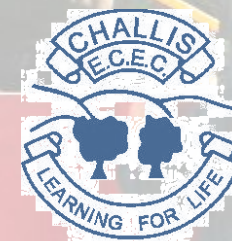




Challis Schools Report 2014



Staff 2014

CHALLIS PRIMARY SCHOOL EARLY CHILDHOOD EDUCATION CENTRE STAFF - 2014



Back Row: Heather Sinclair, Kasey Spagnolo, Denise Bujalka, Ian Maguire, Gayle Watson, Kate Stoyles, Kelly Plunkett, Diane Thoomes, Tania Ponton
Third Row: Rechelle Natale, Rebecca Limpus, Elizabeth Rochfort, Mark McClements, Brett Whiskin, Luke Crosby, Simon Blanchard, Paul McDowell, Hayes Webb
Second Row: Jo Bonella, Wendy Waddington, Joanne English, Karen Warren, Vanessa Velliou, Elyse Frith, Amy Jacobs, Janis Sumner, Lauren Bachman, Ann Gaiger, Tania Winwood
Front Row: Sean Avery, Fiona Blakie, Tracy Rose, Sherry Egan, Louise O'Donovan, Heather Lewis, Denise Bibby, Liane Taylor, Mary-Carmel O'Neill, Carol Beale
PRINCIPAL: MRS LOUISE O'DONOVAN



Classic Studios West (08) 9247 3622

CHALLIS PRIMARY SCHOOL STAFF - 2014



Back Row: Tracy Ahearn, Corinne Conway, Raya Corlett, Katie Lattin, Angela Golightly, Diane Thoomes
Second Row: Dayle Fletcher, Ann Garrick, Cassandra Davis, Deborah Robinson, Darren St. Quintin, Michael Morgan, Tim Mangano, Delys Dandie, Siobhan Holland
Front Row: Peta-Marie Scott, Pam Biggs, Eileen Morrison, Lee Musumeci, Rachel Bonney, Zoe Donaldson, Anna Fazio
PRINCIPAL: MRS LEE MUSUMECI



