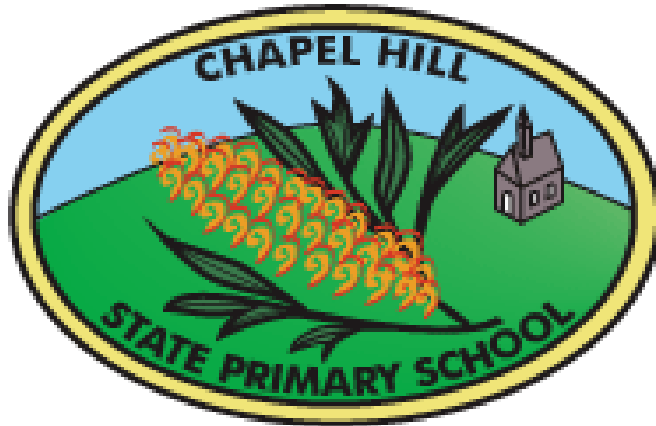


# Chapel Hill State School

## Parent Information Session



Year 5 & 6 - 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

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.



# 2025 Explicit Improvement Agenda (EIA)

## The Head



### Teaching Methodology

A) Reading - consolidating the CHSS Way started in 2024

B) Walker Learning - Uplift in focus and support.

## The Hands



### Prof Learning:

#### *Instructional Coaching*

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

## The Heart



### 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) and Teaching Assistants



# Head of Curriculum (HOC)



**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.



# Admin Office

## *Business Manager*



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.



# Student Support

## *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



# 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](http://chapelhillss.eq.edu.au))
- ▶ Child's name
- ▶ Dose
- ▶ Measuring device or cutting device if required
- ▶ be in ORIGINAL PACKAGING

