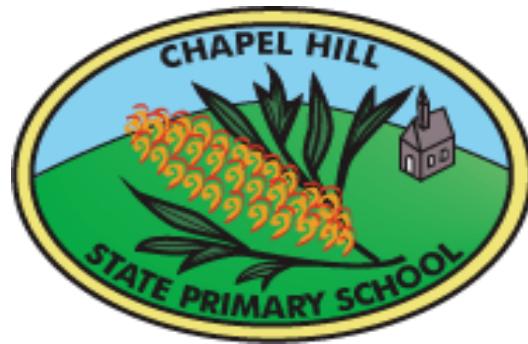


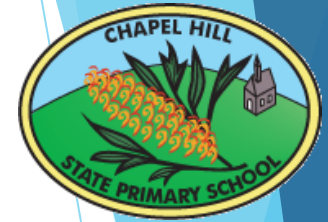
Chapel Hill State School

Parent Information Session



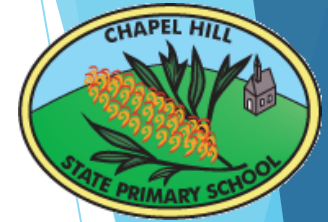
2025

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:

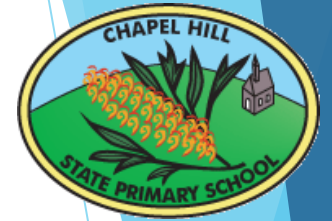
Direct line management of the Deputy Principals, Head of Student Support Services and Business Manager

Our School Values:

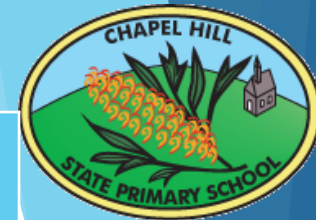
Respect for Self

Respect for Others

Respect for the Environment



2025 Explicit Improvement Agenda (EIA)



The Head



The Hands



The Heart



Teaching Methodology

A) Reading - consolidating the CHSS Way started in 2024

B) Walker Learning - Uplift in focus and support.

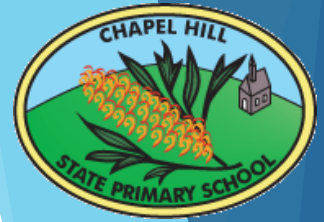
Prof Learning:

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 1)

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

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), Prep and Yr 1 Class Teachers and Prep Teacher Aides



Deputy Principal: Melissa McDonald (Year 2 to Year 4)

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

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

Line Manage: Head of Department (Curriculum) (SF), Class Teachers



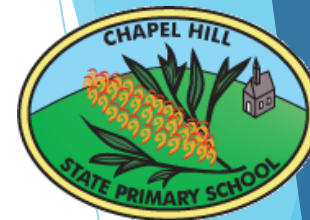
Deputy Principal: Tal Mitchell (Year 5 and 6)

Major Role: Teaching, Learning and Whole School Wellbeing in Year 5 and Year 6 & Digital Learning (Laptop program Yr 5 & 6)

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

Line Manage: Head of Department (Curriculum) (LK), Yr 5 and Yr 6 Class Teachers and 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 in-act best practice (Inclusive Education)

Line Manage: Learning Enhancement Teachers (LETs)

Student Support and Targeted Student Learning

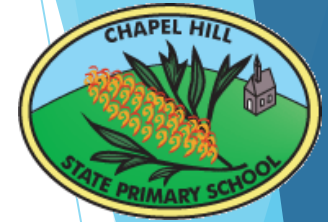
▶ **Head of Student Support Services:** Naomi O'Kearney

▶ **Learning Engagement Teachers (LETs):**

- Leia Brameld (Prep)
- Martina Horn (Year 1)
- Michelle Skehan (Year 2 & 3)
- Deb Griffin (Year 4)
- Penny Dhal (Year 5)
- Naomi O'Kearney (Year 6)

▶ **Guidance Officer:** Alice Clarke

▶ **Speech Language Pathologist:** Leela Pendse Shaw



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.