Classic Studios West (08) 9247 3622

Australian Council for Education Leaders



Principal Lee Musumeci
was awarded a Fellowship
in Educational Leadership

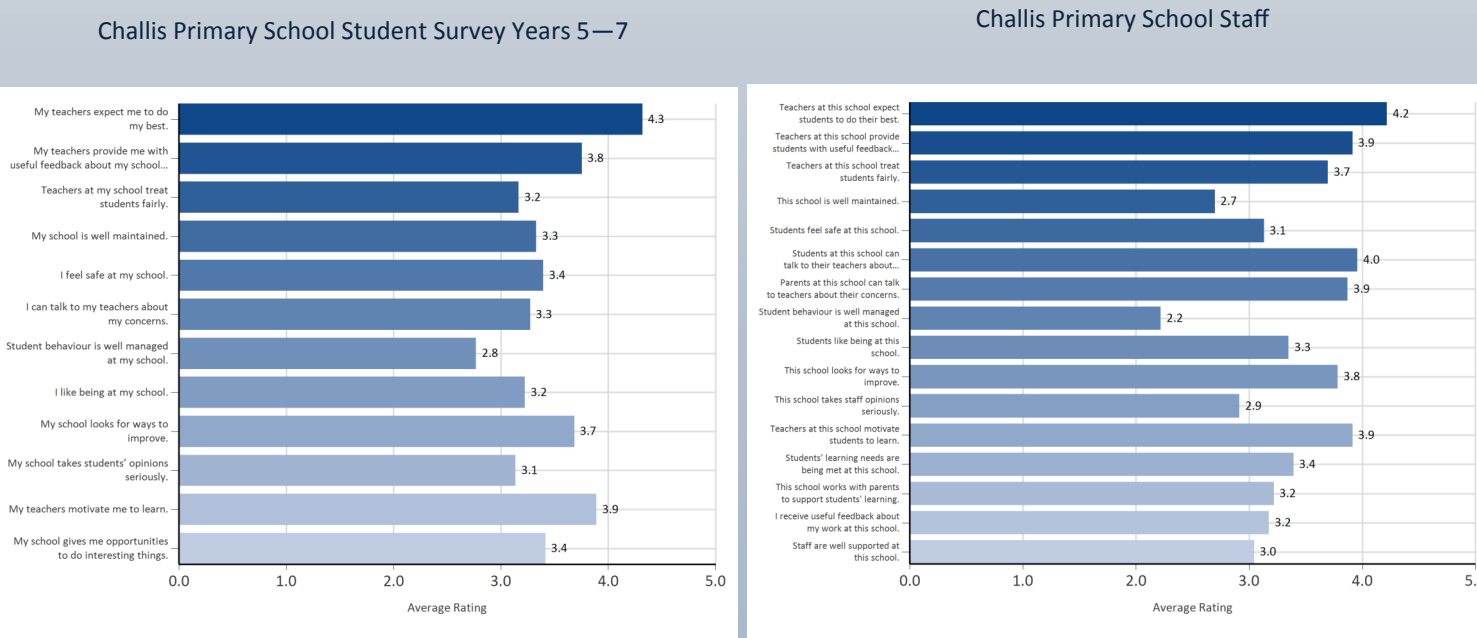
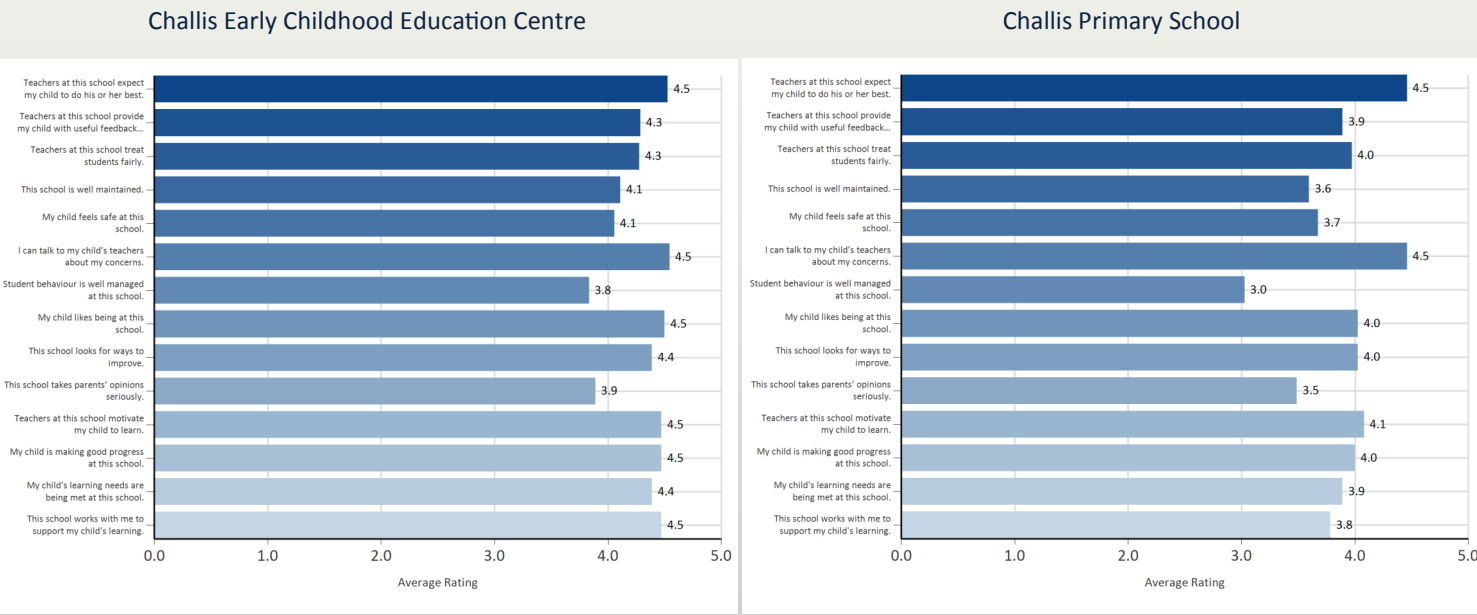


