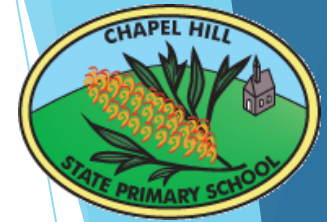


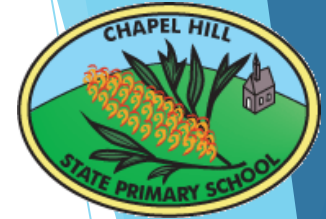
Chapel Hill State School

Parent Information Session
2024

Acknowledgement of Country



We acknowledge the Traditional owners of the land on which our school has been built. We would also like to pay our respects to Elders of the past, present and future for they hold the wisdom, memories, traditions and culture of their people and we acknowledge that they are the custodians of the land and waters around us.



Our School Values

Respect for Self

Respect for Others

Respect for the Environment

Across the school

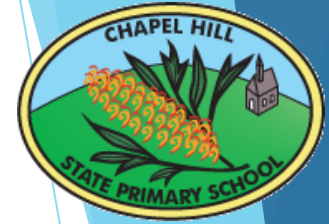
Students, After School Care, Staff, P and C

Within each of the core school values a

'Focus for the Fortnight'

is introduced on assembly and discussed in class,
making smart behaviour choices explicit.

CHSS Priorities



2024 to 2027 – Review to be finalised in consultation with school community



Digital Learning



Targeted Student Learning



Student Wellbeing

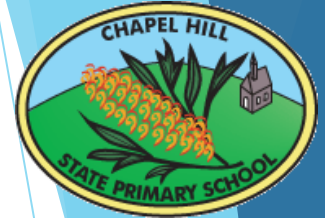





Teaching and Learning



Governance

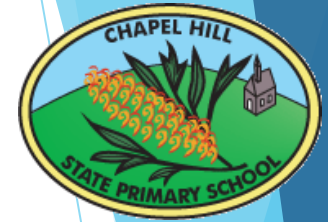
CHSS' Explicit Improvement Agenda (EIA)



		
Reading	Collegial Engagement	Teacher Data Literacy + HITS

- ▶ **Review and refine CHSS' Reading Policy** with a focus on ensuring consistency in year levels and alignment with evidence-based practices and DoE policy
 - ▶ Understanding, developing and implementing a new CHSS policy (Reading and Spelling)
- ▶ **Collegial Engagement** - Staff professional development encompassing CHSS' Big Five, Collaborating Teaching Teams using Coaching and Instructional Rounds (classroom teacher feedback)
- ▶ **Data literacy to inform differentiated learning opportunities and enhance student outcomes** - Teacher data literacy, data conversations, professional learning teams, moderation (internal/external)

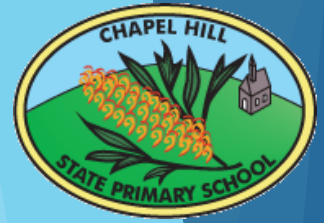
School Principal Stewart Jones



Major Focus: Overall school culture and operations
(overarching line of sight across the school)

Line Manager: Direct line management of the Deputy
Principals, Head of Special Education Services and Business
Manager

Leadership Team – Deputy Principals



Deputy Principal: Paula Morton

Major Focus: Teaching, Learning and Wellbeing (Prep to Year 2)

Key Project: Leading the review and refinement of CHSS Reading aligned with EQ and Australian Curriculum Version 9.0 expectations

Line Manage: Head of Department (Curriculum) (TW), Class Teachers and Learning Enhancement Teachers (Prep to Year 2) and Prep Teacher Aides



Deputy Principal: Craig Jordan

Major Focus: Teaching, Learning and Wellbeing in Year 3 and Year 4

Key Project: Leading Walker Learning professional learning within and beyond the school and overseeing Digital Learning

Line Manage: Head of Department (Curriculum) (SF), Class Teachers and Learning Enhancement Teachers (Year 3 and 4)