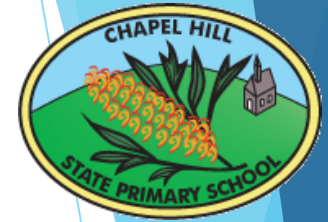
Katie coordinates our enrolments. She is also responsible for some finance processes and ensuring our medication and student health register database is up-to-date.



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



Jayden assists our students and parents at the student window. He provides general administration support within the office as well as relief support to our administration team when required.



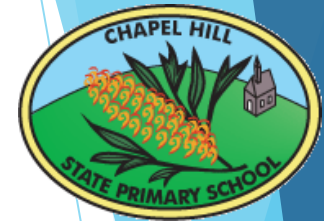
Operations - Procedures

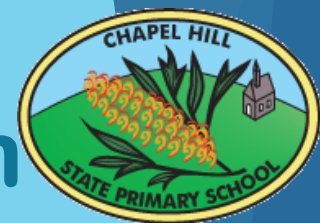
▶ Student Attendance:

- ▶ 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





Heads of Department - Curriculum



Head of Department (Curriculum): Leia Brameld

Major Focus: Teaching and Learning – pedagogy, curriculum planning and assessment (Prep to Year 1), Prep to Yr 1 teacher coaching support



Head of Department (Curriculum): Shelley Fanning and Julie Williams (Job Share)

Major Focus: Teaching and Learning – pedagogy, curriculum planning and assessment (Year 2, 3 & Year 4), Yr 43 to Yr 4 teacher coaching support.
(* Julie is leading the instructional coaching strategic project)



Head of Department (Curriculum): Louise Kliese

Major Focus: Teaching and Learning – pedagogy, curriculum planning and assessment (Year 5 & 6) Maths Ignite Program (MIPY5&6), Yr 5 and Yr 6 teacher coaching support.

Before School Safe Zones

Staff supervised from
8 am to 8:40 am

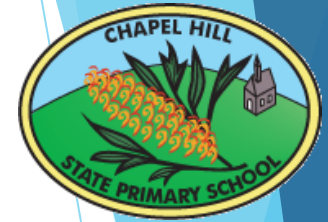


Before School Safe Zone (8 - 8.40am)

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

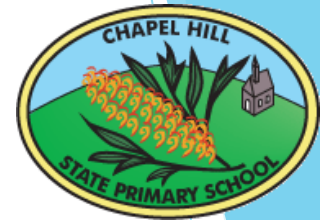


Operations - Communication



- ▶ **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...



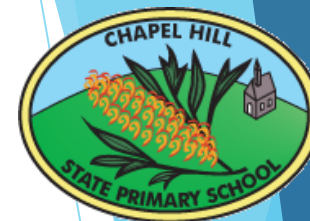
[CHSS Parent Information Handbook](#)

Thank You

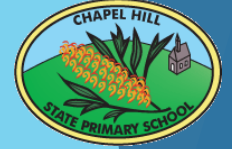
We now invite you to meet with your child's Year Level Teaching Team to hear Year Level specific information.

Please make your way to:

Prep	Remain in the Hall
Year 1	Conference Room 2



Year 1 Team - 2025



1S Sian Thomas

1T Simone Thorton



1D Rosanne Dunn

1L Sharne Lewis

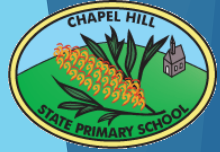


1SB Amelia Bloom-Burt & Nicky Shea

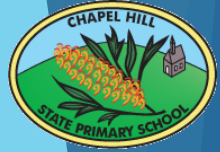
LET Martina Horn



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.
- 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



Music/Arts
Mrs
Prescott



HASS
Mrs Horn



Library Lesson
and Borrowing
Mrs Bailey



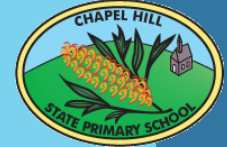
H.P.E
Mr Yuill



H.P.E
Ms Braun

Please note:

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

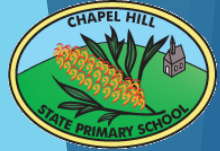


Together we.....