Mrs Sherry Egan was awarded
by the Australian Council of
Educational Leaders

Parent, Student, Staff Survey

In November 2014 A School Survey was sent out to Parents, Students in Years 5 to Year 7 and Staff.

| Rating | Score | Rating | Score | Rating | Score | Rating | Score | Rating | Score |
|----------------|-------|--------|-------|-------------------------------|-------|----------|-------|-------------------|-------|
| Strongly Agree | 5 | Agree | 4 | Neither Agree nor Disagree | 3 | Disagree | 2 | Strongly Disagree | 1 |



School Profile

Challis Early Childhood Education Centre (K-2) and Challis Primary School (Yr 3 – 7) are two Independent Public Schools that form the Challis Cluster.

The schools are in the sixth year of being independent and share a Board which sets the vision, mission and strategic intents under which the schools are held accountable.

The schools have been reviewed by the Independent Review Group and are widely acknowledged as being highly effective schools.

The schools coordinate and manage the Challis Parenting and Early Learning Centre (CPELC) that provides a range of services and programs for parents and children from birth to three years of age on the school site.

2014 Highlights

- Amalgamation of Challis ECEC and Challis Primary School
 - Opening of the Child and Parent Centre
 - Grow Young Leaders Programme
 - Commencement of Adventure Playground





Message from Mrs Lee Musumeci, Principal.

The planned amalgamation of the two Challis schools enabled various leadership structures, role definitions and processes to be reviewed and trialled throughout 2014 as we searched for the best possible way to provide inspired, creative, strong leadership for the school community.

Internal review and rigorous self reflection resulted in a wide range of data being collected and many voices being heard as we sought to address the way we manage behaviour, the way we teach, what we teach and how we interact with the wider school community.

We started the year as two schools on one site and completed the year as one newly amalgamated school, with a new name, 40 years of history and a relentless drive to significantly improve the academic, social and behavioural outcomes for the children of Challis.

This School Report is reflective of two schools in a state of significant change but with a clear understanding that significant improvement is required.

Parent and Child Centre Challis

The Western Australian Government has committed \$48.7 million to establish 16 purpose-built Child and Parent Centres on selected public school sites throughout the State and Challis Primary School has been selected to host one of these new centres. The school welcomes the opportunity of working closely with the Child and Parent Centre in supporting families and their children from our immediate community as well as through our nearby schools and their communities.

Families with young children (birth to 8 years) will have easier access to coordinated early learning, maternal, health, developmental and parenting support services and programs for their young children during these busy and important formative years. More detailed information about the Child and Parent Centre Challis can be accessed through the Department of Education website at www.education.wa.edu.au



Director General, Department of Education Ms Sharyn O'Neill with the Challis Early Childhood Education Centre Choir at the opening of the Child and Parent Centre Challis September 2014

Curtin University Partnership

Background

Challis’ Early Childhood Education Centre (ECEC) is co-located with Challis Primary School in Armadale, WA and includes a Parenting Centre, Developmental Playgroup, Aboriginal Playgroup and Multicultural Playgroup as well as Kindergarten, Pre-Primary and Year One, Two classes. This setting provides interprofessional practice placements for Curtin students from Speech Pathology, Occupational Therapy, Physiotherapy, Counselling Psychology, Dietetics, Exercise and Sports Science, and Nursing. The students work in interprofessional teams to deliver client centred health services to children ranging from infants through to Year Two pupils, as well as parent and teacher education and consultation.

Interprofessional Student Intervention

Between February and December 2014, a total of 82 Health Science students completed a clinical placement at Challis ECEC. The placements varied in duration and number of students with an average of four different professions being on placement at any one time. The emphasis was on the development of students’ skills in client centred service/care, client safety and quality, and collaborative practice, while simultaneously providing a holistic service to the children at Challis ECEC and their families.

