

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic border around the central text.

# Year 5 Parent Information Night 2025



# Year 5 Team 2025

|            |                          |
|------------|--------------------------|
| <b>5L</b>  | <b>Charlotte Lowden</b>  |
| <b>5E</b>  | <b>Bianca Ellery</b>     |
| <b>5R</b>  | <b>Brooke Richardson</b> |
| <b>5WA</b> | <b>Shannon Wales</b>     |
| <b>5M</b>  | <b>Kean McGlinchey</b>   |
| <b>LET</b> | <b>Penelope Dahl</b>     |

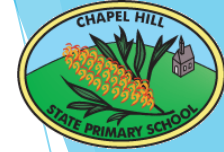


# Together we.....

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

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

# Learning Enhancement Teacher (L.E.T.)



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

# Zones of Regulation

|  |  |   |  |
|--|--|---|--|
|   |   |    |    |
| <b>Blue Zone</b><br>Sad<br>Sick<br>Tired<br>Lonely<br>Bored<br> | <b>Green Zone</b><br>Happy<br>Calm<br>Feeling Good<br>Ready to Learn<br>Focused<br> | <b>Yellow Zone</b><br>Upset<br>Worried<br>Frustrated<br>Silly<br>Excited<br> | <b>Red Zone</b><br>Mad<br>Mean<br>Aggressive<br>Scared<br>Unsafe<br> |

- ▶ What zone am I in now?
- ▶ What do I need to do to stay or move to the green zone?
- ▶ What are three things that went well for me today?



# Lori Feathers and class reward systems

Students demonstrating appropriate behaviour may be given a 'Lori Feather' by their class teacher or other member of staff.

Their name is recorded on the feather and dropped into the Lori Feather Box kept in their classroom.

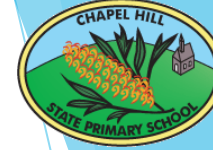
Each Senior Assembly, 'feathers' are drawn from the box, and the lucky winner receives acknowledgement from a member of the Administration Team with a reward.





# School Assembly & Student of the Week

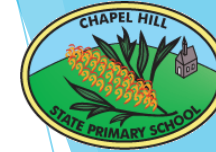
- ▶ Student of the Week Awards are presented at Assembly - alternate Mondays at 12:50pm. (see School Calendar in School Newsletter)
- ▶ Student of the Week awards are linked to the school Focus of the Fortnight and/or School Values.



# Brain Break

- ▶ Significant snack at about 9:45am for year 5 to meet lesson programming.
- ▶ Could be fruit or vegetables & crackers, cheese, yoghurt – easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can eat in approximately ten minutes.
- ▶ No messy foods because brain break is eaten inside sometimes.
- ▶ **PLEASE NOTE:** We have serious nut allergies in our school – NO NUTS please.





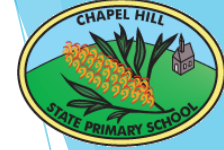
## **BREAK TIMES**

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

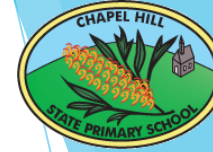
## **AFTERNOON TEA**

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

# Tuckshop



- ▶ Open five days a week
- ▶ Order via Qkr by 8:30am on day of service day.
- ▶ Tuckshop orders are delivered to the eating area and distributed.



# School Uniform

All students at Chapel Hill State School are expected to wear the school uniform in accordance with the CHSS Uniform Policy.

## Hats:

A wide-brimmed school hat must be worn at all times outside the classroom.

## Footwear

Children need to wear enclosed footwear (all black leather shoe preferred OR predominately white joggers). NO fluoro colours – including laces.

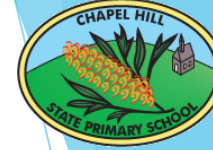
Socks: Short socks – navy / grey / white

No non uniform items e.g. shorts that are really bike pants or short wrap around skirts or Nike-type sport shorts

Jewellery: Minimal - No expensive items. Earrings - small studs / sleeper earrings ; optional watch.

Medical information bracelet/ religious pendants would be an exception to this rule.

