

Chapel Hill State School

Parent Information



Year 2 Session

4:30pm, 13 February 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.

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



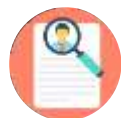
Digital Learning



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 Manage: 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

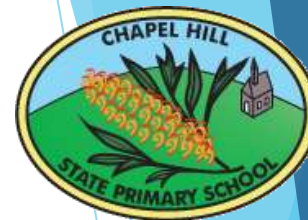
Major Focus: Teaching, Learning and Wellbeing in Year 5 and Year 6

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

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

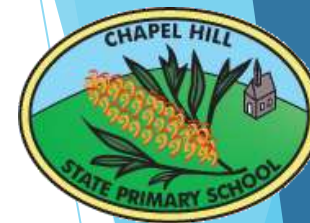
- ▶ **HOD-Cs:** Tina Wogandt (Prep to Year 2)
Shelley Fanning (Year 3 and 4)
Louise Kliese (Year 5 and 6)

- ▶ **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

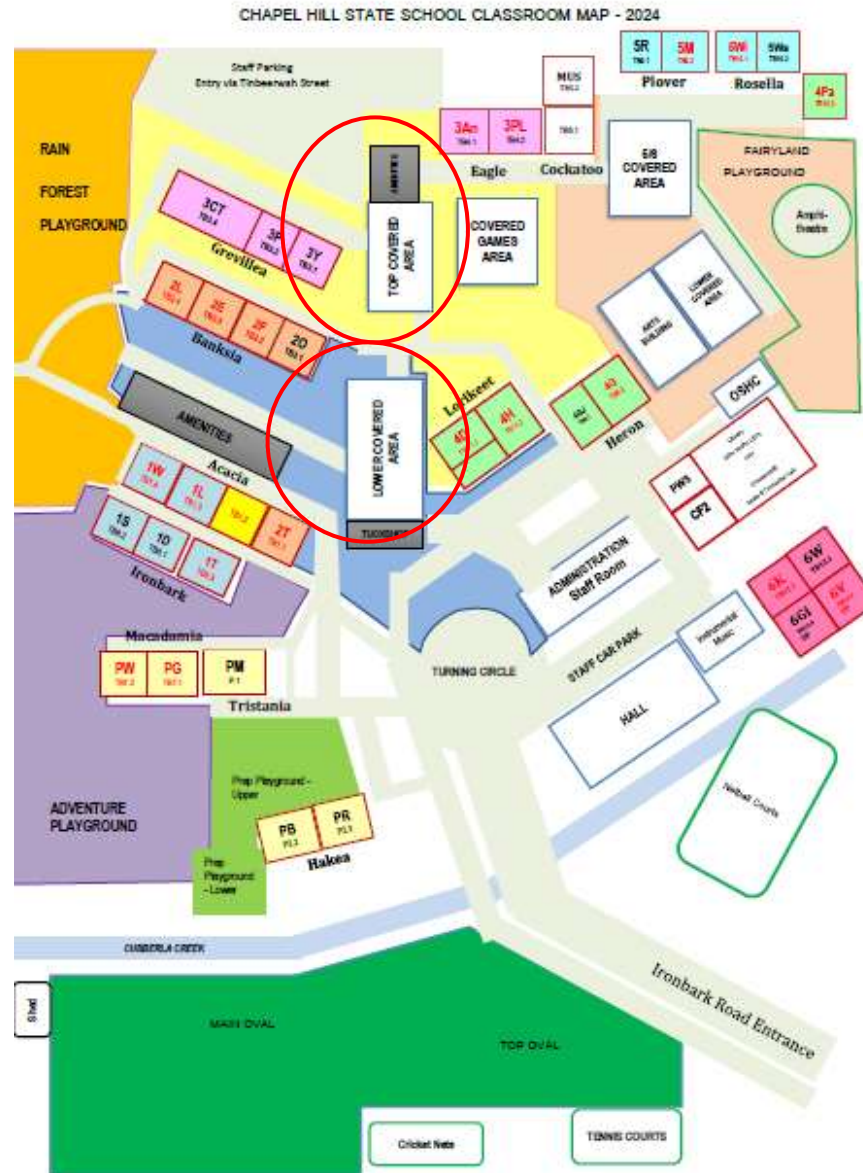


▶ Medications:

- ▶ 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
PARENTS

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](#)

Year 2 Team 2025

2G

Melissa Gilmour

2P

Lauren Pezzutti

2L

Georgia Laidler

2B

Georgina Baartz

2T

Kym Thomas

HOD-C

Julie Williams

LET

Michelle Skehan



Learning Enhancement Teacher (L.E.T)



- The L.E.T. works collaboratively and consultatively with teachers, parents, students and the Support Team to provide strategies for students requiring some additional support or extension.
- The L.E.T. may work with the whole class, small groups or individuals.
- All correspondence and consultation meetings with the L.E.T. 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

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.

A typical day



Play-Based Learning Block

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

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.



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

Outdoor Learning



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



Break Times

Brain Break (around 10am)

- Significant healthy snack (fruit, vegetables, crackers, cheese, yoghurt) that can be eaten in less than 10 mins.
- If you order tuckshop, please ensure that you still send your child with a small snack.

Lunch (11:00-11:45am)

- 30mins Play time (inclusive of 'warning bell' to signal children need to start transitioning from play to their designated seated eating area)
- 15mins Eating time
- Tuckshop monitors collect tuckshop for their class.