Individual Intervention

During 2014 a total of 75 children received a total of 4,065 half hour individual assessment/intervention sessions. Of these, 1,200 were predominately Speech Pathology, 1,890 Occupational Therapy and 975 Physiotherapy sessions.

In addition 40 children received psychology services during 2014, which included assessment, counselling sessions and parent/teacher consultation.

Group (Classroom based Intervention)

In order to reach a wider “audience”, the Curtin students conducted numerous classroom based education/health promotion sessions. These classroom based sessions included:

- Hand Hygiene and Germs
- Water Safety
- Dental Hygiene
- Oral Hygiene and Healthy Eating
- Healthy Eating and Physical Activity
- Friendship Skills
- Multicultural Friendship
- Sun Safety
- Cold and Flu Prevention

In addition to these class based health promotion sessions, a daily ‘Grasshoppers’ group was held throughout 2014. This group was planned and implemented by all IPE students on site with the overall aim of developing Pre Primary students gross motor, fine motor, speech, language, comprehension, teamwork and social skills.

Parenting Centre Intervention (Consultative Practice)

The Curtin students provided education and health services to parents who attended the Challis Parenting and Early Learning Centre with their infants and young children. These services were predominately offered during weekly Drop In Mornings, where parents would attend to discuss concerns they had about their child with the students and the Child Health Nurse.

Structured Parent Education Seminars were also presented to parents at the Challis Parenting Centre to address common issues/concerns facing new parents. These included a ‘New Mothers Self Care’ group that involved Physiotherapy students presenting tips for preventing diastasis and pelvic floor weakness, as a well as providing a brochure on these topics to the parents.

Strategies for Success

The Curtin Interprofessional Practice Program at Challis has improved access to primary health care for a large number of children and their families. The fact that the program operates on the same campus as the school and parenting centre means that the program is ‘bringing the services to them’, thus increasing accessibility. The way the services are explained and advertised in the school newsletter also raises the parents awareness as to what a ‘Physiotherapist’ is, for example, and how they may benefit their child as well as information about upcoming student led workshops.

Future Direction

Following another successful year, the health service at Challis will continue with students from a diverse range of disciplines completing a placement at the school throughout 2015.

School Board

2104 was a watershed year for Challis Early Childhood Centre, Challis Primary School, the Challis Schools Board and the Challis community as all agreed that it would be in the best interest of the two schools if they were amalgamated into one school where the achievements to date could be consolidated and enhanced with a clear and unequivocal focus on a set of strategic intents, specifically:

- Excellence in teaching
- Excellence in leadership
- Meaningful engagement with parents and carers;
- Provision of extended school services in partnership with relevant agencies from birth to Year 7, and
- Provision of learning environments that cater for the social, emotional, academic and physical development needs of our students

The Board is confident that much has been done to achieve these as so far, but we also believe there is still much work to be done as you will see in the rest of this report. I commend the report to you and thank all those involved who are working so hard to ensure our children have the best education possible.

Keith Newton

Chair of the Challis Community Primary School Board

Board Members 2014

| | |
|---------------------|------------------|
| Keith Newton | Chair |
| Dr Lorraine Hammond | Deputy Chair |
| Alannah MacTiernan | Community Member |
| Lee Musumeci | Principal |
| Denise Bujalka | Staff |
| Pam Biggs | Staff |
| Rachael Price | P & C |
| Briony Walker | Parent |
| Sabine Huehnerbein | Parent |

Our Vision:

To provide excellence in teaching so that our students can achieve skills that will maximise their opportunities and outcomes in life.

Our Mission

As a school community our mission is to deliver a standard of education which produces levels of school performance equal to, or above state norms. Students will be supported to reach their academic, social and emotional potential whilst becoming **valuable** members of the community.