**No make-up or coloured nail polish.**



# Student Attendance

- ▶ **Arrivals:** Students are expected to arrive in class at 8:45am

- ▶ **Early Departures:**

*\*This applies to any Year P-6 student leaving before 3pm.*

- ▶ Parents wanting to collect their child before 3pm must report to the office to process the early departure.
- ▶ Office staff will then contact the relevant class teacher and the child will be sent to the office to meet with their parent.



# Before School

## ▶ Walking in

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

## ▶ Safe zones

Year 3 – Year 6: Upper covered area

Students can arrive no earlier than 8am (except instrumental music rehearsals in hall or booked into formal activity e.g. ADEP, tennis coaching, netball).

If your child needs to be onsite before 8am then book into Helping Hands Network



# First Aid

‘First Aid’ cards are issued to students needing to go to First Aid Room.

Parents will be contacted by office staff in the event of:

- ▶ serious injury
- ▶ head-knock
- ▶ illness requiring child to go home i.e.: cold or flu-like symptoms, vomiting, etc



# For general information on school routines & operations...

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



# Walker Learning

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

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

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



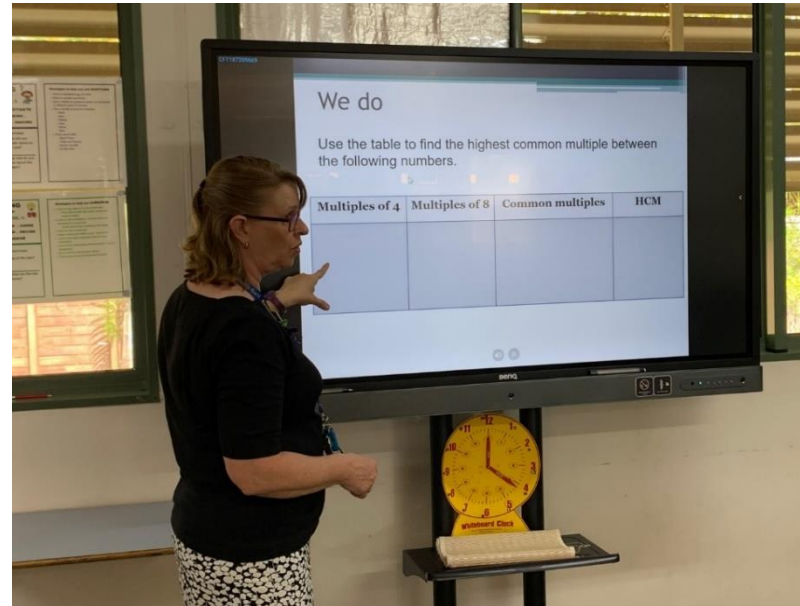
# What's the same?

- ▶ Focus Students
- ▶ Tuning In
  - ▶ To the child
  - ▶ To the learning
  - ▶ Creating connections
- ▶ Reflections
  - ▶ Unpacking the skills
  - ▶ Making the skills explicit
  - ▶ Conversations to extend learning



# What's the same?

- ▶ Explicit Teaching
  - ▶ No different
  - ▶ Walker Learning provides a range of strategies to engage students and that complement and add value to explicit teaching and learning in all curricular areas.
  - ▶ Intentional