- ▶ 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) to 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.

 Year Level: Prep		Statement of Intent Term One, 2025 Weeks 1&2		
Developmental Domains	Curriculum Learning Intentions	Children's Interests	Investigations	Resource Wishlist
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 Writing <ul style="list-style-type: none"> • Learn to form letter shapes (s, a, t, p, n) • Explore creating a written message using modelling writing • Understand that pictures match words Reading <ul style="list-style-type: none"> • Explore early concepts about print • Recognise letter and sounds (s, a, t, p, n) 	New interests with investigations and becoming familiar with the room	Construction <ul style="list-style-type: none"> • Cars, Trucks, blocks • Drawing toys • Plastic animals, plants, and other living things • Models and other small construction Dramatic Play <ul style="list-style-type: none"> • Home corner with toys, plates and utensils • Dolls and doll house • Books on families Science/Reuse Table <ul style="list-style-type: none"> • Books on senses, living and non living things • Natural objects • Small sample animals, plants, etc. • Magnifying glasses Writing Table <ul style="list-style-type: none"> • Phonetic letters, magnetic letters, alphabet stamps • Variation of paper • Various pens • White boards 	Craft materials (craft paper, sequins, pipe cleaners, paddle pop sticks etc.) Natural materials Various types of paper
Social For the students to: * Share space and resources with other people.	Mathematics For the students to: <ul style="list-style-type: none"> • Recognise numerals: 1-10 • Count collections or quantities 	School & Community Interests	Sensory <ul style="list-style-type: none"> * Photograph Thinking <ul style="list-style-type: none"> * Small parts Art & Collage <ul style="list-style-type: none"> * Papers, pastels, various materials Maths Area <ul style="list-style-type: none"> * Counters, counters, shapes, etc. * Pens, paper, scissors Library/Reading Area <ul style="list-style-type: none"> * Reader books * Fiction and non-fiction books 	
Language For the students to: * Use an appropriate inside voice.	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 HASS For the students to: * Understand what families look like and where they are from.	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 • PB4U Classroom, school rules and values. 	Outdoor environment	
Cognitive For the students to: * Explore different areas in the room				
Physical For the students to: * Keep hands, feet and objects to oneself				

A typical day



Play-Based Learning Block

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



Literacy Block

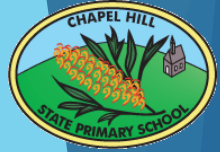
Explicit Teaching + Hands-On Activities
Whole Class - Small Group - One on One



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.