Literacy and Numeracy 2014

In 2014 teachers in Kindergarten to Year 2 received one hour per week of in-school professional learning in literacy and numeracy. Achievement and progress targets were set for Reading and Maths and data collected and analysed each term to identify areas for improvement and the most effective teaching practices.

Reading results 2014

PM Benchmark levels are a strong predictor of student performance in NAPLAN Reading. A PM Benchmark level of 25 at the end of Year 2 gives students a high probability of achieving at the National Average. Reading targets are set for Kindergarten, Pre-primary and Year 1 based on the expectation of students reaching Level 25 in Year 2.

In Kindergarten students are expected to recognise at least 20 sounds and to orally blend CVC words.

In Pre-primary students are expected to reach PM Benchmark Level 5.

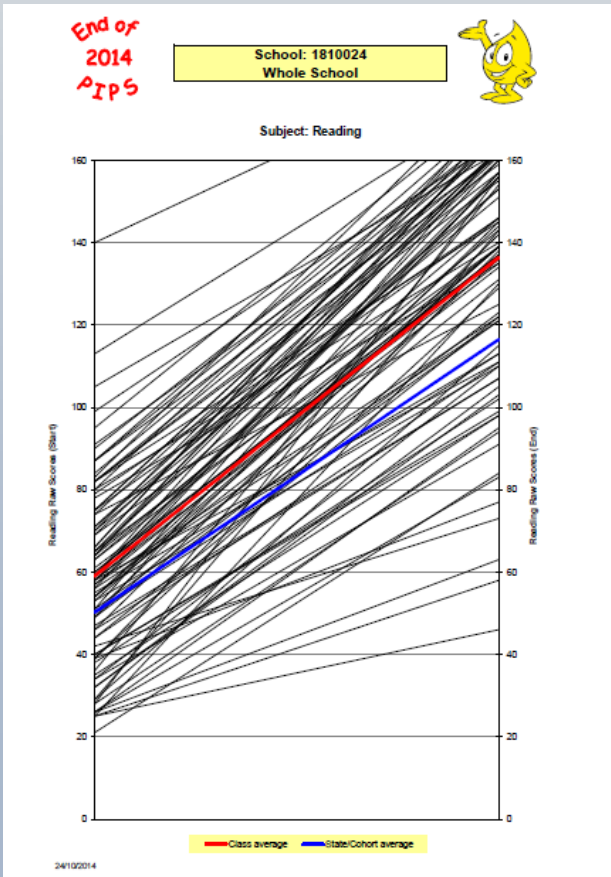
In Year 1 students are expected to reach PM Benchmark Level 16.

In Year 2 students are expected to reach PM Benchmark Level 25.

| Year Level | Kindergarten | | | Pre-primary | | | Year 1 | | | Year 2 | | |
|----------------------------------------|---------------------------------------------------|------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------|------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------|--------------------|
| Number of sounds or PM Benchmark Level | Less than 20 sounds. | 20+ sounds but not blending. | 20+ sounds and blending. | 0-4 (below PP target) | 5-15 | 16 or above (Year 1 target) | 0-15 (below Year 1 target) | 16-24 | 25 or above (Year 2 target) | 0-24 (below target) | 25-29 | 30 (year 3 target) |
| % of students | 12% | 19% | 69% | 27% | 64% | 9% | 20% | 59% | 21% | 34% | 37% | 29% |
| Year level summary | 69% (69/100 students) met the end of year target. | | | 73% (84/115 students) met or exceeded the end of year target. At the end of 2013 70% of the PP cohort met this target. | | | 80% (91/114 students) met or exceeded the end of year target. At the end of 2013 75% of the Year 1 cohort met this target. | | | 66% (59/90 students) met or exceeded the end of year target. At the end of 2013 only 53% of the Year 2 cohort met this target. | | |

PIPS Reading

In 2014 the pre-primary cohort were tested using PIPS (Performance Indicators in Primary School). Challis students began the year with results in Reading above the state average. The end of year results show that, on average, our students made more progress than the rest of the state.



