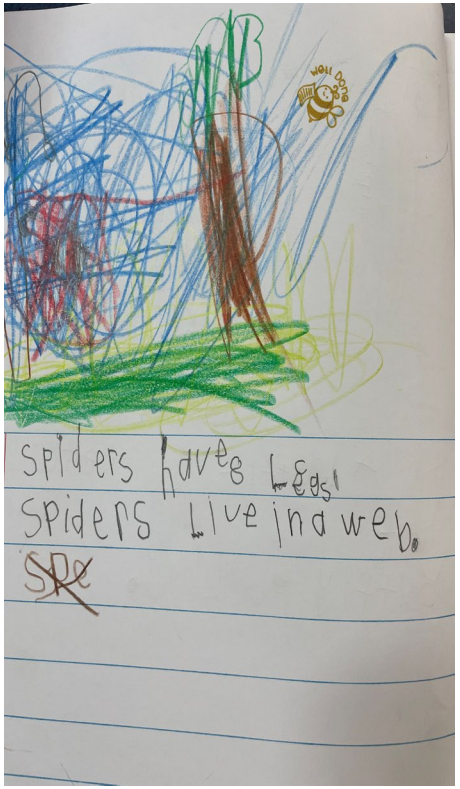


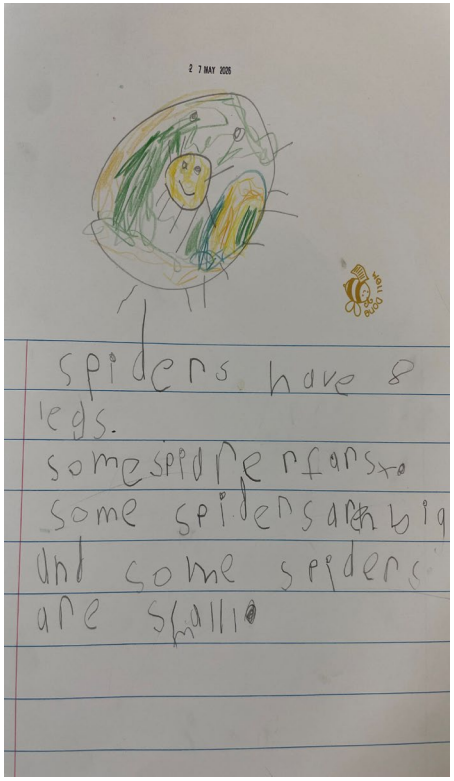


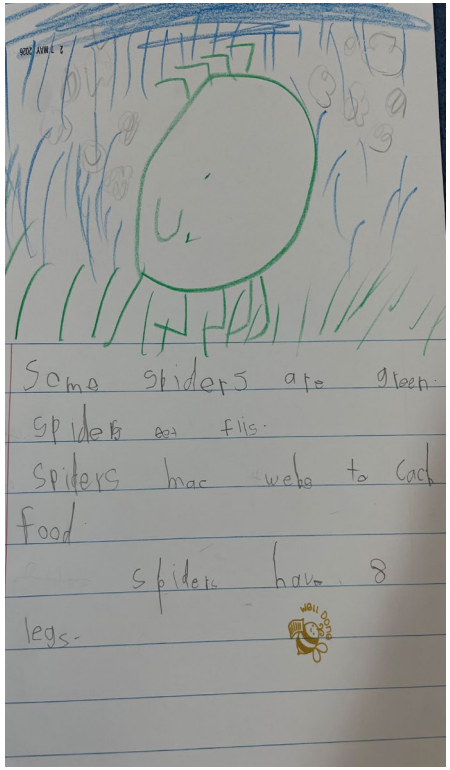


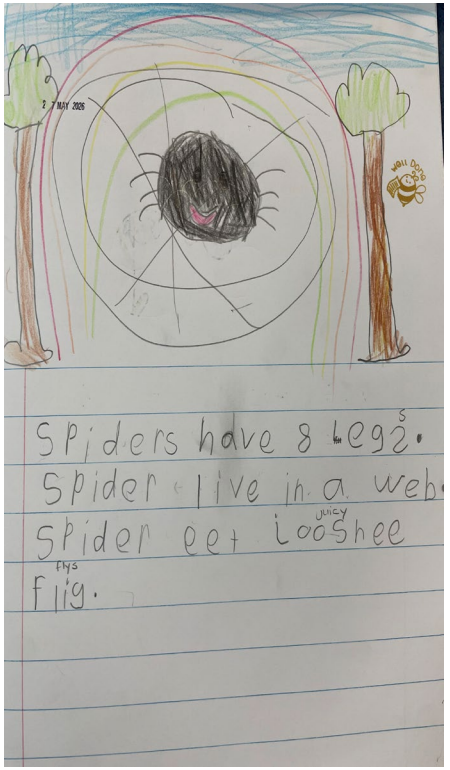


Term 2 Writing

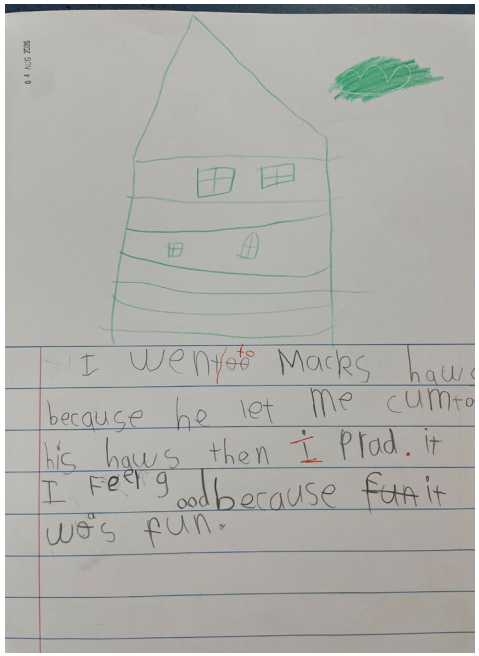


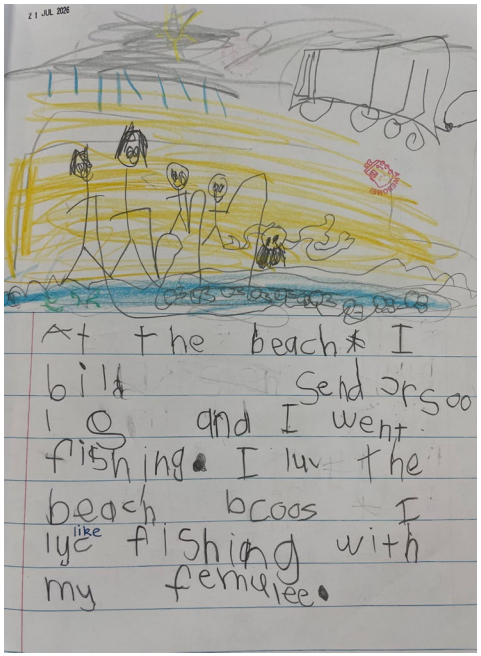