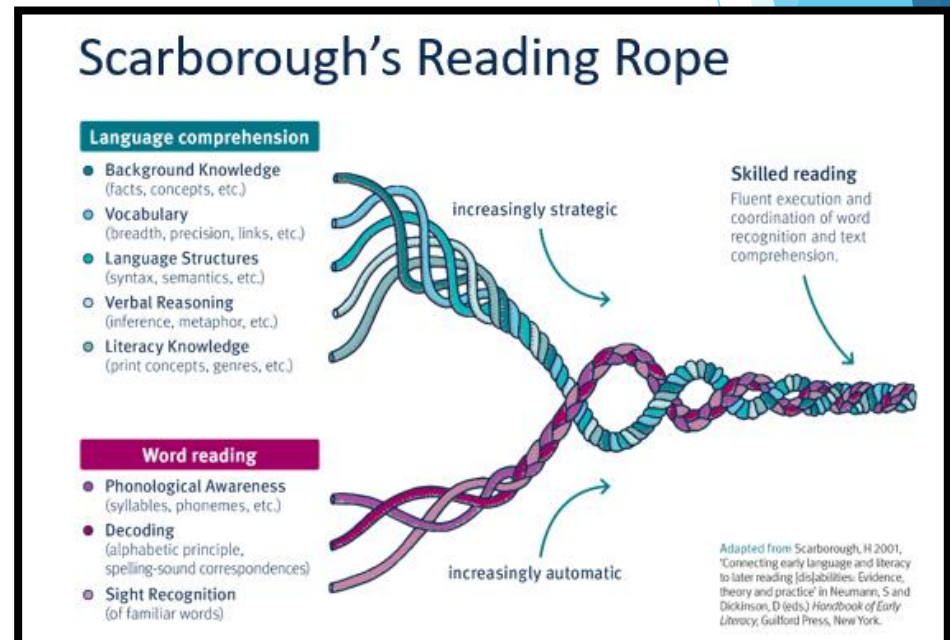
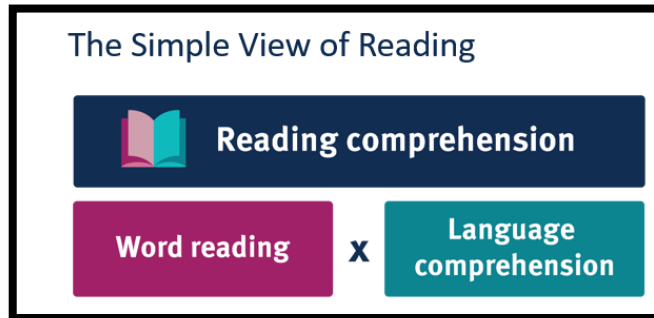


Outdoor Learning

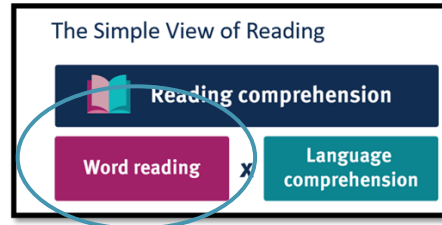
- The Walker Learning pedagogy views outdoor space as equal to indoor space and extremely important in learning, especially in the early years.
- All experiences that are provided indoors may also be provided outside the classroom (weather permitting).

Reading at CHSS

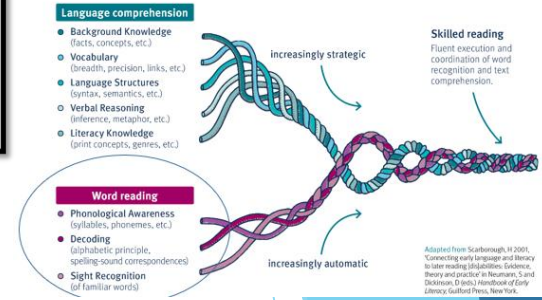
- Use an evidence-based approach - Science of Reading
- Teachers explicitly teach word reading and language comprehension
- Reading is taught across all learning areas



Word Reading



Scarborough's Reading Rope



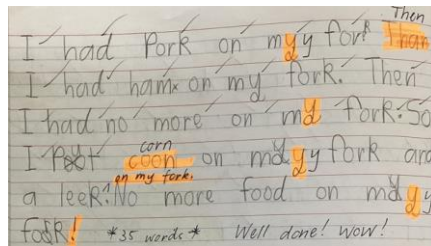
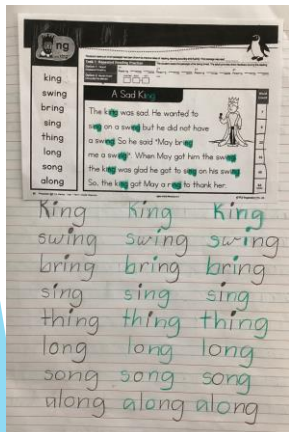
'Reading must be explicitly and systematically taught in a structured way'.