Working with the Wider Community

The highly successful partnership with Curtin University’s IPE program enabled ongoing access to Speech Pathology, O.T. Physio, Clinical Psychology, Social Work, Nursing and Dietetics 4th Year students.

~

The partnership with Edith Cowan University’s Teacher Residency program contributed to the training of new teachers for the wider education system as well as providing the school with the benefit of additional resources each semester.

~

Ongoing partnerships with philanthropic groups or non Government agencies provided additional funding or FTE or services for parents and children within our boundary.

~

Funding by Australian Children’s Trust provided staffing for 5 Pre Kindy classes (90 children), playgroups to operate four days per week, crèche facilities, weekly Parent Workshops, a Family Support Worker, Admin assistant and Coordinator.

~

The ongoing successful partnership with the Department of Health provided a Child Health Nurse, Speech Pathologist and Occupational Therapist on school premises as part of the commitment to integrated and coordinated service delivery for families.

~

The long standing partnership with Parkerville Children and Youth Care continued to provide the school with outstanding access to resources such as a psychologist and social worker as well as significant contribution to the School Board through the C.E.O.

~

I am pleased to present this public document to the school community as confirmation of the progress and achievement of the school and its partners.



‘Grasshoppers’



The Opening of the Curtin Centre at Challis

Adventure Playground

9th MAY 2014



Sam demonstrating the work ethic of Independence staff by

Independence Group NL has been a keen supporter of the outstanding work being conducted at the Challis Early Childhood Education Centre. Mrs Kate Barker, Mr Phil Paioff and Mrs Sam Retallack were recently invited to launch the building of the Ultimate Playground at a ‘*Soil Turning Ceremony*’ on the school’s grounds. The playground was designed by students from the School of Physiotherapy and Faculty of Health Sciences at Curtin University. The process serves as a practical component of their academic program and is part of Curtin’s comprehensive set of health and education partnerships with Challis. Professor Keith Hill, Head of the School of Physiotherapy, explained how the playground initiative helps to develop both future health professionals and the sensory-motor skills of children. Sam Retallack responded on behalf of Independence prior to being invited to *turn the soil* as the ceremonial start to the building program. It is anticipated that the **Ultimate Playground** will be completed by November.

Independence has also made a contribution to support the leadership development of Challis students. A component of the program required students to participate in ***The National Young Leaders Day*** in April. Kate and Sam were on hand to present students with their certificates of completion (pictured below right). One of the student leaders made a touching speech to thank Independence for their support. He then presented ‘special leader shirts’ to Kate and Sam (below left). The young man tactfully added, “*the larger shirt is for their boss Mr Bradford*”.



Sam, Kate and Phil were very impressed with Challis’s progress to date and have been invited back by principal Lee Musumeci when the playground is complete. Lee extended a formal invitation to Board members and hoped that Mr Bradford would be available to officially open the playground.

Philip PAIOFF

Community Development



(Challis staff and students pictured alongside Curtin University lecturers and undergraduates)

Impact of 3 Year Old Kindergarten on Reading Progress

| % of children meeting reading targets | Kindergarten 100 students | Pre-primary 115 students | Year 1 114 students |
|---------------------------------------|------------------------------|-----------------------------|------------------------|
| Attended 3year old programme. | 33/47 70% | 53/62 85% | 36/38 95% |
| Did not attend 3 year old programme. | 36/53 67% | 31/53 58% | 55/76 72% |

I Can Do Maths Results 2014

Students in Years 1 and 2 were tested in November 2014 using the ICDM Test B. This test is similar to the Pat Maths used from Years 3-7 by Challis Primary School. Students are expected to achieve Stanine 4 (average) or above.

| Stanines | Year 1 112 students tested | Year 2 88 students tested |
|------------------------------|-------------------------------|------------------------------|
| 1 | 6 (5.5%) | 1(1%) |
| 2 & 3 | 6 (5.5%) | 21(24%) |
| 4, 5, 6 (Average) | 44 (39%) | 20 (23%) |
| 7, 8, 9 (Above Average) | 56 (50%) | 46 (52%) |
| Students Stanine 4 or above. | 100 (89%) | 66 (75%) |

NAPLAN

Challis Community Primary School participates in the NAPLAN testing every year.

