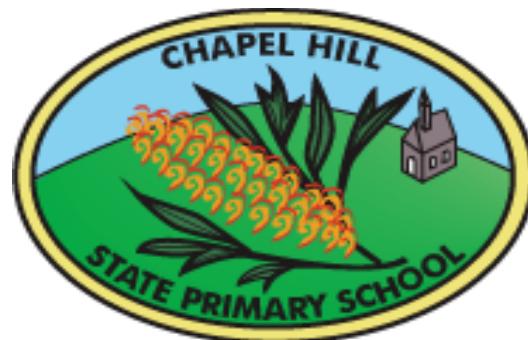


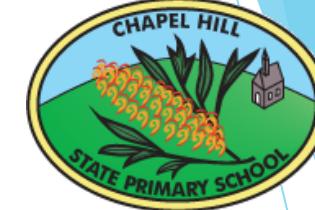
Chapel Hill State School

Parent Information Session



2026

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.

School Principal Stewart Jones



Major Role:

Overall school strategic direction and operations

Line Manage:

Direct line management of the Deputy Principals,
Head of Student Support Services and Business Manager

Our School Values:

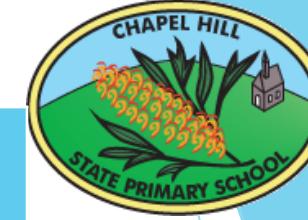
Respect for Self

Respect for Others

Respect for the Environment



2026 Explicit Improvement Agenda (EIA)



The Head	The Hands	The Heart
A circular icon with a blue and white design, featuring a stylized profile of a person's head with gears inside, symbolizing thought or methodology.	A circular icon with a green and white design, showing two hands clasped together, symbolizing collaboration or professional learning.	A circular icon with a yellow and white design, showing a hand holding a blue heart, symbolizing care or positive engagement.

Teaching Methodology

A) Reading - consolidating the CHSS Way started in 2024

B) Walker Learning - Uplift in focus and support.

Prof Learning:
Instructional Coaching

Delivering professional learning for each teacher, tailored to specific needs and interests

Positive Engagement for Learning (PE4L):

- Student Wellbeing and engagement
- Staff wellbeing
- Family Wellbeing

Leadership Team – Deputy Principals



Deputy Principal: Paula Morton (Prep to Yr 2)

Major Role: Teaching, Learning and Wellbeing (Prep to Year 1)

Key Projects: Leading CHSS Reading, Walker Learning and the Australian Curriculum Version 9.0 expectations

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



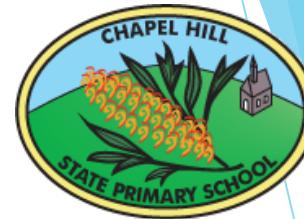
Deputy Principal: Tal Mitchell (Year 3 to 6)

Major Role: Teaching and Learning (Yr 3-6)

Key Projects: P(E4L) – Positive Engagement for Learning and the Australian Curriculum Version 9.0 expectations

Line Manage: Head of Department (Curriculum) (LK), Year 3 to 6 Teachers & Specialist Teachers

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 class teacher and LET collaboration.

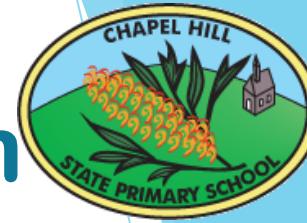
Key Project: Leading signpost for School Improvement – scan and assess. Plan and enact best practice (Inclusive Education)

Line Manage: Learning Enhancement Teachers (LETs) and Teacher Assistants

Student Support and Targeted Student Learning

- ▶ **Head of Student Support Services:** Naomi O'Kearney
- ▶ **Learning Engagement Teachers (LETs):**
 - Kim Matthews (Prep)
 - Martina Horn (Year 1)
 - Michelle Skehan (Year 2)
 - Denise Hu (Year 3)
 - Deb Griffin (Year 4)
 - Penny Dahl (Year 5)
 - Martina De Plater (Year 6)
- ▶ **Guidance Officer:** Melinda Cosgrove
- ▶ **Speech Language Pathologist:** Leela Pendse Shaw





Heads of Department - Curriculum



Prep to Year 2 Head of Department (Curriculum):Leia Brameld

Major Focus: Teaching and Learning – pedagogy, curriculum planning and assessment Prep to Year 2, teacher coaching support



Year 3 to 6 Head of Department (Curriculum): Louise Kliese

Major Focus: Teaching and Learning – pedagogy, curriculum planning and assessment Years 3 to 6, teacher coaching support.