Afternoon Tea (1:20-2:00pm)

- 30mins Play time (inclusive of 'warning bell')
- 7mins Eating time

Teachers encourage students to wash their hands and use the bathroom during break times.

There are Year 2 children that have serious allergies to NUTS and we kindly ask for your support to keep these children safe

[illegible]

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

Reading at CHSS

The Simple View of Reading



Reading comprehension

Word reading

x

Language comprehension

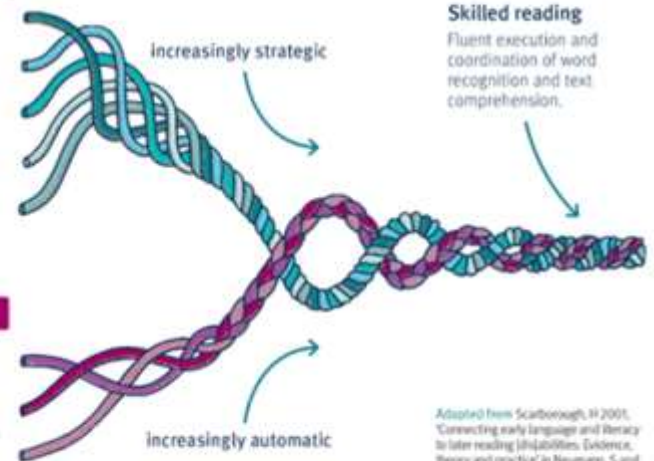
Scarborough's Reading Rope

Language comprehension

- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

Word reading

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondences)
- Sight Recognition (of familiar words)



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

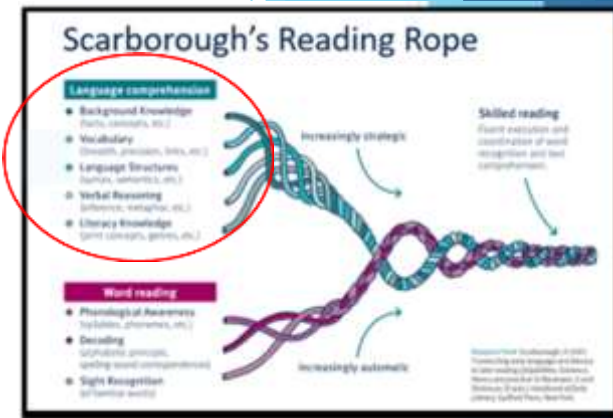


Australian
CURRICULUM

Language Comprehension

In Our Classroom we...

- read authentic texts with the students as a whole class
- select texts that are rich with content and vocabulary
- use a Shared and Dialogic approach to encourage discussion about the text
- plan for intentional pauses to question the text and the author
- remove obstacles to comprehension by
 - building background knowledge of unfamiliar concepts and content
 - providing explicit instruction of complex and unfamiliar vocabulary
- model and practise fluency routines so students can hear and practice the accuracy, automaticity and prosody of a competent reader





Parent Information Session Reading at CHSS

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



Year 2 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.

We aim to keep our assessment practices developmentally appropriate.

This means a focus on teacher observation & 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 Assess

- ▶ Diagnostic assessments
- ▶ Monitoring tools and tasks
- ▶ Collection of work over time
- ▶ Observations
- ▶ Summative Assessments (variety of supported modes)

Learning intentions and Success Criteria are explicit



How We Report

Achievement, Effort and Behaviour Codes

Very High (A)

High (B)

Sound (C)

Developing (D)

Support Required (E)

Meeting the expected standard in the Australian Curriculum for the year level.



Term 1 – Specialist Lessons

Learning Area / Specialists	Day
Music <i>Bridget Cook</i>	Monday
H.P.E. <i>Tom Yuill</i> <i>Julie Braun</i>	Thursday 2P, 2L, 2G, 2B Friday 2T
Digital Literacy <i>Georgia Royle</i>	Friday
HASS <i>Georgia Royle</i> <i>Bruce Vayo</i> <i>Tom Yuill</i> <i>Charnelle Cronje</i> <i>Leland Palmer</i>	Wednesday
Library Borrowing	Monday- 2B, 2P, 2G, 2T Friday- 2L



Excursions & Incursions

Term 2: Lone Pine

Term 4: Make & Meld



Homework

For Year Two: up to 15 minutes per night maximum.

HOME READING – Year Two students are expected to read each night, borrowing from the Library and maintaining a 'Home Reading Log'.

In the Junior School, homework reflects our belief that homework must be kept 'low-key', and considered within a balanced lifestyle, ensuring enough time for family, recreation and other activities.



School Assembly & Student of the Week

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

Year 1 and 2 students will commence Assembly from Term 1 Week 4 (Class Captain Induction).

Week 6 – Whole school assembly

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

Drop-Off /Pick-Up Options for Year 2



Parents arriving for drop-off & pick-up are asked to wait in an open area, **not immediately outside the classroom.**

Please establish a 'meet-up', point with your child and if there are any changes through the day please advise your teacher.

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 24 hours.
- ▶ If you wish to have a meeting with us please contact us to make an appointment.
- ▶ Parent teacher interviews will be held earlier this year.

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.



Extra Curricular at

Junior
Choir



Flock of Friends



Game
Club



Year 2

Environment
Club



Readers Cup

Craft with
Chappy



Thank You



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

parents – students - teachers