Word Reading – Structure Synthetic Phonics

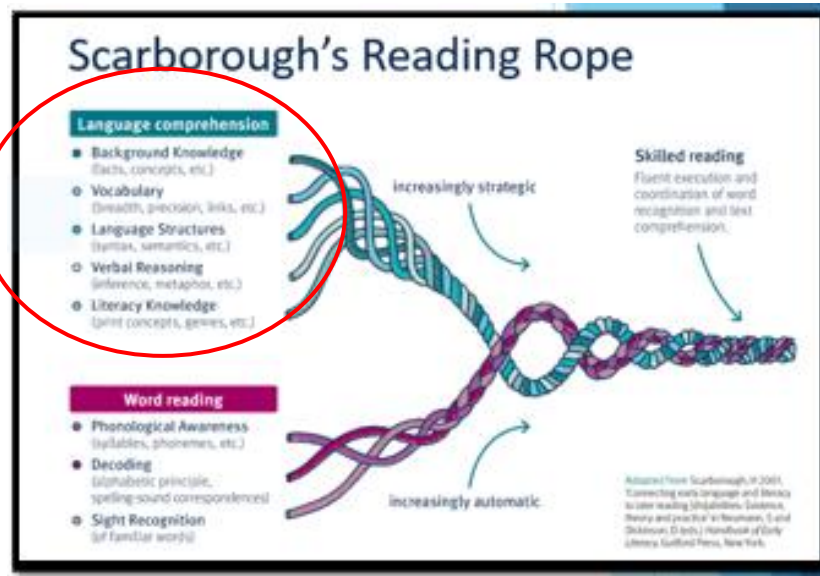


Guided Reading Practice using decodable texts

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



Language Comprehension



Language Comprehension is explicitly taught through:

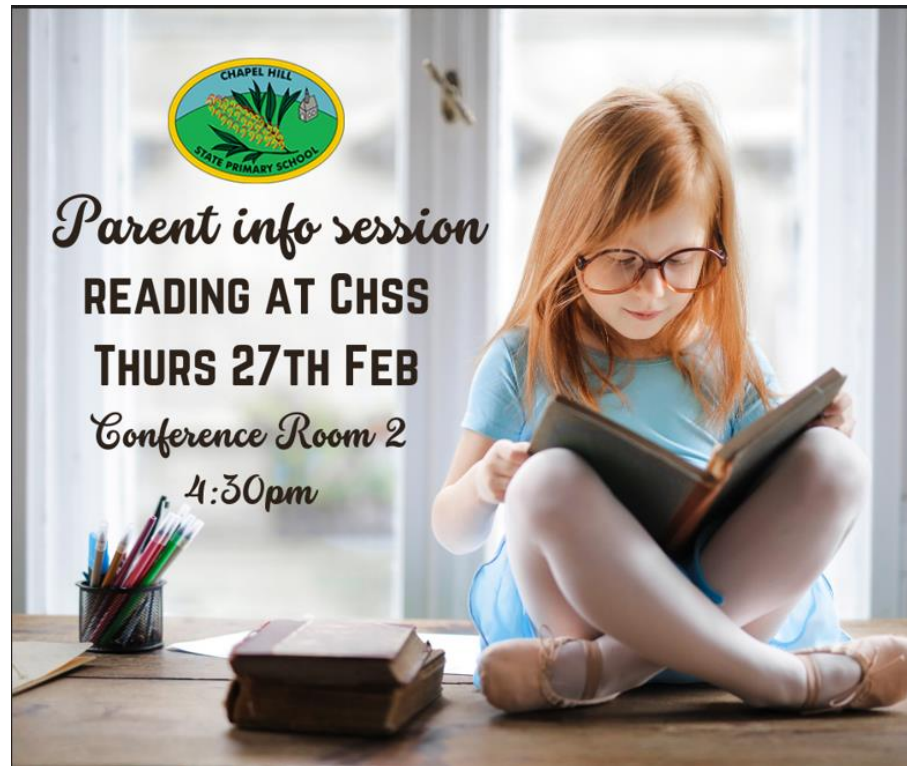
- Shared and Dialogic reading using authentic, rich texts across curriculum areas
- Building background knowledge,
- Explicit instruction of Tier 2/3 vocabulary,
- Fluency routines.