Leadership Team: Business Manager (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.

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.



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



Faith also assists at our parents and students at the student window. Some of Faith's responsibilities include leadership support, student absences and general reception duties.



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 let us know by:
 - ▶ 1. note absence via QParents app
 - ▶ 2. SMS student absence line: 0427 945 725 stating student's name, class and reason for absence
- ▶ **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



Before School Safe Zones

Staff supervised
from
8 am to 8:40 am



Before School Safe Zone (8 - 8:40 am)

(Prep & Year 1) **(Years 2 - 6)**

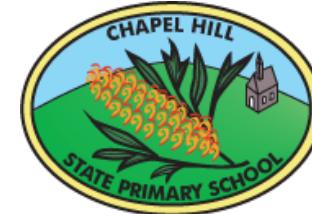


Operations - Communication



- ▶ **School Newsletter:**
 - ▶ the primary source of information and event dates, school reports, messages from Leadership team and other staff (Past copies on website)
- ▶ **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

For general information on
school routines & operations...



[CHSS Parent Information Handbook](#)

Thank You

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

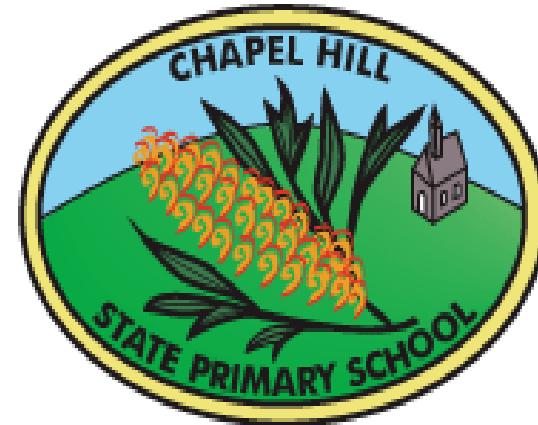


Please make your way to your child's classroom.



Chapel Hill State School

Parent Information



Year 1/2D Session

5 February 2026

Year 1 Team - 2026



1S Sian Thomas



1R Shannon Ryan



1/2D Rosanne Dunn



1L Sharne Lewis



1SB Amelia Bloom-Burt & Katy Stanley



LET Martina Horn

Year 2 Team 2026

2J

Clare Jones



2P

Lauren Pezzutti



2L

Georgia Laidler



2B

Georgina Baartz



1/2 D

Rosanne Dunn



LET

Michelle Skehan



Learning Enhancement Teacher (LET)



- The Year 2 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.
- If staff are asked/required to share information on a student with an external agency, the parent/carer is required to complete a '[Consent Form to Share Student Personal Information with Third Parties](#)' form.
- Documentations from outside agencies that will help school staff support your child, should be handed to the classroom teacher. (e.g. OT/PT reports, speech and hearing assessments, Paediatrician reports)



Specialist Lessons



Digital Technology
Mrs Royle

Music
Mrs Cook

Year 2 HASS
Ms Skehan

Year 1 HASS
Mrs Horn

Library
Mrs Bailey

HPE
Mr Yuill

HPE
Mr King

Please note:

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

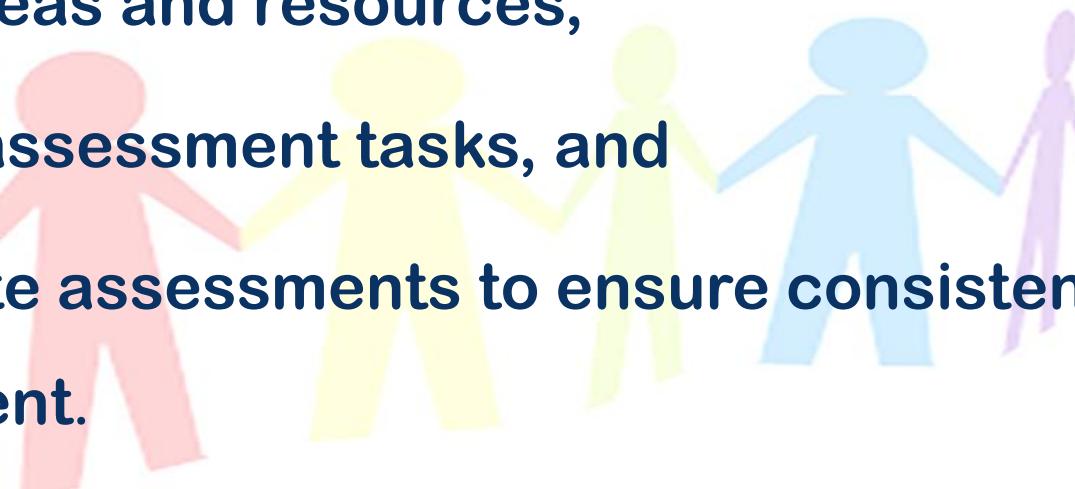


Year 2
Science
Mr MacLeod



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 that is:

- 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) to parents to keep you informed.

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

Year Level: Prep		Statement of Intent		
Developmental Domains		Curriculum Learning Intentions	Children's Interests	Investigations
Emotional For the students to: * Use words to describe feelings	English For the students to: Speaking and Listening <ul style="list-style-type: none">• Listen to and follow instructions• Speak in front of a group	New interests with investigations and becoming familiar with the room	Construction <ul style="list-style-type: none">• Cars, Trucks, block• Measuring tapes• Plastic animals, plants, and other living things• Mobile and other small construction	Craft materials (craft paper, sequins, pipe cleaners, paddle pop sticks etc.)
Social For the students to: *share space and resources with other people.	Writing For the students to: <ul style="list-style-type: none">• Learn to form letter shapes (s a t, p, i, n)• Explore creating a written message using modelling writing• Understand that pictures match words		Dramatic Play <ul style="list-style-type: none">• Home corner with cups, plates and utensils• Dolls and doll house• Books on families	Natural materials
Language For the students to: *use an appropriate inside voice.	Reading For the students to: <ul style="list-style-type: none">• Explore early concepts about print• Recognise letter and sounds (s, a, t, p, i, n)		Science/Nature Table <ul style="list-style-type: none">• Books on senses, living and non living things• Natural objects• Small world- animals, plants, etc• Magnifying glasses	Various types of paper
Cognitive For the students to: * Explore different areas in the room	Mathematics For the students to: <ul style="list-style-type: none">• Recognise numerals 1-10• Count collections or quantities		Writing Table <ul style="list-style-type: none">• Phonics Letters, magnetic letters, alphabet stamp• Variation of paper• Various pens• White boards	
Physical For the students to: * Keep hands, feet and objects to oneself	Science For the students to: <ul style="list-style-type: none">• Use their senses to explore and observe the world around them• Understand what a scientist	TERM 1 <ul style="list-style-type: none">• Getting to know the school• Birthday Chart• Sports houses• Making friends• Meeting key staff members (Principal, DP, Specialist etc)• Routines and transitions• PB4L/Classroom, school rules and values.	Sensory <ul style="list-style-type: none">• playdough Tinkering <ul style="list-style-type: none">• Small parts Art & Collage <ul style="list-style-type: none">• Paints, pastels, various materials Maths Area <ul style="list-style-type: none">• Dominoes, counters, shapes, etc• Pens, paper, scissors Library/Reading Area <ul style="list-style-type: none">• Familiar texts• Fiction and non fiction books Outdoor environment	
	HASS For the students to: * Understand what families look like and where they are from.			