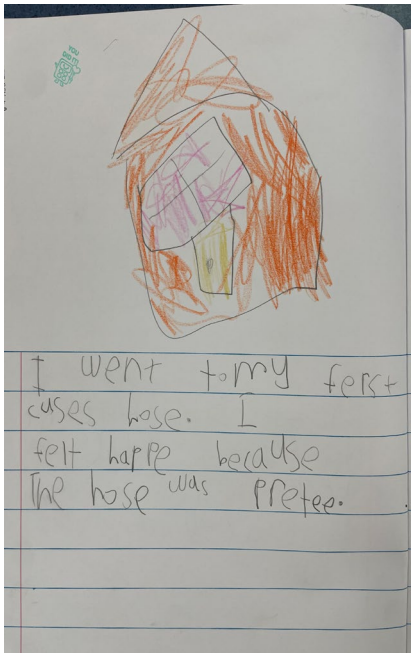


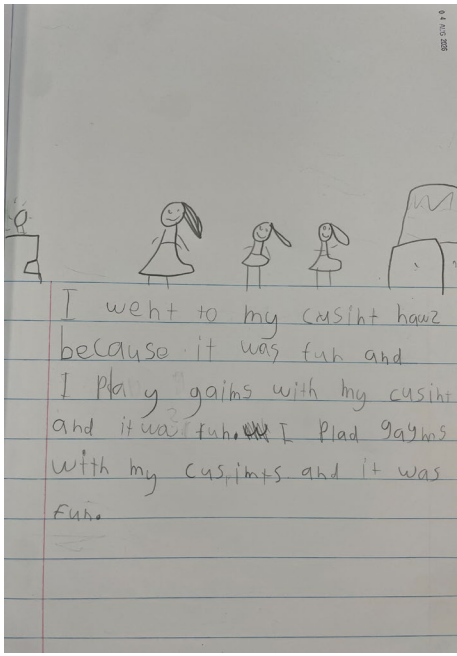


Term 3 Writing

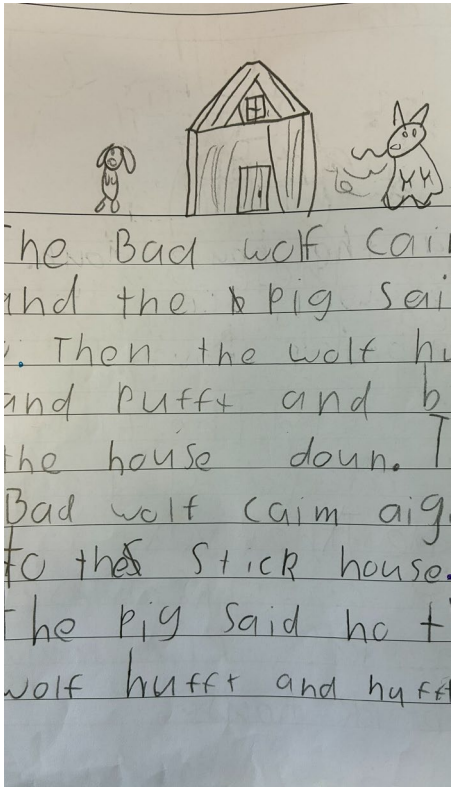


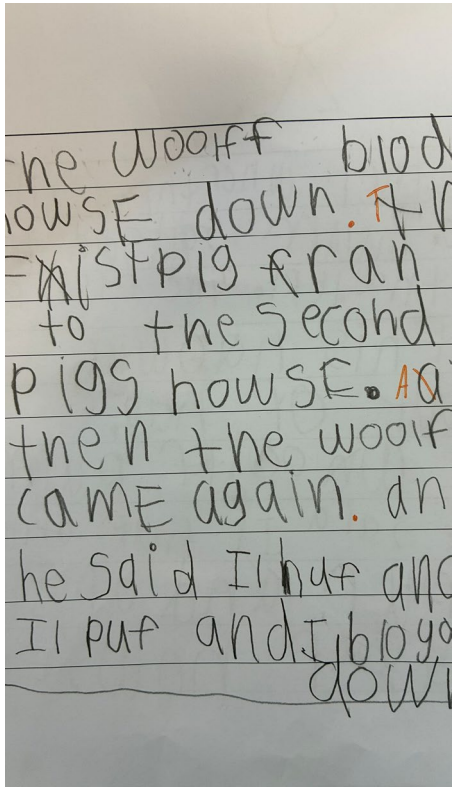


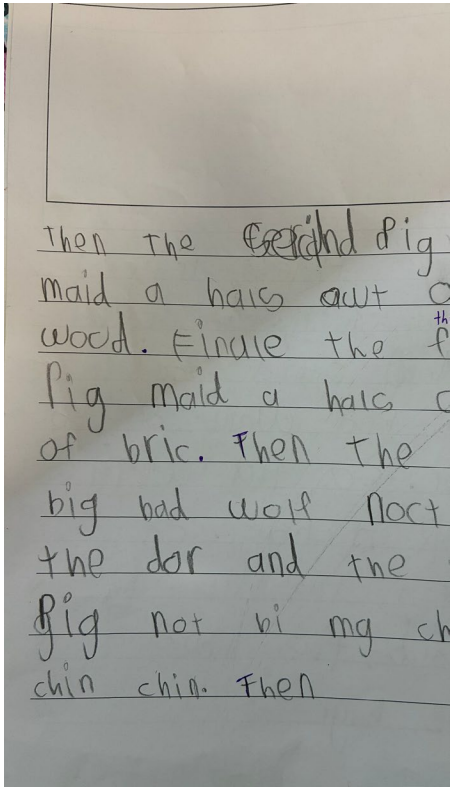


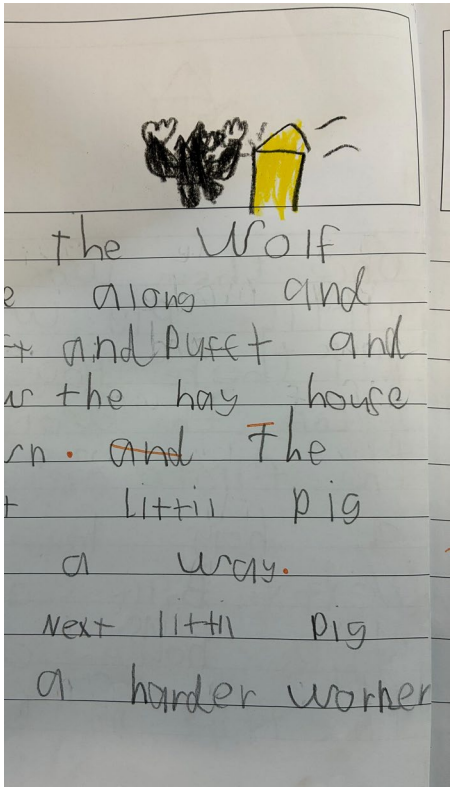


Term 4 Writing









Specialist Lessons – Weekly

Music – Health and Physical Education – Library- perceptual Motor Program (PMP)





As part of the curriculum, students have weekly lessons with the Music specialist, HPE specialist and the Librarian.

Inquiry Learning Block

Tuning-In → Investigations→ Reflections



Key elements:

- *Welcome and Roll Call*
- *Tuning-In:*
  - *Reflection and revision of learning intentions linked to the Australian Curriculum*
  - *Focus children, Reporter & Photographer*
  - *Intentional direction at dispersal*
- *Investigations Reflections*
- *Re-Set*

