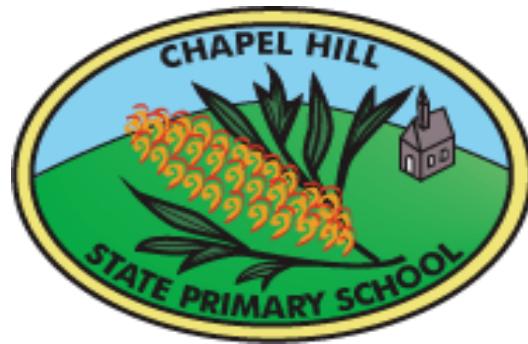


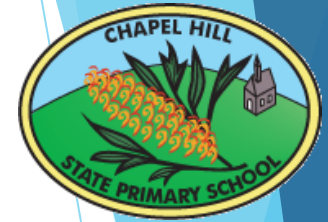
Chapel Hill State School

Parent Information Session



Prep 2024

Acknowledgement of Country



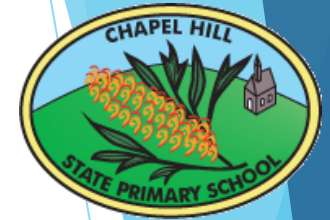
We acknowledge the Traditional owners of the land on which our school has been built. We would also like to pay our respects to Elders of the past, present and future for they hold the wisdom, memories, traditions and culture of their people and we acknowledge that they are the custodians of the land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

Our School Values

Respect for Self

Respect for Others

Respect for the Environment



Across the school

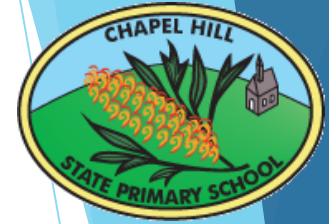
Students, After School Care, Staff, P and C

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

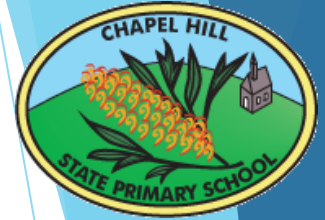





Teaching and Learning



Governance

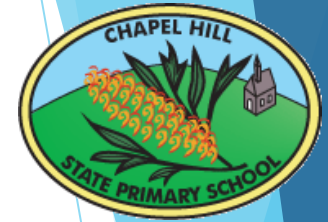
CHSS' Explicit Improvement



		
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)

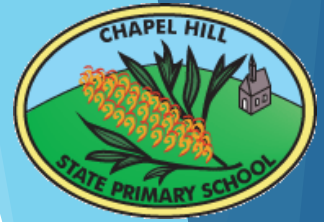
School Principal Stewart Jones



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)



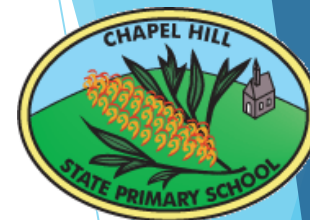
Deputy Principal: Tal Mitchell

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

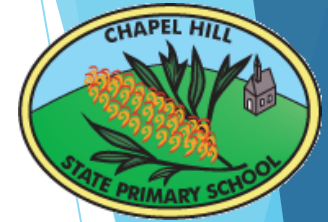
Major Focus: Teaching and Learning - pedagogy, curriculum planning and assessment (Year 3 & Year 4), coaching support



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.

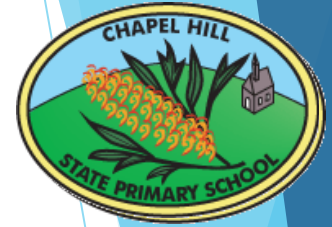


Katie coordinates our enrolments. She is also responsible for some finance processes and ensuring our medication and student health register database is up-to-date.