# 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



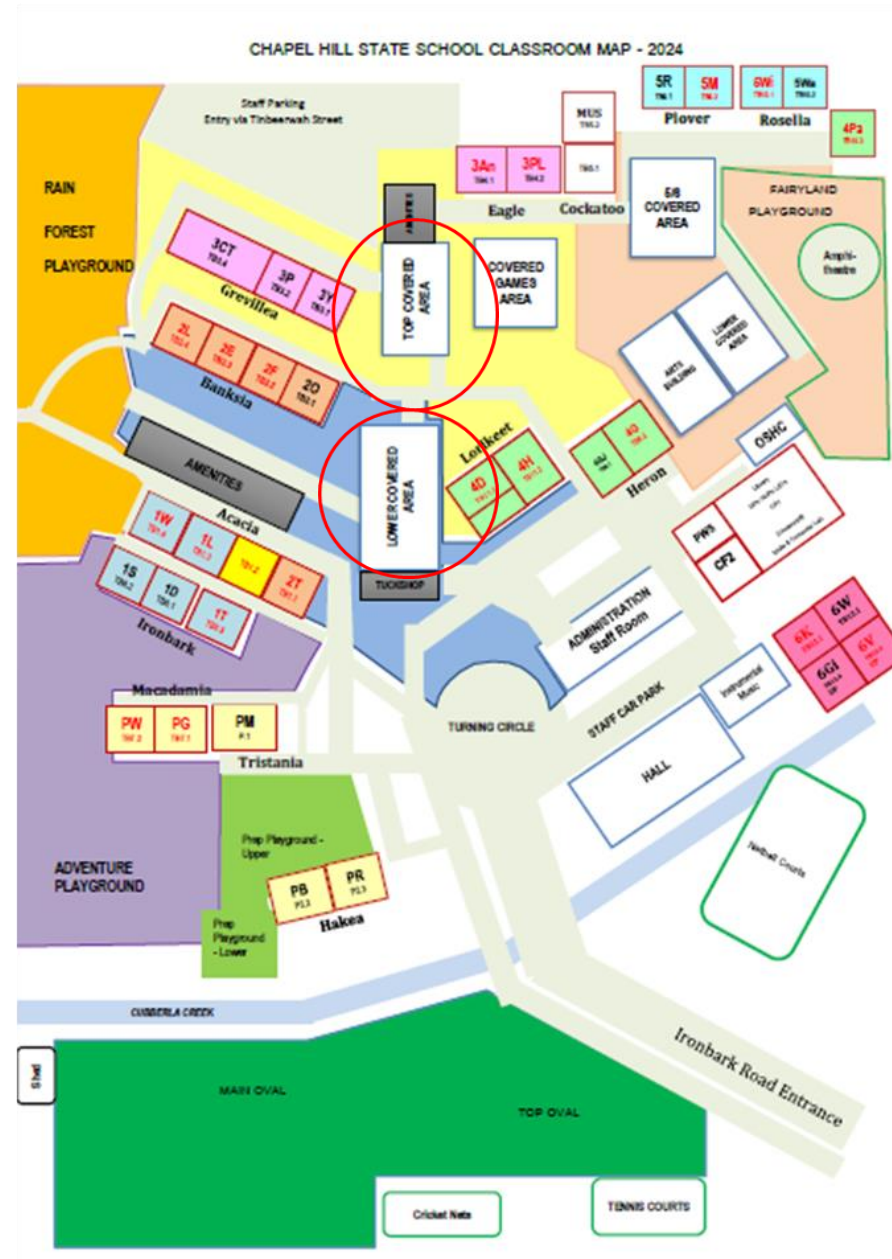


# For general information on school routines & operations...

- ▶ [CHSS Parent Information Handbook](#)

# 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)







# SLT Q&A

# Thank You

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

Year 5 - remain in the Hall

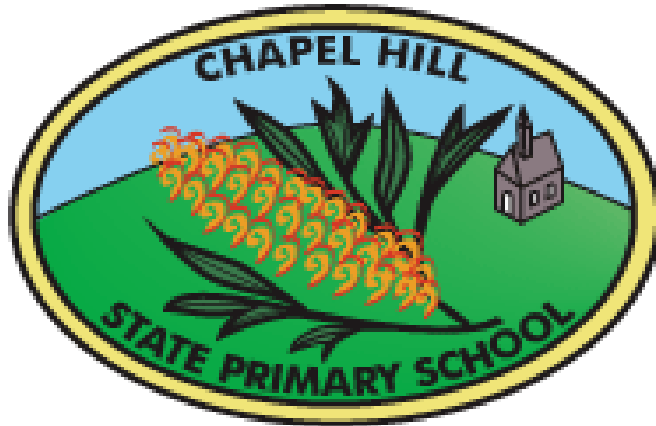
Year 6 - Resource Centre



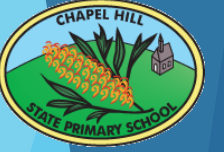


# Chapel Hill State School

## Parent Information Session

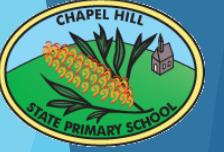


Year 6 - 2025



# Year 6 Team 2025

6Gi	Michelle Gill
6K	Helen Keen
6S	Amy Schefe
6T	Melissa Teirney
LET	Naomi O'Kearney



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

- ▶ •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 Year 6 LET has a differing role to the other LETs within the school as there is a particular goal on building independence in readiness for high school. This is achieved by the LET working as a guide and a resource for the classroom teachers rather than working 1:1 with students.
- ▶ •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.

# Behaviour Rubric



*All teachers use the CHSS Behaviour Rubric to ensure consistency in how behaviour is assessed and reported. Further information can be viewed in the student code of conduct.*