Walker Learning

DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

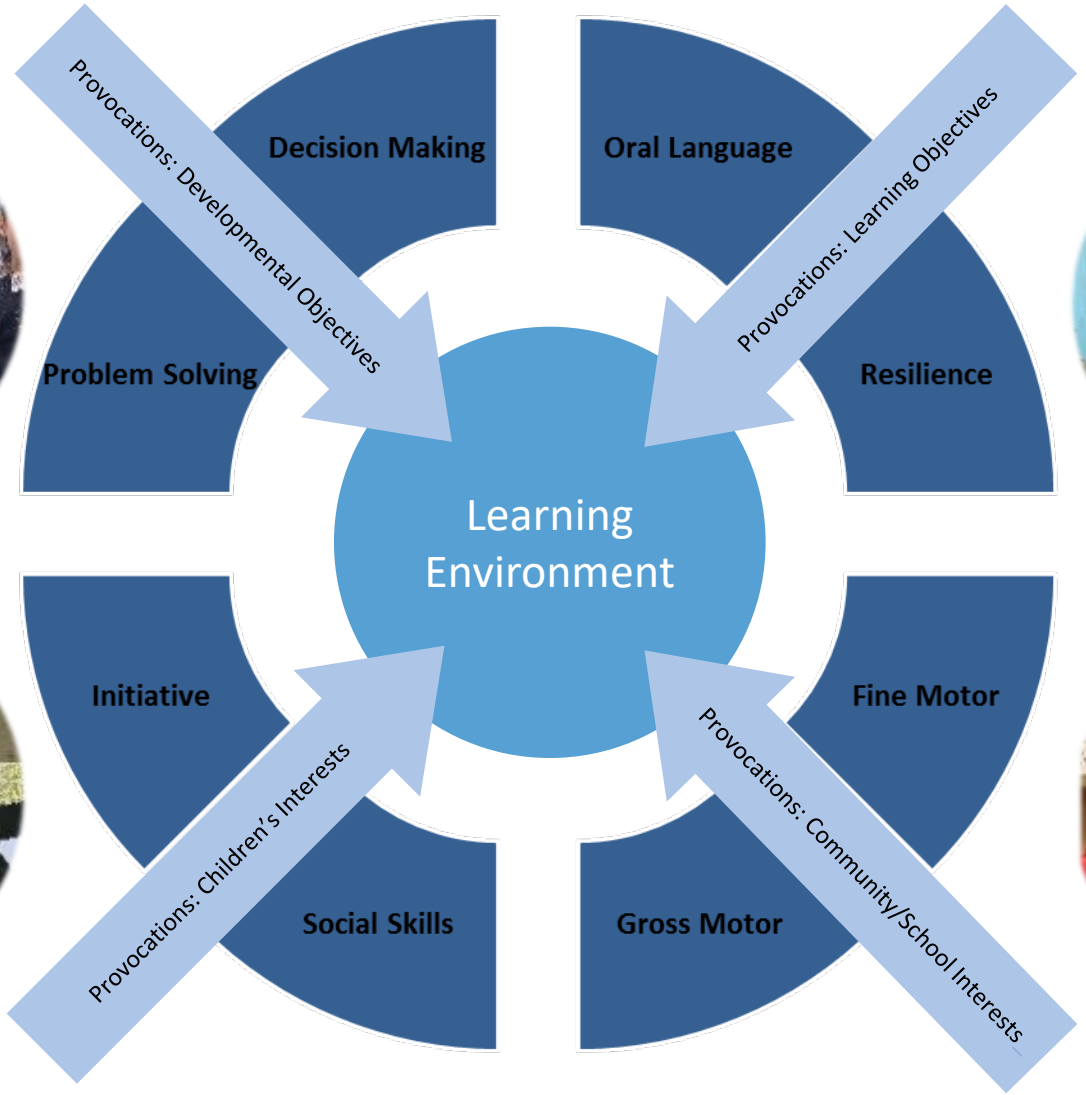
Environment









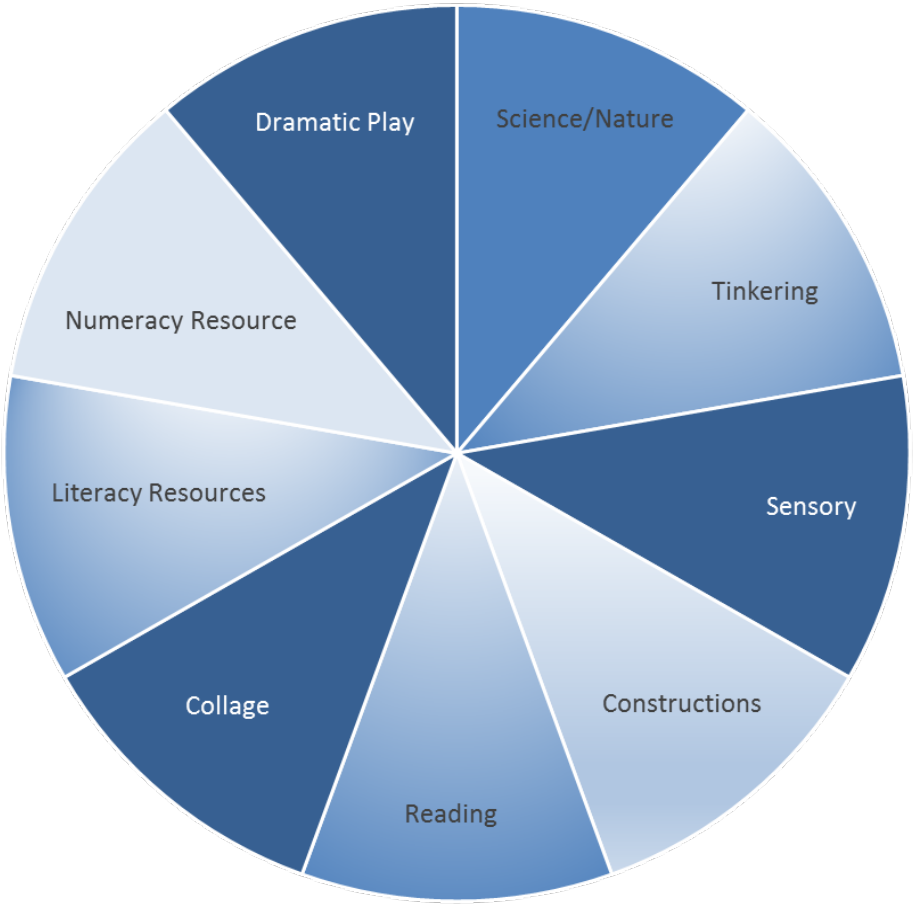


Environment









Environment

See
Think
Wonder







The teacher intentionally includes provocations that link play to the formal learning to promote active participation by engaging with the environment.

Walker Learning
DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

Tuning In (20 mins)

Greeting/Relationship Admin (2-3 mins)	• Mark roll • Lunch orders • Welcome and engage
Review / Reflection of the Learning (6 mins)	• Conversation of the learning - the past days • Highlight provocations and link to learning later in day • Provocation basket
Scaffold Children for Learning (10 min)	• 3 Focus Children – scaffold authentic interests • Reporter – teacher directed • Photographer – teacher directed
Intentional Dispersal of Children to Investigate (2-3 mins)	• Focus Children, Reporter and Photographer • Scaffold children to leave mat with intention

Focus Child



- Building relationships
- Non-deficit model
- Based on Emotional Intelligence
- 2 to 3 children per day
- Focus for the whole day/session
- Authentic and mindful with child for 3 - 4 minutes a couple times over the course of the day.

Reporter/Photographer

- The key is to ensure that the role is personalised to each child's level of learning and year level.