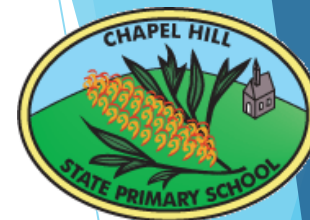
Deputy Principal: Tal Mitchell

Major Focus: Teaching, Learning and Wellbeing in Year 5 and Year 6

Key Projects: Building programs for student wellbeing through and beyond the curriculum and overseeing PBL

Line Manage: Head of Department (Curriculum) (LK), Class Teachers and Learning Enhancement Teachers (Year 5 and 6)

Leadership Team: Head of Student Support Services



Head of Student Support Services: Naomi O' Kearney

Major Focus: Targeted differentiated support (Prep to Year 6). Supporting students and teachers through case management.

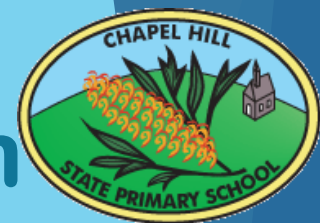
Design and oversee delivery of co-teaching with LETs

Key Project: Leading signpost for School Improvement - scan and assess. Plan and in-act best practice (Inclusive Education)

Leadership Team: Head of Administration



Annelyse's role is to support the school's core business of teaching and learning, working alongside the Principal and leadership team to deliver a range of corporate services.



Heads of Department - Curriculum



Head of Department (Curriculum): Tina Wogandt

Major Focus: Teaching and Learning - pedagogy, curriculum planning and assessment (Prep to Year 2), coaching support



Head of Department (Curriculum): Shelley Fanning

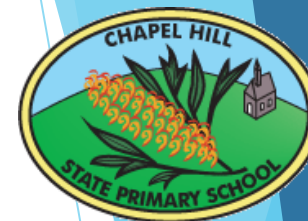
Major Focus: Teaching and Learning - pedagogy, curriculum planning and assessment (Year 3 & Year 4), coaching support



Head of Department (Curriculum): Louise Kliese

Major Focus: Teaching and Learning - pedagogy, curriculum planning and assessment (Year 5 & 6), coaching support

Admin Office Team



Sheridan can be found in the reception area. Her role is to assist the BM with HR and staffing at the school, along with some parent communications and other finance support.

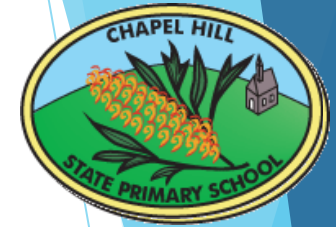


Katie coordinates our enrolments. She is also responsible for some finance processes and ensuring our medication and student health register database is up-to-date.



Kathy assists our students and parents at the student window. Some of Kathy's responsibilities include student absences, finance and leadership support

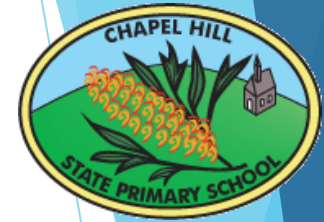
Student Support and Wellbeing



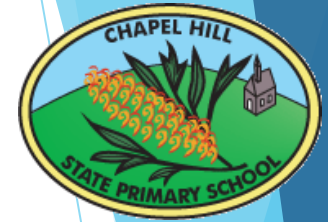
- ▶ **Deputy Principal (Tal Mitchell):** Overseeing Student Wellbeing projects & PBL - Prep to Year 6
- ▶ **Head of Student Support Services:** Naomi O’Kearney
- ▶ **Guidance Officer:** Alice Clarke and Margaret Ballinger
- ▶ **LET / Wellbeing Teacher:** Julie Williams
- ▶ **Teaching Assistants**

Student Support and Targeted Student Learning

- ▶ **Head of Student Support Services:** Naomi O'Kearney
- ▶ **HOD-Cs:** Tina Wogandt (Prep to Year 2)
Shelley Fanning (Year 3 and 4)
Louise Kliese (Year 5 and 6)
- ▶ **LETs:** Martina Horn (Prep)
Leia Brameld (Year 1)
Amanda Tyacke (Year 2)
Sandra Hall (Year 3)
Nicky Duce (Year 4)
Mel Teasdale (Year 5)
Nicky Duce (Year 6)
- ▶ **Guidance Officer:** Alice Clarke and Margaret Ballinger
- ▶ **Speech Language Pathologist:** Leela Pendse Shaw (Tuesdays)
- ▶ **EAL/D:** Patricia Hammar (Tuesdays)