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# Zones of Regulation

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

- ▶ 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

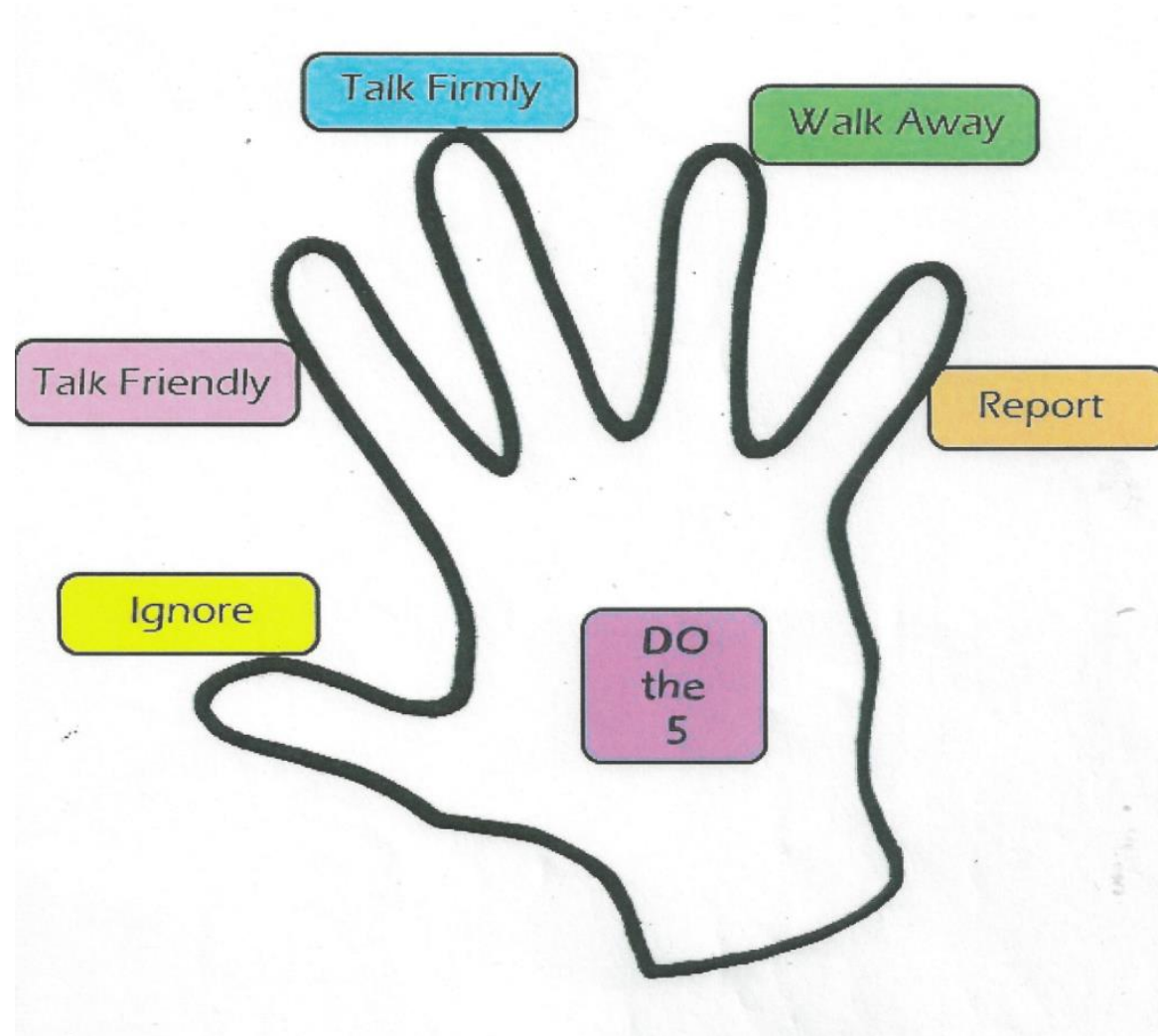
Students demonstrating appropriate behaviour may be given a 'Lori Feather' by their class teacher or other member of staff.

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 'Super Dooper' iceblock (or similar) to be redeemed at 2<sup>nd</sup> Break.



# ‘Do the 5’





# 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.



# 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 48 hours.
- ▶ If you wish to have a meeting with us please contact us to make an appointment.



# Brain Break

- ▶ Significant snack at about 10:00am each day.
- ▶ Could be fruit or vegetables & crackers, cheese, yoghurt – easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can eat in approximately ten minutes.
- ▶ No messy foods because brain break is eaten inside sometimes.
- ▶ **PLEASE NOTE:** We have serious nut allergies in our school – NO NUTS please.