- Role is designed to move child a little out of egocentricity: awareness of peers, to talk and to interact, to question, to extend thinking.
- Separate child is used as the photographer but sometimes the two may work together.

Investigations (40-45mins)

Settle In **(5 mins)**	• Children take time to get started • Teacher takes time to observe
Scaffolding Focus Children Reporter, Photographer (20 mins)	• Teacher spends about 5 minutes with each Focus Child to scaffold from their authentic interests • Teacher spends about 5 minutes scaffolding the Photographer and Reporter
Incidental Scaffolding / Observation (≥20 min)	• Teacher scaffolds children who need extension or support • Teacher observes and makes mental notes about the skills or development of some of the children • Teacher identifies Freebies/ checks in with Focus Children and the Photographer and Reporter

Reflection (≥ 20 mins)

Modelling and Scaffolding (10 mins)	• Reporter • Photographer • Focus Children
General Discussion (5 mins)	• Conversation about learning from Investigations and formal teaching links to curriculum areas • Freebies
Re-Set Environment (5 mins)	• Work in progress • Lists for next Investigation • Getting ready for the learning coming next

Freebies







- Used during Reflection to highlight a relevant teaching point
- May be linked to past or upcoming curriculum learning opportunities
- May be linked to a Developmental domain that the teacher observed
- May be used to highlight personal growth in a student's skills