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

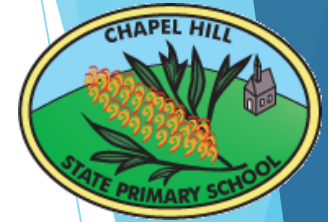
Student Support and Wellbeing



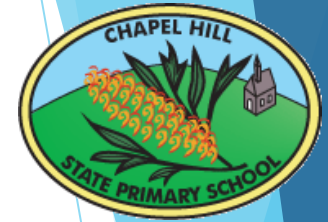
- ▶ **Deputy Principal (Tal Mitchell):** Overseeing Student Wellbeing projects & PBL - Prep to Year 6
- ▶ **Head of Student Support Services:** Naomi O’Kearney
- ▶ **Guidance Officer:** Alice Clarke and Margaret Ballinger
- ▶ **LET / Wellbeing Teacher:** Julie Williams
- ▶ **Teaching Assistants**

Student Support and Targeted Student Learning

- ▶ **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

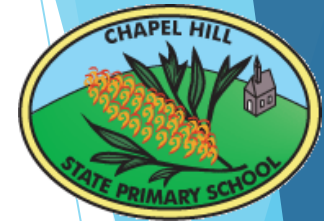
Operations - Procedures

▶ 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



By PARENTS
(who happen to be
psychologists,
counselors, coaches)
4

FRIENDSHIP WORKSHOP FOR PARENTS

THE "SOFT" SKILLS OF
FRIENDSHIP CAN
SOMETIMES OCCUR AS
QUITE "HARD"!
LET'S WORKSHOP THIS TOGETHER

When
MAY 1
7-9PM

Who
PREP -
YEAR 2
PARENTS

Where
CONFERENCE
ROOM 2

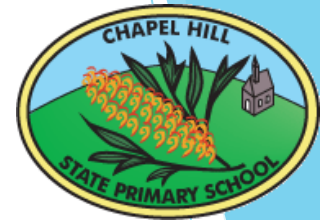
Unlock the Magic of Friendship:

- Open Conversations, Lasting Connections
- Empowerment Through Connection
- Navigating "Soft" Skills
- Collaborative Troubleshooting
- Growing Together

More Information Email us at chssfriendshipteam@gmail.com

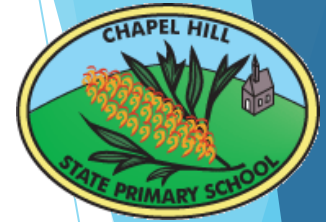


For general information on
school routines & operations...



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

SLT Q&A

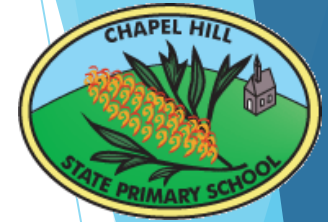


Thank You

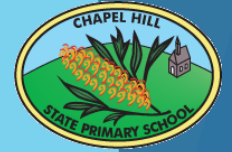
We now invite you to meet with your child's Year Level Teaching Team to hear Year Level specific information.

Please make your way to:

Prep	Remain in the Hall
Year 1	Conference Room 1
Year 2	The Arts Room



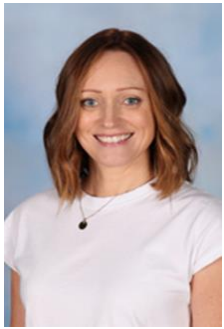
Prep Team 2024



Prep R Shannon Ryan



Prep B Anna Baker



Prep M Kim Matthews



Prep G Monique Graham

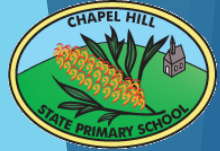


Prep W Andrew Watson

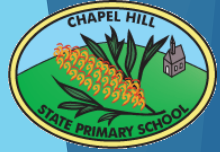


L.E.T. Martina Horn

Learning Enhancement Teacher (LET)



- The LET works collaboratively and consultatively with teachers, parents, students and the Support Team to provide strategies for students requiring some additional support or extension.
- The LET may work with the whole class, small groups or individuals.
- All correspondence and consultation meetings with the LET will include the classroom teacher.
- Sharing information on student with outside agencies will require written consent form signed.
- Documentation received from outside agencies that will help us to support your child should be handed to the classroom teacher.
(e.g. OT/PT reports, speech and hearing assessments , Paediatrician reports)