# What's different?

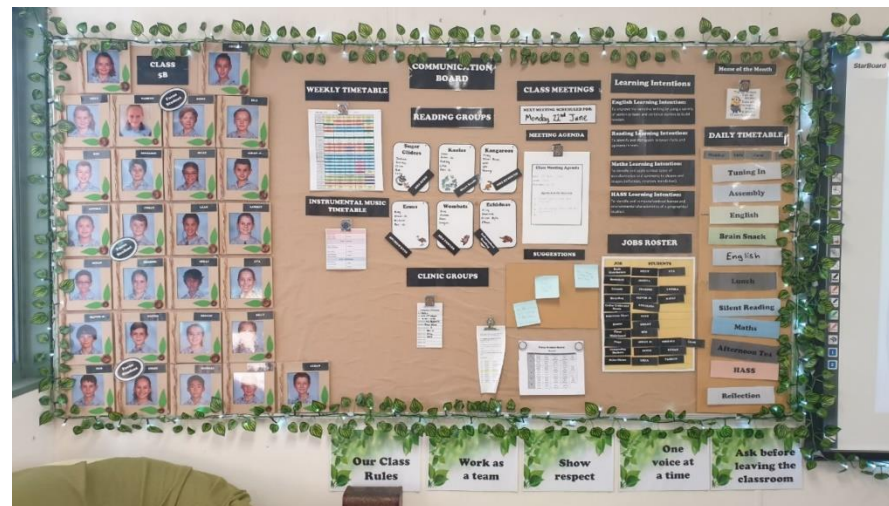
## ► Environment

- The Year 3 to 6 learning environment does not need the same Investigation areas as Prep to Year 2
- A mix of individual and shared spaces: a mix of tables for singles, pairs and groups
- Aim to de-institutionalise the classroom
- Uniformity doesn't work for all



# What's different?

- ▶ Communication Board
  - ▶ Timetable
  - ▶ Learning Intentions
  - ▶ Statement of Intent/Unit overview/Curriculum documents
  - ▶ Clinic Groups (Compulsory & Optional)
  - ▶ Class Meeting Agenda
  - ▶ Focus Students





# What's different?

- ▶ Class Meetings ... to be phased in
  - ▶ Conducted weekly-timetabled in
  - ▶ Student Chairperson/Note taker (roster)
  - ▶ Teacher and Chairperson to discuss agenda
  - ▶ Students raise and list issues
  - ▶ Conducted weekly-timetabled in
  - ▶ General interactive social rules apply
  - ▶ Approximately 10-20 minutes
  - ▶ Minutes documented including discussions, action items and other relevant information
  - ▶ Minutes can be compiled in a journal or in any way that suits the class/cohort



# What's different?

## ▶ Clinic Groups

- ▶ Clinic Groups are small pre-planned teaching groups where children's learning is revised, supported or extended
- ▶ Clinic Groups can be based on specific concepts, skills or interests across all learning areas
- ▶ Clinic groups may be Compulsory or Optional
- ▶ Clinic Groups may be run by students, parents, other staff or community members



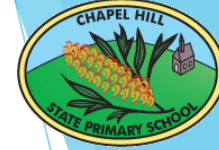


# Walker Learning

## ▶ Educational Research Project – ERP

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

# BYOD



## ▶ What is BYOD?

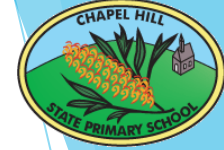
▶ Bring Your Own Device

▶ BYOD is an ownership model where students use privately owned devices to access the network and information systems in an educational setting.

▶ This is to *meet their learning needs under the direction of a teacher or administrator.*

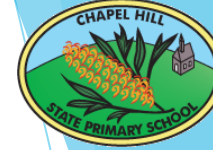


# BYOD



## ▶ Walker Learning

- ▶ Alignment with our signature pedagogy
- ▶ Believes that technology is a powerful and useful tool to assist but never to lead. Technology can be used to create but never to replace the creative imaginations of young minds. Walker Learning embraces the importance of contextual learning – real, relevant and meaningful – to embed and strengthen recall of learning and facilitate the development of transferable skills – skills for curriculum and for life.



# BYOD at CHSS

- ▶ Tool not toy
- ▶ Accelerator not driver
- ▶ Creator not consumer
- ▶ Redefining not replacing

The amount of time a student spends on a device will depend on the lesson intent and objective.