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.

Outdoor Learning

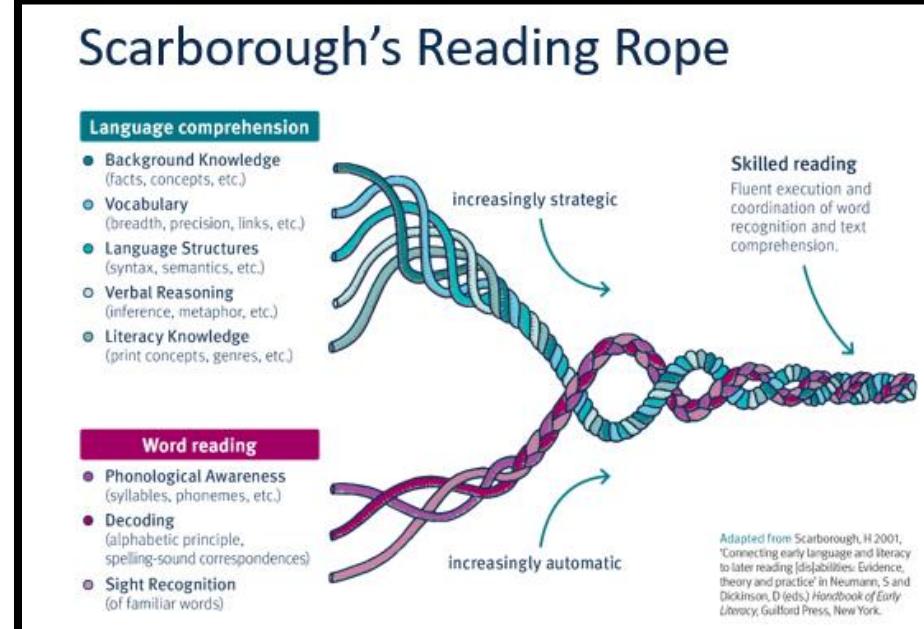
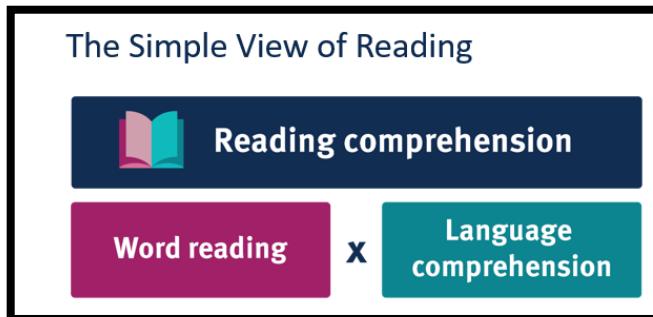


- Our Walker Learning pedagogy views outdoor space as equal to indoor space and extremely important in learning, especially in the early years.
- All experiences that are provided indoors may also be provided outside the classroom (weather permitting).

Reading at CHSS



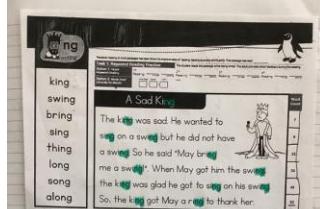
- Use an evidence-based approach - Science of Reading
- Teachers explicitly teach word reading and language comprehension
- Reading is taught across all learning areas



Word Reading

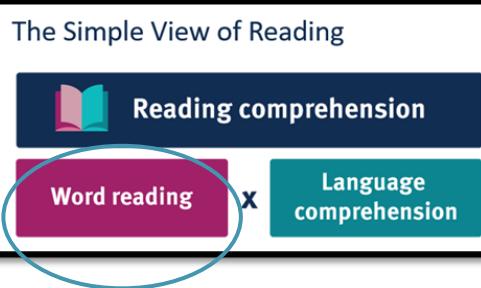
'Reading must be explicitly and systematically taught in a structured way'.