Specialist Lessons



Music/Arts
Mrs Cook



Health
Mrs Horn



Library
Mrs Bailey

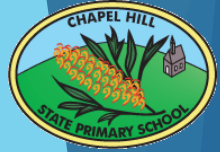


PMP
Mrs Shea



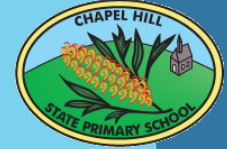
PE
Mr Parry

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



Perceptual Motor Program (PMP)

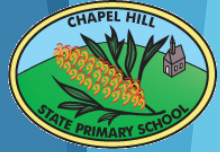
- ▶ Each week the children participate in a 'Perceptual Motor Program'.
- ▶ A range of activities is set up to build and further develop the children's gross motor skills.
- ▶ O.T. designed to take advantage of the unique features offered by our site.



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 other's 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.



Statement of Intent (S.O.I.)

► A key planning document:

- Developed collaboratively by the team each fortnight and then tailored to the context of each class as might be needed.
- Outlines the developmental domains and learning intentions for the fortnight.
- Is shared (emailed) with parents to keep you informed.

Note that this document is responsive to students' needs and some aspects of learning may be carried over into the following fortnight.

<div style="text-align: center;"> <h2 style="margin: 0;">Statement of Intent</h2> <p style="margin: 0;">WALKER LEARNING APPROACH</p> </div> <div style="float: right; text-align: right;"> <p style="margin: 0;">Term: 1: 2024</p> <p style="margin: 0;">Weeks: 1 and 2</p> </div>					
Developmental domain objectives	AC Learning Area Content Descriptors	Learning objectives	Children's current interests	Learning experiences	Modifications
<p>Emotional For the children to: - use words to describe how they are feeling.</p> <p>Social For the children to: - share space and resources with other people.</p> <p>Language For the children to: - use an appropriate made voice.</p> <p>Cognitive For the children to: - explore different areas in the room.</p> <p>Physical For children to: - hang hands, feet and objects to oneself.</p>	<p>English</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, intonation and body language, gestures and eye contact (ACELY1794)</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1951)</p> <p>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1795)</p> <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example discreteness. (ACELA1433)</p> <p>Recognise and name all <u>upper and lower case</u> letters (signatures) and know the most common sound that each letter represents (ACELA1440)</p> <p>Mathematics Representing personal events in sequence (ACHNA002)</p> <p>Connect days of the week to familiar events and actions (ACHMG006)</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACHNA002)</p> <p>Science Science involves exploring and observing the world using the senses (ACBS013)</p> <p>Living things have basic needs, including food and water (ACBSL002)</p> <p>Share observations and ideas (ACBS012)</p> <p>HASS Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSG11)</p>	<p>Literacy</p> <p>For the children to:</p> <p>Read/View/Listen</p> <ul style="list-style-type: none"> Listen to and follow instructions. Speak in front of a group. <p>Write</p> <ul style="list-style-type: none"> Learn to form letter shapes. Explore creating a written message using modelled writing. Understand that pictures match words. <p>Speak</p> <ul style="list-style-type: none"> Explore early concepts about print. Recognise letter and sound (a t p n). <p>Maths</p> <p>For the children to:</p> <ul style="list-style-type: none"> Understand days of the week and different events that occur each day. recognise numerals 1 – 10. count collections or quantities 1-10. <p>Science</p> <p>For the children to:</p> <ul style="list-style-type: none"> Use their senses to explore and observe the world around them. Understand that a scientist. Identify living things. <p>Humanities and the Social Sciences (HASS)</p> <p>For the children to:</p> <ul style="list-style-type: none"> Understand what families look like and where they are from. 	<p>New interests with investigations and becoming familiar with the room.</p> <p>Staff/school/ community interests</p> <p>Term 1</p> <ul style="list-style-type: none"> Getting to know the school Birthday chart Spells houses Making friends Meeting key staff members (A/N, Principal, DP, Specialists etc) Routines and transitions PBL/Classroom & school rules and values 	<p>Dramatic Play</p> <ul style="list-style-type: none"> Home corner with caps, plates, utensils, recipe books. Dolls & doll house Books on families <p>Reading</p> <ul style="list-style-type: none"> Familiar texts Familiar and <u>unknown</u> books <p>Construction</p> <ul style="list-style-type: none"> Clay Tracks Blocks Measuring tapes Plastic animals, plants and other living things Models and other small construction items <p>Sensory</p> <ul style="list-style-type: none"> Playdough Assessment of materials <p>Writing</p> <ul style="list-style-type: none"> Phonics letters Alphabet stamps Magnetic letters High frequency words Variation of paper Staples, ruler, hole punch Various pens Mini whiteboards Styluses <p>Maths</p> <ul style="list-style-type: none"> Sticks – wooden, elastic, metal Counters and containers Dominoes Shapes Number board Paper, pipe cleaners Days of the week and activity images <p>Art/Collage</p> <ul style="list-style-type: none"> Stamps Paper Paints Various collage materials Fancy scissors Different types of paper <p>Inkmarking</p> <ul style="list-style-type: none"> Small parts <p>Science</p> <ul style="list-style-type: none"> Books on senses, living and <u>non-living</u> things Natural objects Small world – animals, plants, etc. Magnifying glasses 	<p>Differentiated learning:</p> <ul style="list-style-type: none"> Activities that promote 'Two a go' all writing letters and numerals Activities that promote <u>peer-teaching</u> & positive education: Model houses Rotation skills Carte descripteur cards for students to hold their reusable creations Zones of regulation for managing behaviour. Individual and whole class rewards