*\*The device is used where it best suits the learning activity.*

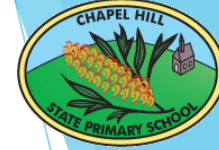


# BYOD at CHSS

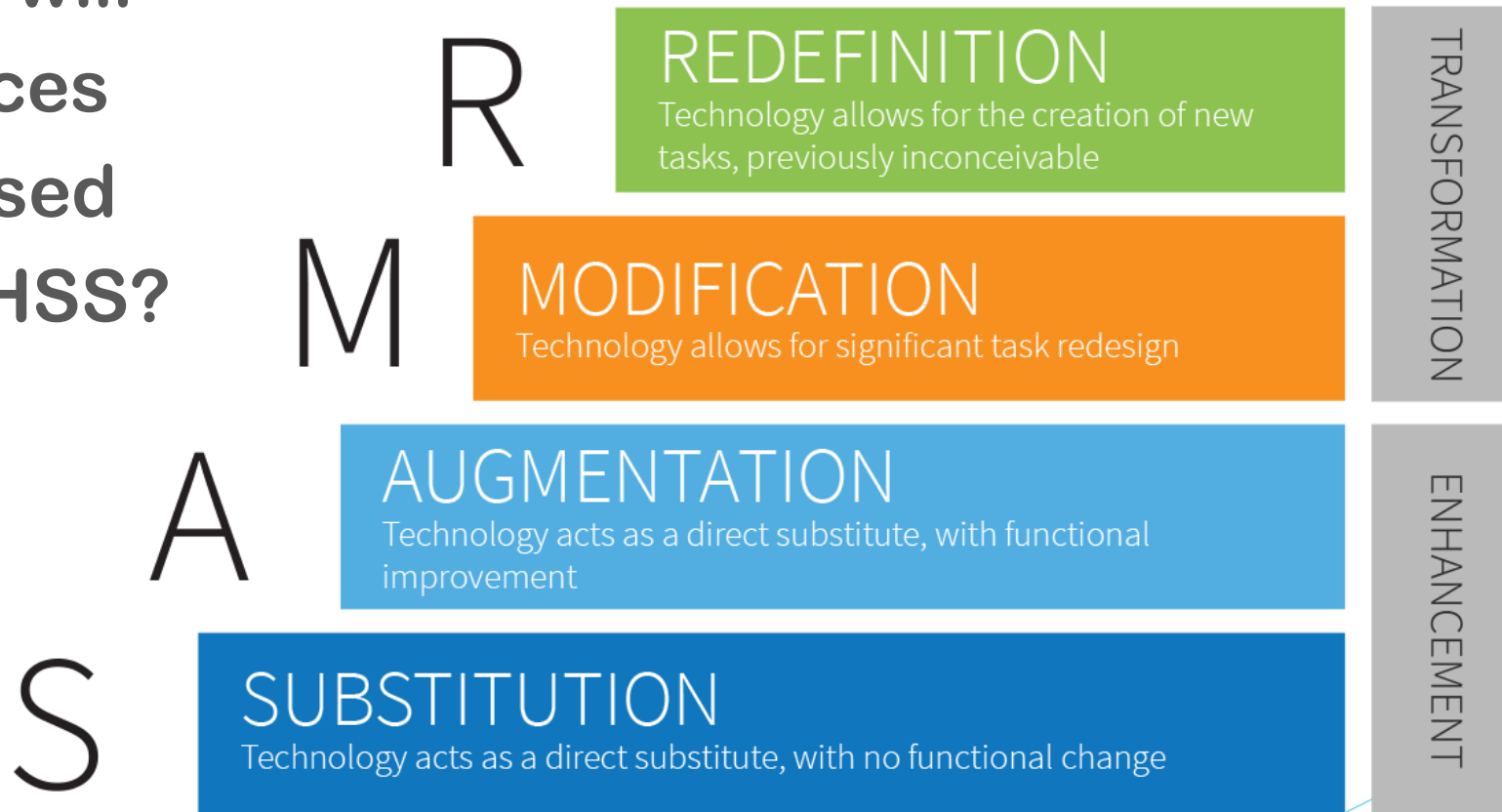
## ▶ Teacher Support

- ▶ Teachers will continue to develop their skills around engaging students with the use of their digital device
- ▶ Increased onsite technician time
- ▶ Professional Development

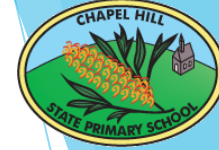
# BYOD at CHSS



► How will  
devices  
be used  
at CHSS?



# BYOD at CHSS

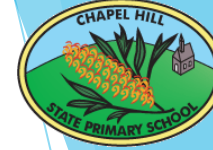


## ► School Options

- The school offers students and families two options for BYOD devices:
  - 1. The device is transported to and from school every day.
  - 2. The device is placed on charge and locked overnight in a secure location at school. Families wishing to utilise this option must have access to a device at home that the student can use and access their work from OneDrive or USB.