Word Reading – Structure Synthetic Phonics



King King King
swing swing swing
bring bring bring
sing sing sing
thing thing thing
long long long
song song song
along along along

I had Pork on my fork. Then I had ham on my fork. Then I had no more on my fork. So I had corn on my fork and a leek! No more food on my fork! *35 words* Well done! Wow!

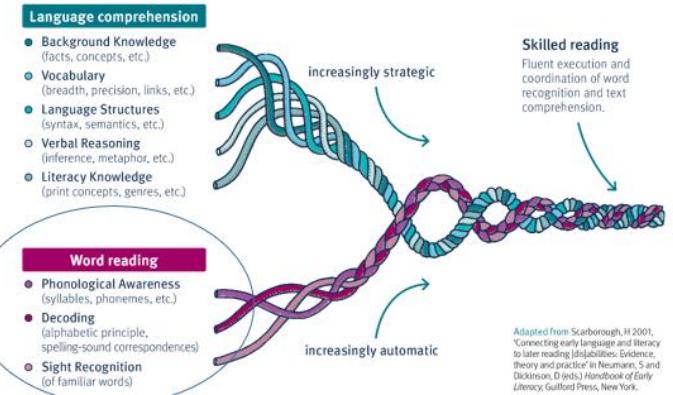


Reading Practice using decodable texts

Decodable texts contain letter-sound correspondences that students have already learned.



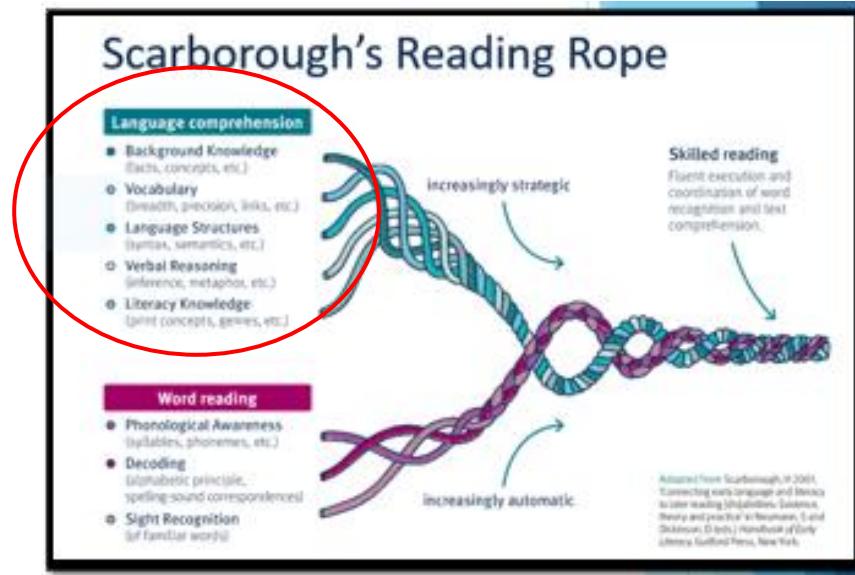
Scarborough's Reading Rope



Adapted from Scarborough, H 2001, 'Connecting early language and literacy to later reading achievement: the theory and practice' in Neuman, S and Dickinson, D (eds) *Handbook of Early Literacy*, Guilford Press, New York.



Language Comprehension



Language Comprehension is explicitly taught through:

- Shared and Dialogic reading using authentic, rich texts across curriculum areas
- Building background knowledge,
- Explicit instruction of Tier 2/3 vocabulary,
- Fluency routines.



[Twilight session](#) – Link To Parent Twilight Session Video



Brain Break

- ▶ Significant snack at about 9:30/10.00 am each day.
- ▶ Fruit, vegetables, crackers and cheese, yoghurt
 - quick and easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can eat in approximately 10 minutes (separate container).
- ▶ No messy foods please because brain break can be eaten inside at times.

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 – Avoid **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 wait seated in eating 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 wait seated in eating areas and teachers collect them.