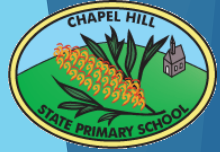


[Twilight session](#) – Link To Parent Twilight Session Video

Parent Information Session Reading at CHSS

- ▶ Week 5, Thursday, 27th February 4:30 pm
- ▶ All welcome





Brain Break

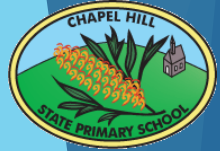
- ▶ Significant snack at about 9:30/10.00 am each day.
- ▶ Fruit, vegetables, crackers and cheese, yoghurt – quick and easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can eat in approximately 10 minutes (separate container).
- ▶ No messy foods please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

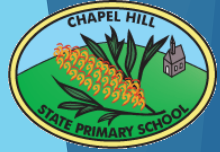


LUNCH

- 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

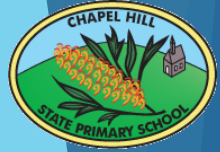


Year 1 Curriculum and Assessment

[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 One, 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
(Term 1 and Term 3)

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

How We Report

Achievement, Effort and Behaviour Codes

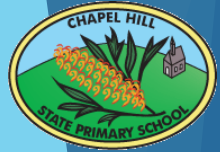
APPLYING: student shows a **depth** of conceptual understanding and a **sophistication** of skills that are **able to be transferred to new situations**.

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

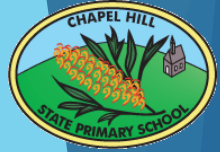
WORKING WITH: student is **working with** conceptual understanding and skills and are able to **apply them in familiar situations**.

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

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



Meeting
the
expected
standard
for the
year level.



Year 1 Excursions and Incursions

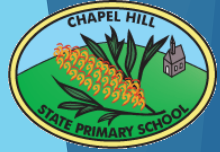
Term 1: Geckoes Wildlife

Term 2: Beenleigh Historical Village

Term 3: TBA

Term 4: Swimming

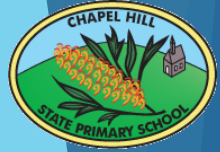
- *Each excursion/incursion is scheduled to compliment units of study.*
- *Dates and details will be advised well in advance of each event.*



Year 1 Reading at Home

For Year One: As per EQ guidelines → up to 15-20 minutes per night maximum.

- ▶ *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 will also have access to Decodable Readers Australia and Mathletics – online subscriptions



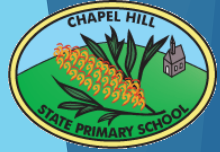
School Assembly and Student of the Week

▶ *Student of the Week Awards*

- ▶ Presented at Junior Assemblies - Mondays from 12:50 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*

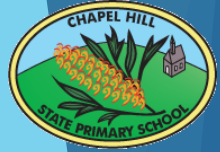
- ▶ *Year 1 and 2 students will commence Assembly from Week 4 (Year 1 and 2 Class Captain Induction).*
- ▶ *Week 6: Whole School Assembly (Welcome the Preps)*
- ▶ *Week 7 onwards: Assembly in odd weeks of term unless otherwise advised*



Drop-Off /Pick-Up Points

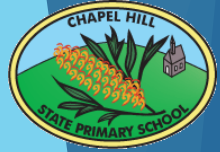
- **Before school:**
 - Safe Zones open at 8 am.
 - If students and/or parents arrive before 8:40 am, please wait in the designated **Safe Zone for Preps and Year 1s** (near the tuckshop).
- **After school:**
 - Due to limited space near our classrooms (high traffic areas), we ask parents to please wait 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 3pm.
- 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)



- ▶ 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 2025.
 - ▶ 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.

Thank You

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

parents – students - teachers