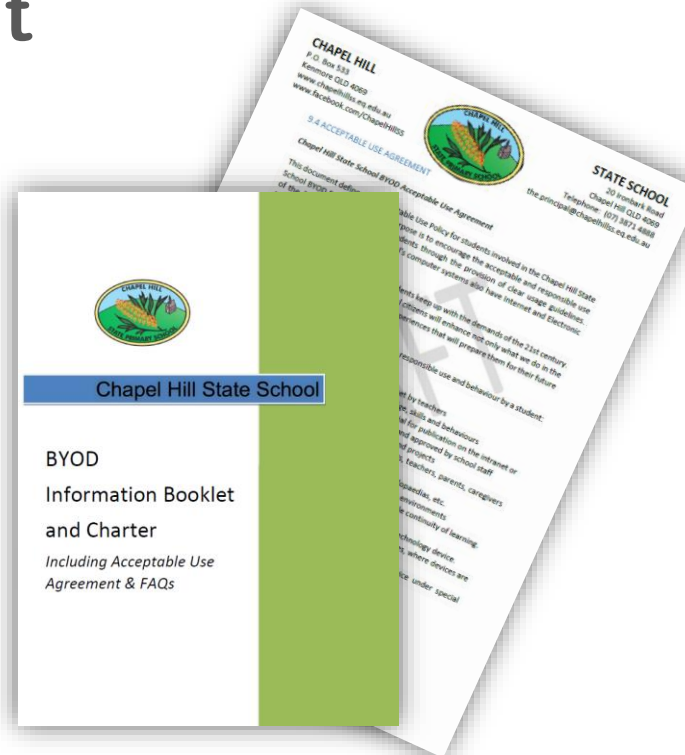


# BYOD at CHSS



## ► Acceptable Use Agreement

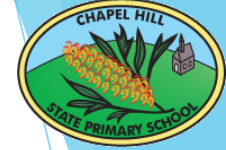
- Information
- Acceptable Use
- FAQs





# Year 5 Curriculum & Assessment

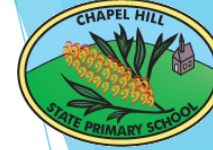
[Curriculum Overviews](#), available on the CHSS website, provide parents with a snapshot of what will be taught each term, and how the learning will be assessed.



# How We Assess

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

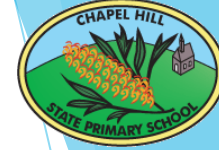




# How We Report

**Parent Teacher Conferences**  
(End of Term 1 & End of Term 3)

**End of Semester Reports**  
(Reports will be emailed to you)



# How We Report

## Achievement, Effort and Behaviour Codes

Very High (A)

High (B)

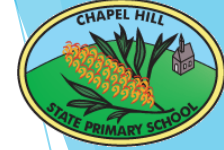
Sound (C)

Developing (D)

Support Required (E)

Meeting the expected standard for the year level.

# Year 5 Homework



## Year 5:

### Homework consists of:

- ▶ Reading (Reading Eggspress / Own Choice of book)
- ▶ Spelling Practice
- ▶ Athletics Tasks
- ▶ Typing Practice (Multiple digital platforms)
- ▶ Extra subject specific tasks



# Excursions & Incursions

**Term 1:** Gold Rush Experience (28<sup>th</sup> February).

**Term 2:** Year 5 Camp: *PGL Kindilan Camp* (28<sup>th</sup> – 30<sup>th</sup> May).

**Term 3:** Starlab Incursion (Week 4).

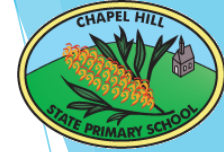
**Term 4:** Year 5 Leadership Day.





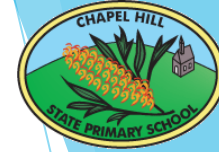
# Year 5 Camp

PGL Kindilan Camp – a new camp for CHSS.