2:00 Students resume learning



Year 1 & 2 Curriculum and Assessment

Curriculum Overviews are available on the CHSS website after all of the Parent Information Sessions. 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 Year 2s, 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

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**.

CONNECTING: **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**.

Meeting the expected standard for the year level.

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

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



How We Report

Parent Teacher Conferences

Term 1 Wed 4/3 to Thu 12/3

and

Term 3

SOBS link will be shared soon

End of Semester Reports

These are emailed to parents/carers
in Week 10, Term 2 and Term 4

Year 1 Excursions and Incursions



Term 1: Geckoes Wildlife

Term 2: Beenleigh Historical Village

Term 3: TBA

Term 4: Meerkats Theatre Production Incursion(TBC)

- *Each excursion/incursion is scheduled to compliment units of study.*
- *Dates and details will be advised well in advance of each event.*

Year 2 Excursions and Incursions



Term 2: Planetarium, Mt Coot-tha Botanic Gardens Excursion

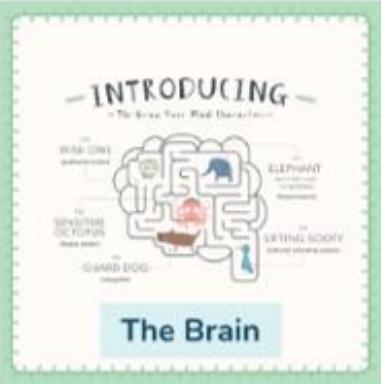
Term 3: Street Science Incursion

Term 4: Meerkats Theatre Production Incursion(TBC)

- *Each excursion/incursion is scheduled to compliment units of study.*
- *Dates and details will be advised well in advance of each event.*



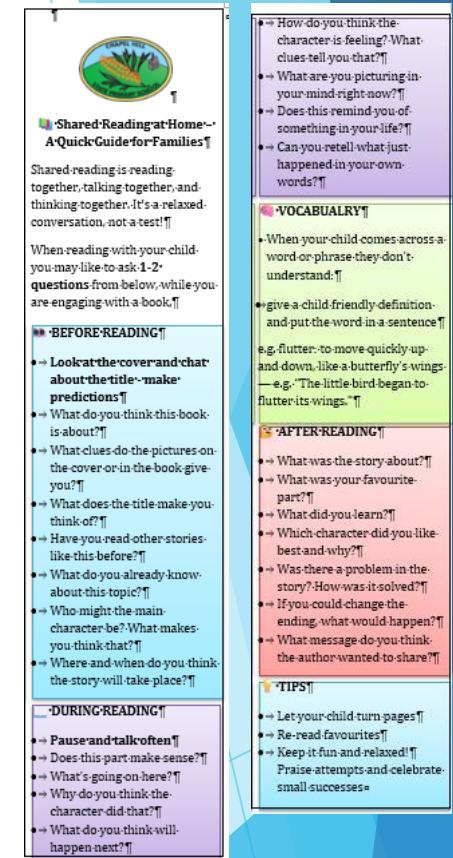
Grow Your Mind Core Wellbeing Themes



Year 1 & 2 Reading at Home



- ▶ Our approach to 'Homework' in the early years is more like home review which 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 of school, to spend time with family and is enough time for family, enjoy recreation and other activities.
- ▶ **HOME READING using Decodable Readers + a Shared Reading Approach**
- ▶ Commences in Week 4: A parent information letter will be sent home in Week 3 explaining reading at home.
- ▶ **For word reading:** A hard copy decodable text will be sent home weekly – student are encouraged to read it multiple times.
- ▶ **For shared reading:**
 - ▶ Families are encouraged to read, read and read some more with your child/children and have conversations about the stories, characters, events and connections.
 - ▶ Students can borrow 3 books/week from the library to read at home.
- ▶ Note: Students also have access to Decodable Readers Australia – online subscriptions





School Assembly and Student of the Week

► *Student of the Week Awards*

- Presented at Junior Assemblies - Mondays from 12:50 pm to 1:20 pm (odd weeks)
- We like to keep this a surprise for students until the Assembly.
- *Student of the Week Awards* are linked to the school Focus of the Fortnight and/or School Values.