# Bell Time

## 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
- 1:50 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

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

- ▶ **Late 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

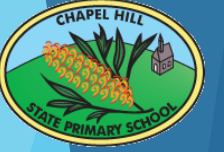


# Together we.....

- ▶ 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.*





# 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

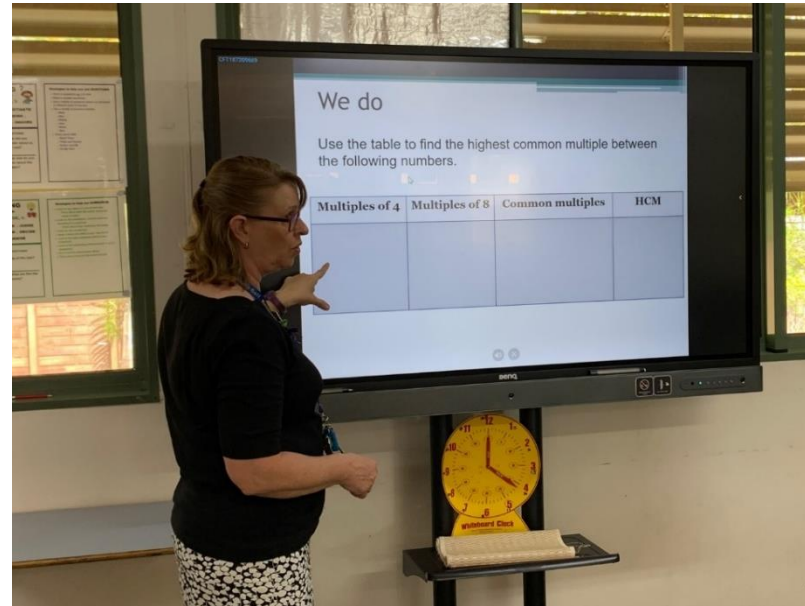
# What's the same?

- ▶ 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
  - ▶ Affirmation section
  - ▶ 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.*

# Why BYOD?

- ▶ School Purpose
- ▶ School Review
- ▶ Australian Curriculum
- ▶ EQ and CHSS Strategic Plan