# Interschool Sport



Semester 1 – Fridays from 11am

Term 2 Weeks 1-5

Travel by bus to venues (except netball)

Sports: Cricket, Netball, Flag Tag and Soccer

Interschool Sport Shirts are available to order at the Uniform Shop

Semester 2 –

Term 3 Weeks 6, 7, 9

Term 4 Weeks 1, 2

Sports: Basketball, Baseball, Softball, Touch, AFL

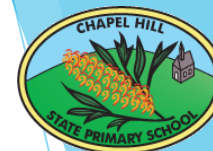
*Dates and sports offered are approximate and subject to change due to weather events & sport field bookings.*



# Specialist Lessons

| Lesson   | Duration   |
|--|--|
| Music<br><i>Bridget Cook</i>                   | 1x 30 min lesson per week.                               |
| P.E.<br><i>Tom Yuill &amp; Julie Braun</i>     | 1x 30 min lesson per week.                               |
| Health<br><i>Tom Yuill &amp; Julie Braun</i>   | 1x 60 min lesson per fortnight.                          |
| Library Borrowing<br><i>Individual Classes</i> | Discretion of Classroom Teacher.                         |
| Languages<br><i>Maike Lablans</i>              | 1x 30 min lesson per week.<br>1x 60 min lesson per week. |

# Germany 2025



With regards to extra-curricular activities for year 5 and 6 students this year, we are looking at a study to Germany in September, departing in **week 10 of Term 3**, returning in the first week of the school holidays.

Travelling to Germany will broaden students' horizon, improve their language skills and create life-long memories.

Expression of interest emails have gone out to parents. Costing around \$ 5500.

## Proposed Itinerary

Munich — Neuschwanstein & Zugspitze

Cologne - Cathedrale

Monschau — Visit a primary school

Berlin — Brandenburg Gate, Berlin Wall, Reichstag





# LIBRARY

Featuring wide range of books and resources,  
including access to eBooks and audiobooks.

FIND OUT MORE



## HOURS

We are open 8:30am - 3pm

Each class is allocated a time during the school week to borrow with their class. Students in Year 1 - Year 6 can also borrow at lunch time.

## BORROWING

Students in Prep - Year 1 can borrow up to 3 books for 1 week at a time.

Students in Years 2 - 6 can borrow 5 books for up to 2 weeks at a time.

## LIBRARIAN

Kirsten Bailey  
Teacher-Librarian  
(Mon - Thurs)

[kbail101@eq.edu.au](mailto:kbail101@eq.edu.au)



## EVENTS

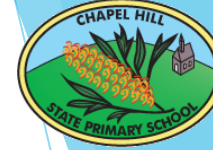
- **Book week** - 16th - 23rd August 2025 - Book character parade
- **Premier's reading challenge** - Term 2 - Term 3
- **Book club** - catalogues handed out twice per term
- **Book fair** - 5th - 11th November 2025





# Book Club

- ▶ Twice per term, students will receive a catalogue for Scholastic Book Club.
- ▶ Purchases from Book club help our library enormously, as all sales earn us Scholastic Rewards Points, which can be used to purchase books and other resources for our library.
- ▶ We do not accept cash orders for Book Club – all orders need to be placed through [Scholastic.com.au/LOOP](https://www.scholastic.com.au/LOOP).
- ▶ Students, staff and parents can have a say in how Scholastic Rewards Points are spent, by filling out a 'Library Wish' form. These can be collected from the library.



# Religious Instruction (R.I.)

- ▶ A Christian R.I. program is offered by local church volunteers to all students in Grades 1-6 whose parents wish for them to participate. Classes run for 30 minutes each week, and occur on a Monday or Friday afternoon.
- ▶ R.I. is attended only by those students whose parents have formally **'opted –in'** *i.e. have indicated intent on the enrolment form or advised the Enrolments Officer in writing.*
- ▶ Students NOT attending RI classes are provided with alternative work and supervised elsewhere during the R.I. lesson.

# Parent Information Session Reading at CHSS

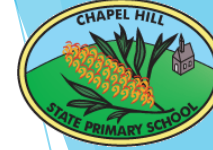
- ▶ Week 5, Thursday, 27<sup>th</sup> February 4:30 pm
- ▶ All welcome

# NAPLAN: Week 7

- ▶ Test readiness preparations in place
- ▶ Laptop software updated with NAPLAN links
- ▶ 1 test/day
- ▶ Approx 45 minutes each test

## Tests to be administered digitally:

- ▶ Writing
- ▶ Reading
- ▶ Conventions of Language
- ▶ Numeracy

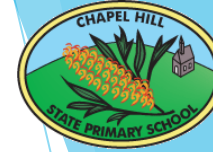


# Class Parent Representative/s

## Roles:

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

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



# Thank You

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

This can be achieved when we all work together.

parents – students – teachers