► *Assemblies*

- *Year 1 and 2 students will commence Assembly from Week 5 (Year 1 and 2 Class Captain Induction).*
- *Week 6: Whole School Assembly (Welcome the Preps)*
- *Week 7 onwards: Assembly in odd weeks of term unless otherwise advised (Class Captains to help with assembly)*



Drop-Off /Pick-Up Points

- **Before school:**
 - Safe Zones open at 8 am.
 - If students and/or parents arrive before 8:40 am, please wait in the designated **Safe Zone for Year 2s** (Upper Undercover Area).
- **After school:**
 - Due to limited space near our classrooms (high traffic areas), we ask **parents to please wait in an open area**, not immediately outside the classroom.
 - You may like to organise a special spot in the view of the room for your child to go to once dismissed from class.
- Helping Hands is available for parents/carers requiring care before 8 am and after 3 pm.
- Please note for safety, **ALL Playgrounds are closed before school and after 3:30 pm.**



Teacher/Parent Communication

- ▶ Keeping lines of communication open is important to us. It is welcomed and valued.
- ▶ Urgent messages – Please ring the office or send a note with your child.
- ▶ Not so urgent – Feel free to email your class teacher and they will endeavour to reply within 48 hours.
- ▶ If you wish to have a meeting with your class teacher, please contact them to make an appointment.



Class Parent Representative (CPR)

- ▶ Organized by our P&C – this is a valued role within our school community
 - ▶ Catherine Nichols is the 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 organize 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.

Class Parent Representative (CPR)

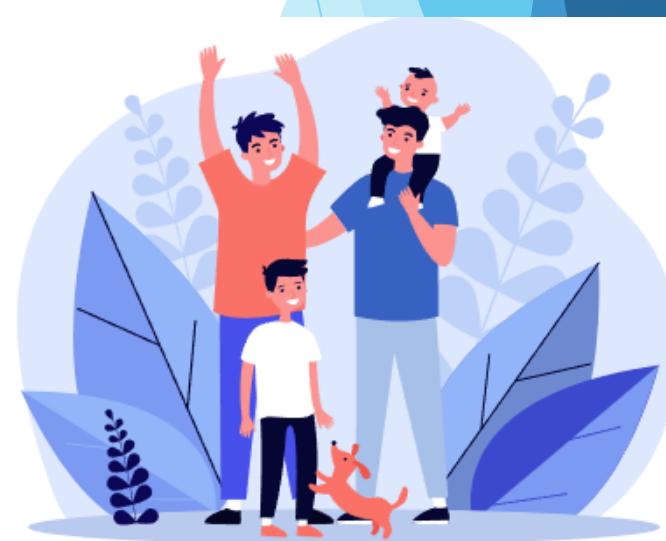


- ▶ Organised by our P&C – This is a valued role within our school community
 - ▶ Catherine Nichols is the P&C's Parent Representative Facilitator
 - ▶ Class Parent Reps (CPR) have been allocated for 2026.
 - ▶ Email Catherine chss.cpr.facilitator@gmail.com if you wish to learn more about how to get involved in the P&C
 - ▶ Go to [jotform](#) to allow your details to be shared with your class CPR
- ▶ 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.

Online Permissions



- ▶ We use a number of learning tools and resources Prep to Year 6 to support student learning.
- ▶ Our principal has deemed these third-party online services, including websites, web applications and mobile applications, appropriate for school use.
- ▶ Online resources include the school's library platform to allow your children to borrow books (Concord Infiniti), and Decodable Readers Australia.
- ▶ Our admin team has shared via QParents the third-party online permission form. It includes key information on each platform, along with the parent consent form. Please note, a paper copy of this consent was included in your child's enrolment paperwork, but a new platform has been added so we are updating consents.
- ▶ In Week 4, student online logins to various platforms will be sent home.





Thank You

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

parents – students - teachers