Planning

Australian Curriculum

School Planning Documents and Learning Area Overviews

Statement of Intent

Planning

Year Level: Prep	Statement of Intent	Term 4, 2024 Weeks 3 & 4

Developmental Domains	Curriculum Learning Intentions	Children's Interests	Investigations	Resource Wishlist
Emotional **For the children to:** Build resilience. Build new friendships ***Social*** **For the children to:** Work together with others. Make good choices. ***Language*** **For the children to:** Use kind and encouraging words to others. Speak confidently in front of others. ***Cognitive*** **For the children to:** Be confident to take on challenges. Be problem solvers ***Physical*** **For the children to:** Walk quietly when moving around the school. Keep hands, feet and objects to yourself.	***English*** **For the children to:** Listen to stories. Discuss characters and story setting. Identify the beginning, middle and the ending of a story Revise letter shaping (handwriting) and letter size. To write about the beginning, middle and the ending of a story. Continue to write using heart words and punctuation. Continue the correct use of single sounds and diagraphs. Create a matching illustration to your writing. Use the reading startegies to solve unknown words. Continue to learn to comprehend and make meaning from texts. **Maths** ***For the children to:*** Count forwards and backwards from different starting points. Connect numerals, number names and quantities. Identify, compare and represent different quantities. Subitise collections up to 10. **Science** ***For the children to:*** Observe the daily weather. Understand that weather and changes in the weather affect everyday life. Recognise the importance of observing weather for people's work and safety. Analysing clothes and activities for different weather types. Explore the effects of weather on plants and animals. **HASS** ***For the children to:*** *Reflect on our learning to suggest ways to care for a special place.* *Respond to questions about a special place we belong to.*	*Story writing* *Lego/Duplo* *Sensory play* *Imaginative play* *Small world* *Soccer* *Painting, clay, craft* *Halloween* **School & Community Interests** *Road work* *Walker Learning study tour* *Reading and Phonics programs*	**Dramatic Play** Story Theatre puppets sequencing of familiar books **Reading** familiar texts self-written books **Construction** cars trucks blocks measuring tapes small parts Lego ramps 3D shapes Marbles **Sensory** sand water shaving foam play dough clay foam **Writing** picture stimulus phonics letters blank books alphabet stamps magnetic letters stencils high frequency words variation of paper stapler, ruler, hole punch **Maths** rulers – wooden, plastic, metal tens frames counters **Art/Collage** stamps paint different types of paper **Tinkering/Carpentry** hammers nuts and bolts wood Klikko **Science** Weather signs/word wall Dolls and dress ups Weather calendar	**Different weather dress ups – gum boots, rain coat, sun hats, crocs/thongs, winter jackets, beanies, sunglasses, wind jacket, gloves.** Craft materials (craft paper, sequins, pipe cleaners, paddle pop sticks etc.) Collage materials – plastic containers, boxes, paddle pop sticks, paper towel cylinders

A general daily schedule

8:40	**Drop-Off Time / End of 'before school' supervision. Prepare for learning (NO play)**
8:45	**Roll Call & Messages**
9:00	**Lessons commence - First Session**
11:00	**Play Time**
11:30	**Lunch**
11:40	**End-of eating time → Return to class**
11:45	**Ready to Learn → Middle Session commences**
1:30	**Play Time**
1:45	**Afternoon Tea**
1:55	**End-of eating time → Return to class**
2:00	**Ready to Learn - Last Session commences**
3:00	**End of day**

Drop-Off & Pick-Up



Start Time:
8:40am ‘drop-off’ for
8:45am start

Finish Time:
3pm finish

There are designated areas for drop-off and pick-up outside the Prep classrooms.

Meal Breaks



Brain Snack
(10'ish')

Lunch
(11.30)

Afternoon Tea
(1.45)

- Supervised
- Close to the Prep Classrooms
- Tuckshop delivered and distributed

The Prep Playground



Designated **Prep Playgrounds**.

Staff supervision x 2

Year 6 Student Leaders as '**Playground Buddies'.**

A few special events







- 100 Days of School
- Mothers' Day - Fathers' Day Celebrations
- Book Week Parade - Book Fair
- End-of-Year Concert
- Student Council and P&C Fund-Raisers (Free-Dress 'themed' days…Crazy Hair /Socks)
- Junior Sports Day - Colour Run / Cross-country



Learning with curiosity, creativity and purpose!