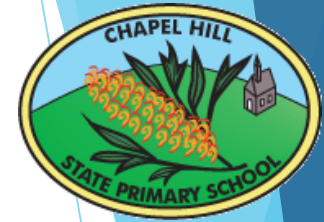


Operations - Communication



- ▶ **School newsletter:**
 - ▶ the primary source of information and event dates, school reports, messages from Leadership team and other staff
- ▶ **School website (including calendar):**
 - ▶ Links to key CHSS policy documents, enrolment information
- ▶ **School Facebook page:**
 - ▶ event reminders, updates, photos and brief reports
- ▶ **CHSS P and C Facebook page:**
 - ▶ P&C event information, reminders, updates, photos, Tuckshop and Uniform shop updates
- ▶ **CPR chat groups:**
 - ▶ Individual class groups to share specific class information

Operations - Procedures



▶ Student Attendance:

- ▶ School starts at 8:45am and finishes at 3pm
- ▶ If your child is late, report to the Office (Admin) for a late slip
- ▶ Regular school attendance is an expectation
- ▶ If your child is away, you can:
 - ▶ 1. note absence via QParents app
 - ▶ 2. SMS student absence line: 0427 945 725 stating student's name, class, and reason for absence
 - ▶ 3. leave a message on the absence hotline: 3871 4844

▶ Medications:

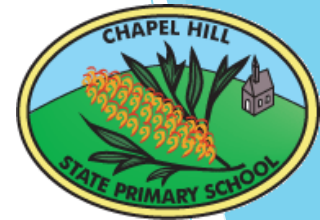
- ▶ ALL medication (Emergency and Over the counter) must:
- ▶ be handed in by an adult to the OFFICE
- ▶ have necessary documentation be accompanied by a PRESCRIPTION/PHARMACY LABEL (available from documents folder on chapelhillss.eq.edu.au
- ▶ Child's name
- ▶ Dose
- ▶ Measuring device or cutting device if required
- ▶ be in ORIGINAL PACKAGING

School Safe Zones

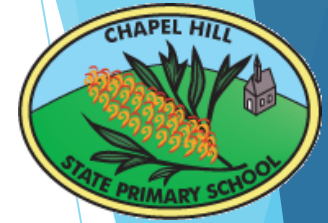
Staff supervised from
8 am to 8:40 am



For general information on
school routines & operations...



[CHSS Parent Information Handbook Years P-6](#)



SLT Q&A

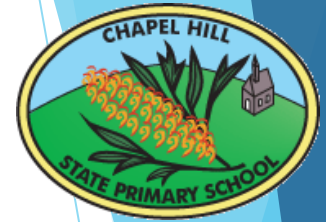
Thank You

We now invite you to meet with your child's Year Level Teaching Team to hear Year Level specific information.

Please make your way to:

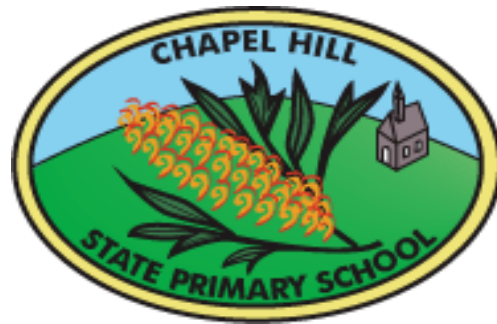
Year 3 Hall

Year 4 Conference Room 2



Chapel Hill State School

Parent Information Session



Year 3 - 2024

Year 3 Team 2024



3CT Mrs Deb Meyer & Mrs Anita Rhodes

3Y Mr Tom Yuill

3PL Mrs Krystal Platt

3P Miss Isabelle Porter

3A Ms Kathy Andersen

LET Mrs Sandra Hall

Learning Enhancement Teacher (L.E.T.)