A typical day



Play-Based Learning Block

Tuning-In → Investigations → Reflections
English- Maths-Science-HASS- SEL



Literacy Block

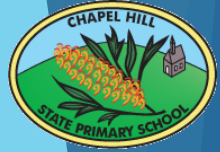
Explicit Teaching + Hands-On Activities
Whole Class - Small Group - One on One



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.



Brain Snack

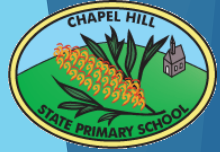
- ▶ Significant snack at about 10.00 am each day.
- ▶ Could be fruit or vegetables & crackers, cheese, yoghurt – easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can eat in approximately ten minutes.
- ▶ No messy foods because brain snack is eaten inside sometimes.
- ▶ Don't forget to send in the needed cutlery for your child's snack and lunch breaks.

PLEASE NOTE:

We have students who have multiple food allergies (e.g. nuts, eggs, different types of seeds etc) in our year level and across the school.

*We would ask parents to be mindful of this when packing food for school please – **No Nuts or Nut spreads** please.*

Break Times

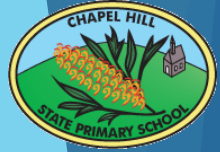


LUNCH

- 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 move to line up in their arranged areas and teachers collect them.
- 11:45 Students resume learning

AFTERNOON TEA

- 1:20 Play time
- 1:45 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.
- 1.50 Students eat in designated areas
- 1:57 Warning bell (toilet, wash hands if not done beforehand)
Students move to line up in their arranged areas and teachers collect them.
- 2:00 Students resume learning

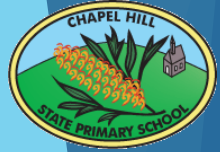


Prep Curriculum and Assessment

Curriculum Overviews are available on the CHSS website. These documents provide parents with a snapshot of what will be taught each term and how the learning will be assessed.

We aim to keep our assessment practices developmentally appropriate.

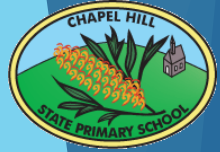
For Prep Year, this means a focus on teacher observation and one-on-one conversations during investigations, collecting samples of work and 'pencil and paper' tasks towards the end of a unit of work.



How We Report

Parent Teacher Conferences
(End of Term 1 and Term 3)

End of Semester Reports
(These are emailed to parents at the end of
Term 2 and Term 4)



How We Report

Achievement, Effort and Behaviour Codes

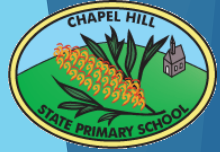
APPLYING: student shows a **depth** of conceptual understanding and a **sophistication** of skills that are **able to be transferred to new situations**.