# 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.

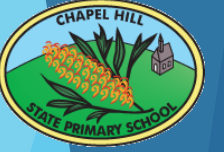




# BYOD at CHSS

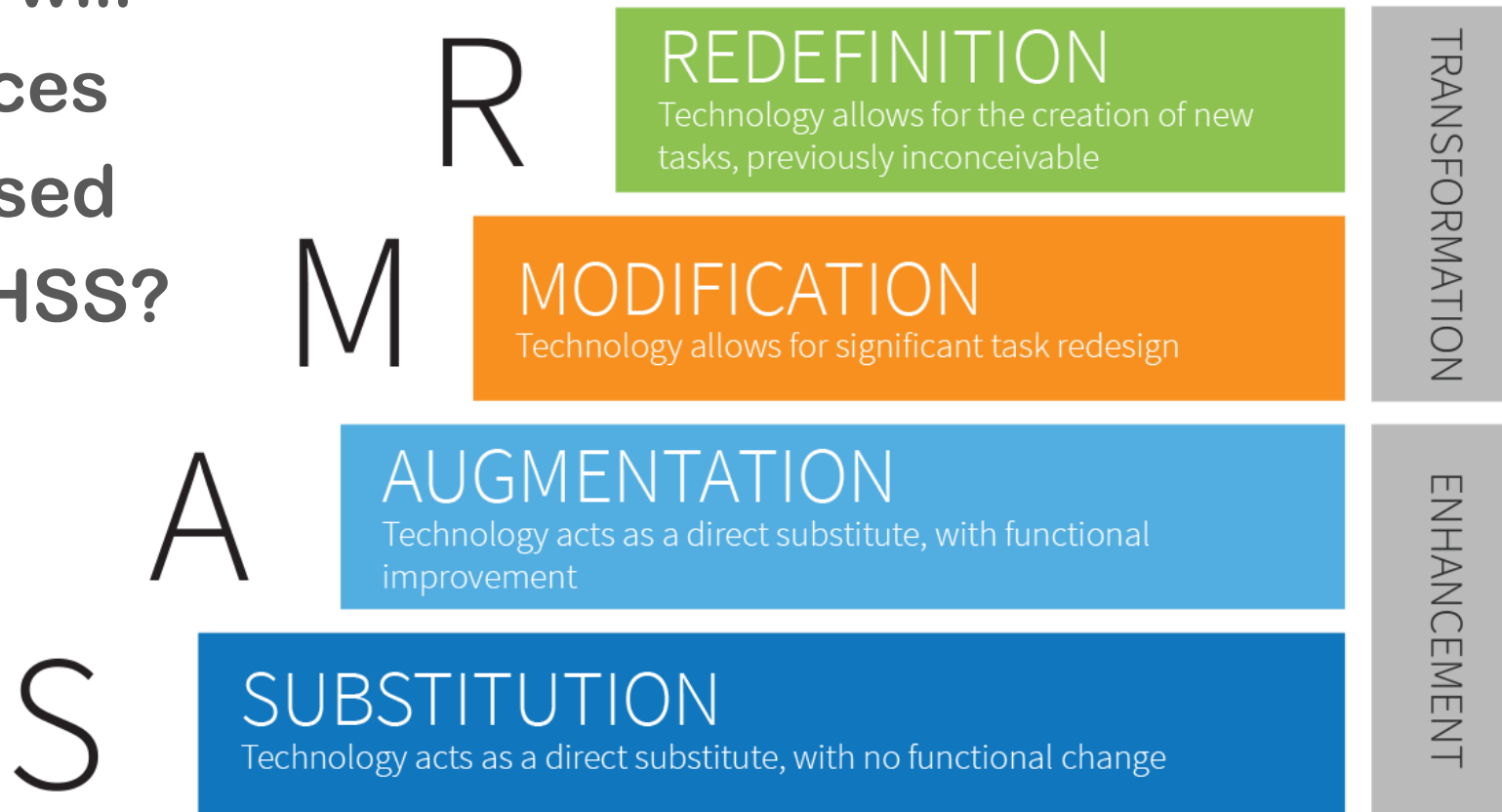
## ▶ Teacher Support

- ▶ 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

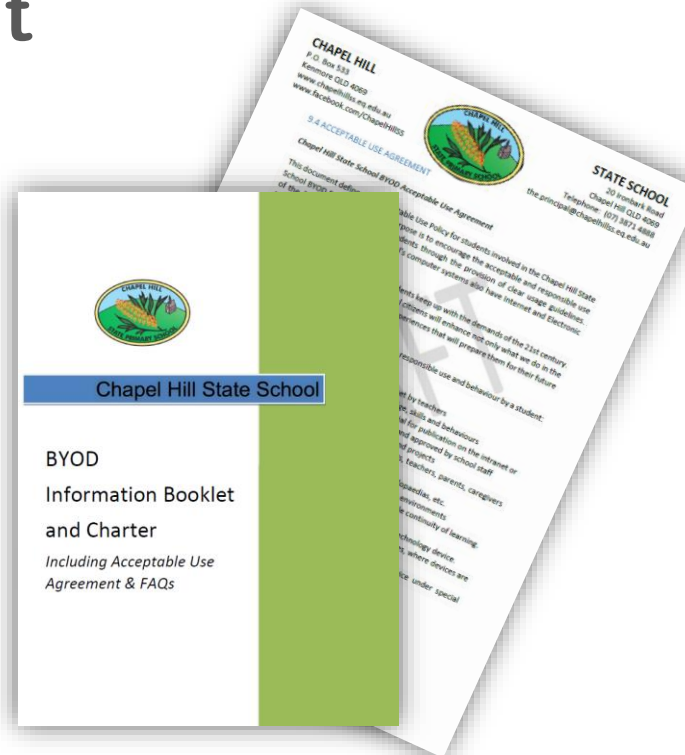
## ► School Options

- 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



# Excursions & Incursions

Term 1: Leadership Retreat

Term 2: Canberra – Week 10

Term 3:

Term 4:





# Canberra Trip





# Year 6 Homework

Year 6: up to 3-4 hours each week (access on Teams and completed in homework book)