- ▶ Works collaboratively and consultatively
- ▶ Whole class, small group or 1:1 intensive (extension and support)
- ▶ Sharing information on student with outside agencies will require written consent form signed.
- ▶ Relevant documentation from outside agencies should be handed to the office.






Together we.....

- ▶ plan units of work,
- ▶ share ideas and resources,
- ▶ design assessment tasks, and
- ▶ moderate assessments to ensure consistency of judgement.

While we are working together closely, drawing on each others strengths and covering the same curriculum, there will be some slight differences from class to class as we tailor our approach to the needs of our own students.

CHSS' Explicit Improvement

		
Reading	Collegial Engagement	Teacher Data Literacy + HITS



- ▶ **Review and refine CHSS' Reading Policy** with a focus on ensuring consistency in year levels and alignment with evidence-based practices and DoE policy
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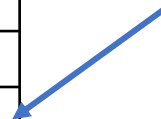
Walker Learning

Because the brain changes significantly around Grade 2 and 3 – that is significant neurological changes around 7 and 8 years old – so Walker Learning changes too.

Preschool to Year 2
Focus Children
Tuning In & Reflection
Learning Environment
Investigations
Children's Interest
Reporter & Photographer
Parent Information Board
Freebies

Years 3 to 6
Focus Children
Tuning In & Reflection
Learning Environment
Education Research Project (ERP)
Children's interests
Expo
Communication Board
Clinic Groups
Class Meeting

Statement of Intent



Walker Learning



- ▶ **Educational Research Project – ERP**
 - ▶ The ERP personalises the learning of the students through their interests
 - ▶ Alongside explicit teaching and ongoing learning experiences and activities throughout the term
 - ▶ ERP sessions are timetabled each week
 - ▶ Must meet specific learning intentions related to the subject focus and an interest of their own
 - ▶ This is personalised whilst meeting Australian Curriculum requirements
 - ▶ Children complete individual proposal forms



Year 3 Curriculum & Assessment

[Curriculum Overviews](#), available on the CHSS website, provide parents with a snapshot of what will be taught each term, and how the learning will be assessed.



How We Assess

- ▶ Diagnostic assessments
- ▶ Learning intentions and Success Criteria explicitly taught
- ▶ Samples of work are collected
- ▶ Benchmark Assessment of Reading
- ▶ Observations
- ▶ Written Assessments on paper (supported if required)



How We Report

Achievement, Effort and Behaviour Codes

Very High (A)

High (B)

Sound (C)

Developing (D)

Support Required (E)

Meeting the expected standard for the year level.



Homework

Prep: No formal homework is set in the Prep year; however, 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

Year 6: up to 3-4 hours each week



Year 3 Homework

Year 3: up to 1 hour each week

Homework consists of:

- ▶ Reading (Reading Eggspress / Own Choice / SORA app)
- ▶ Spelling
- ▶ Mathematics
- ▶ Typing Tournament
- ▶ Occasional extra tasks



Excursions & Incursions (TBC)

Term 1:

Term 2: World of Maths

Term 3: Starlab

Term 4: Street Science



Specialist Lessons



Music/Arts

Mrs Cook



T1 ERP/ research
Skills

Ms Louise



T1 Health

Mrs Bailey

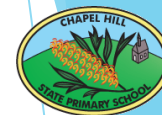


PE

Mr Parry

Your child's Class Teacher will advise the day of each specialist lesson.

Term 1 - Specialist Lessons



Lesson	Day
Music <i>Bridget Cook</i>	Wednesday
P.E. <i>Andrew Parry</i>	Friday
Library Borrowing	Monday- 3P, 3A Wednesday – 3CTG1, 3Y, 3PI Friday – 3CTG2
ERP/ Research Skills <i>Claire Louise</i>	Tuesday – 3A, 3CTG1 Thursday – 3CTG2, 3P, 3Y, 3PL
Health <i>Kirsten Bailey</i>	Monday- 3A, 3PL, 3P, 3Y Wednesday- 3CT

IGNITE



- ▶ Selected students will be offered a place in the before-school STEM programme in the first few weeks of term
- ▶ Selections are made by staff based on the student's ability and interest in STEM and their general classroom behaviour.
- ▶ In Term 1, the Year 3 Ignite STEM group will meet on **Wednesdays at 8 a.m.** next to Conference Room 2 in Weeks 3 to 7 inclusive.
- ▶ Inclusion in any unit does not guarantee ongoing inclusion in the programme.