MAKING CONNECTIONS: making **connections** with the conceptual understandings and skills and are **beginning to transfer them to new situations**.

WORKING WITH: student is **working with** conceptual understanding and skills and are able to **apply them in familiar situations**.

EXPLORING: student is **still developing** the required conceptual understandings and skills.

BECOMING AWARE: student can apply the required conceptual understandings and skills **only with support**.



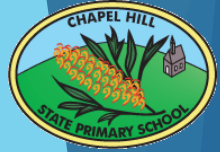
Prep Excursions and Incursions

Term 1: Story Telling Incursion

Term 2: Make and Meld Incursion (STEM)

Term 3: Mt. Coot-tha Botanic Gardens Excursion

Term 4: TBA



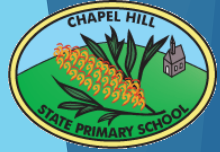
Prep 'Homework'

In the Prep Year, our approach to 'homework' reflects our belief that such tasks must be kept 'low-key' and considered within a balanced lifestyle, ensuring time to rest after a busy day at school, to spend time with family and to play freely.

All families are encouraged to read, read and read some more with your child/children and have conversations about the stories, characters, events and connections.

OPTIONAL OFFERINGS ARE MADE AVAILABLE. THESE INCLUDE:

- ▶ Jolly Phonics Practice- beginning Term 1
- ▶ Sight Words – Term 2
- ▶ Home Reading Program – Term 2
- ▶ Students will also have access to Mathletics and Reading Eggs.



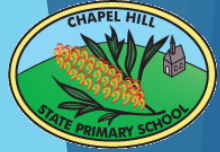
School Assembly and Student of the Week

- ▶ *Student of the Week Awards* are presented at Junior Assembly - alternate Mondays at 12:50 pm.
- ▶ *Student of the Week Awards* are linked to the school Focus of the Fortnight and/or School Values.

Prep students will attend Assembly from Term 1, Week 6

Week 7 onwards – assembly in odd weeks of term unless otherwise stated

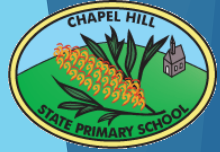
Drop-Off and Pick-Up



To allow teachers to focus and prepare for the day's learning, families are asked to wait for the "Feeling Happy" song to play before moving down to the child's classroom.

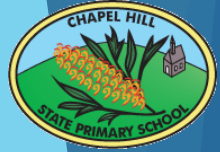
- If you arrive before 8:40 am, students and parents are to please wait in the designated **Safe Zones for Preps and Year 1s** (near the tuckshop). Helping Hands is also an available option for working parents.
- For Term 1, as we establish new routines, parents can also access the **green space near the turning circle** as an additional waiting space to sit with your child.
- Playgrounds are closed before school and after 3:30 pm.

After school – Due to limited space near our classrooms, parents are asked to please wait away from doors and window. You may like to organise a special spot in the view of the room for your child to go to once dismissed from class.



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 your class teacher and they will endeavour to reply within 24 hours.
- ▶ If you wish to have a meeting with your class teacher, please contact them to make an appointment.



Class Parent Representative (CPR)

- ▶ Organised by our P&C – This is a valued role within our school community
 - ▶ Catherine Nichols is our P&C's Parent Rep Facilitator
 - ▶ Email: chss.cpr.facilitator@gmail.com to express your interest in being a CPR and/or to learn how to get more involved in the P&C
 - ▶ Go to [jotform](#) to allow your details to be shared with CPRs
- ▶ CPRs typically organise out-of-school social gatherings for children and parents to create a sense of community:
 - ▶ Play in the park
 - ▶ Coffee mornings
 - ▶ Parent dinners
 - ▶ And liaise with the class teacher to provide a link with the class parent group.

Thank You

We plan on having a wonderful year of teaching and learning with your children as we all work together....

**parents – students -
teachers**