## Homework may consist of:

- ▶ Reading
- ▶ Spelling
- ▶ Math (number facts and Mathletics)
- ▶ English (writing tasks)
- ▶ Occasional extra tasks (e.g. Typing Tournament, projects etc)



# Maths IGNITE Program

## Year 5 & 6 (MIPY5/MIPY6)

- ▶ Maths extension and enrichment program for highly capable mathematicians
- ▶ Students' maths academic levels are assessed to see if the program will suitably meet their needs and not overwhelm them
- ▶ 4 sessions/week compacted curriculum based on the Australian Curriculum and completing the same assessments the rest of the student cohort
- ▶ Ms Kliese & Ms Bailey




# IGNITE PROGRAM

*Offers enrichment opportunities for all  
interested students*



FUTURE PROBLEM SOLVING  
PROGRAM AUSTRALIA

Rotary  
Club of Kenmore




100  
years  
1924 - 2024

German  
extension



LEARN  
German

Interschool  
Debating



CHapel Hill  
STATE PRIMARY SCHOOL  
STRIVING FOR EXCELLENCE

Year 6

Flock of Friends



Environment  
Club



FITTER FUTURES  
*Life changing fitness for generations*

2025



Inspiration | Investigation | Celebration



Kids' S.T.E.M. Convention







# 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

Semester 2 –

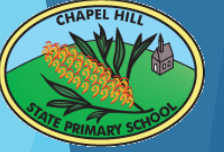
Term 3 Weeks 6, 7, 9

Term 4 Weeks 1, 2

Sports: Basketball, Baseball, Softball, Touch, AFL

*To ensure the safety of their devices, laptops can remain home on Friday during these weeks.*

# Year 6 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.





# Parent Information Session Reading at CHSS

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



# 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)



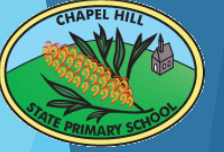
# How We Report

**Parent Teacher Conferences**

**Term 1 & Term 3**

**End of Semester Reports**

**These are emailed to you at the end of Term 2  
& Term 4**



# How We Report

## Achievement, Effort and Behaviour Codes

Very High (A)

High (B)

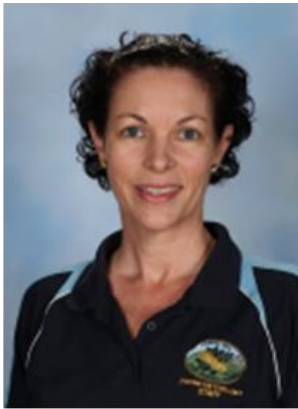
Sound (C)

Developing (D)

Support Required (E)

Meeting the expected  
standard for the year  
level.

# Specialist Lessons



**Music/Arts**  
**Mrs Cook**



**Library**  
**Mrs Bailey**



**H.P.E**  
**Ms Braun**



**H.P.E**  
**Mr Yuill**

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



# Specialist Lessons

Lesson	Day
Music <i>Bridget Cook</i>	Wednesday
P.E. <i>Tom Yuill and Julie Braun</i>	Tuesday (Swimming Week 6)
Library Borrowing	6K Tuesday 6Gi Tuesday 6S Monday 6T Wednesday
Languages <i>Maike Lablans</i>	Monday and Thursday – 6GI Tuesday and Thursday – 6K, 6S, 6T





# 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





# Library Borrowing

- ▶ Students in Year 6 can borrow up to **4 books at a time** and can keep their books for up to **2 weeks**.
- ▶ Students in Year 6 are able to borrow from our Senior Fiction collection. Senior fiction books have more mature themes than the general fiction collection



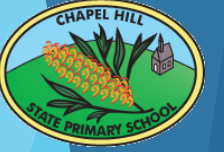
# Book Club

- ▶ 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.



# Maths IGNITE Program

## Year 5 & 6 (MIPY5/MIPY6)

- ▶ Maths extension and enrichment program for highly capable mathematicians
- ▶ Students' maths academic levels are analysed to see if the program will suitably meet their needs and not overwhelm them
- ▶ 4 sessions/week based on the Australian Curriculum and completing the same assessments the rest of the student cohort
- ▶ Ms Kliese



# 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