2024 Year 3-6 IGNITE before school sessions

World of SCIENCE



- All sessions are linked to the classroom curriculum.
- Students will use scientific methods to explore Science topics, record data and communicate their findings.

Year 3	Year 4	Year 5 and 6
Is it living?	Here today, Gone Tomorrow	The World Around Us
Hot stuff	Properties of Materials	Earth and the Environment
Spinning Earth	Fast Forces	Changing Matter
What's the Matter?	Ready, Set, Grow!	Scientific Developments

Please Note: Each term a new group of students will be able to participate so that we are sharing these opportunities around.

NAPLAN



- ▶ Occurs every year for Year 3, 5, 7 and 9 students across Australia; this year, between 13 March and 25 March.
- ▶ NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum.
- ▶ Students sit assessments in:
 - Writing – 13 March
 - Reading – 15 March
 - Conventions of Language (spelling, grammar and punctuation) – 18 March
 - Numeracy – 19 March
 - Catch-up tests scheduled for students throughout period
- ▶ NAPLAN is just one aspect of a school’s assessment and reporting process.
- ▶ Preparation at home is NOT required. Parents can choose to access the public demonstration site to familiarise themselves and their children with the assessment platform.
- ▶ More information in previous and upcoming newsletters and via email



Student Wellbeing

- ▶ Each class will form class rules which are strongly linked to the school values
- ▶ Expected behaviours are discussed and explicitly taught which includes Focus of the Fortnights.
- ▶ Appropriate consequences are also explained and discussed.
- ▶ It is important that parents read and understand the Behaviour Rubric.
- ▶ PBL – Positive Behaviour for Learning Committee (includes parent representatives) meet regularly to discuss support strategies for our students.

Before School



▶ Walking in

Turning circle closed in the mornings from 8am.
Students arriving after this time can walk in from the
Stop, Drop & Go zone on Ironbark Road.

▶ Safe zones

Year 3 – Year 6: Upper covered area



Brain Break

- ▶ Significant snack at about 10:00am each day.
- ▶ Could be fruit or vegetables & crackers, cheese, yoghurt – easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can eat in approximately ten minutes.
- ▶ No messy foods because brain break is eaten inside sometimes.
- ▶ Students who have tuckshop need a brain break too.
- ▶ **PLEASE NOTE: We have serious nut allergies in our school – NO NUTS please.**

Break times



LUNCH

- 11:00 Play time
- 11:25 Warning bell (stop play, toilet, wash hands, gather lunch). Children go to their bags, collect their lunch boxes, and then walk to their eating area, or lunch in baskets in central location. Tuckshop monitors collect food.
- 11:30 Students eat in designated lunch areas.
- 11:42 Warning Bell. Students wait seated in eating areas and teachers collect them.
- 11:45 Students resume learning

AFTERNOON TEA

- 1:20 Play time
- 1:50 Eating time
- 1:57 Warning bell (toilet, wash hands if not done beforehand) Students wait seated in eating areas and teachers collect them.
- 2:00 Students resume learning



Teacher/Parent Communication

- ▶ Keeping lines of communication open is important. It is welcomed and valued.
- ▶ Urgent messages – please ring the office or send a note with your child or have a brief chat at the door.
- ▶ Not so urgent – feel free to email us we will endeavour to reply within 48 hours.
- ▶ If you wish to have a meeting with us please contact us to make an appointment.



Class Parent Representative/s

Roles:

We would like to encourage parents who have not previously taken on the role to volunteer - can be a shared role.

- ▶ Collate a class contact list
- ▶ Organise out-of-school social gatherings for children and parents to create a sense of community:
 - ▶ Play in the park
 - ▶ Coffee mornings
 - ▶ Parent dinners



Thank You

We plan on having a wonderful year teaching and learning with your children.

This can be achieved when we all work together.

parents – students – teachers