The tables below indicate the percentages of students at, below and above National Minimum Standard for the test sat.

Individual student results are provided to the parents and/or carers.

Year 3

| Subject Areas | Below the benchmark | At benchmark | Above Benchmark |
|---------------|---------------------|--------------|-----------------|
| Reading | 16 | 21 | 63 |
| Writing | 4 | 17 | 79 |
| Spelling | 7 | 20 | 73 |
| Grammar | 13 | 20 | 67 |
| Mathematics | 8 | 31 | 61 |

Year 5

| Subject Areas | Below the benchmark | At benchmark | Above Benchmark |
|---------------|---------------------|--------------|-----------------|
| Reading | 16 | 21 | 63 |
| Writing | 4 | 17 | 79 |
| Spelling | 7 | 20 | 73 |
| Grammar | 13 | 20 | 67 |
| Mathematics | 8 | 31 | 61 |

Year 7

| Subject Areas | Below the benchmark | At benchmark | Above Benchmark |
|---------------|---------------------|--------------|-----------------|
| Reading | 16 | 21 | 63 |
| Writing | 4 | 17 | 79 |
| Spelling | 7 | 20 | 73 |
| Grammar | 13 | 20 | 67 |
| Mathematics | 8 | 31 | 61 |

This data, in far more detailed form, is assessed at the whole school level, the class level and individual student level. Plans are then formulated to address specific areas of concern at various levels. Examples at the whole school level include formulation of the school priorities and the school’s current focus on Reading, Spelling and Mathematics. Examples at the classroom level include teachers’ planning documents from class to small groups targeting teaching. Examples at individual levels include Individual Education Plans, Support classes and case conferences through the Student Services Team.

Playgroup

The Playgroup Leader continued to attract large numbers of babies, toddlers and their families to Playgroup twice a week in 2014. It was not an unusual occurrence to see numbers of 30 children and their families at Playgroup each week. The Playgroup Leader continued to work closely with the Child Health Nurses, Family Support Worker and Pre-Kindergarten team to best support new families into the Challis school community.

The Playgroup Leader developed a weekly gross motor program for families and children aged 18 months to 3 years called ‘Challis Chimps’. The program attracted up to 15 children and their families per session, and enabled children to participate in obstacle courses and music together with their families.



Child Health Nurses

The Child Health Nurses supported a weekly Drop In clinic for parents to have their babies weighed and discuss any concerns. The Drop In Clinic provided a means for parents to both become part of and stay connected with the services of the Parenting Centre, as an introduction to the Challis School community.

The Child Health Nurses ran New Mums groups for first time parents, providing opportunities for parents to connect with other families and access individualised support from the Child Health Nurses.

In addition to support for families with young children, the Child Health Nurses collaborated with the Family Support Worker and Playgroup Leader to provide a targeted playgroup known as ‘Tots Time’ for families with additional needs. Families were identified by the Child Health Nurses as requiring more one to one support in addition to mainstream Playgroup.

Challis Parenting and Early Learning Centre

Generously funded by Minderoo



Pre-Kindergarten

Large growth within the Challis School catchment area in 2014 saw the Pre-Kindergarten program grow vastly.

In 2014, 78 children were enrolled in the Pre-Kindergarten program which comprised of 4 classes. An additional 15 children enrolled in a 10 week ‘Getting Ready for School’ program in Term 4. This program ensured children who did not enrol in the Pre-Kindergarten program were familiar with classroom routines, socialising with their peers and developing Pre-Literacy and Numeracy skills in preparation for Kindergarten.

The Health Department continued their partnership in 2014, providing a valuable service to the Pre-Kindergarten program with a Speech Pathologist and Occupational Therapist.

The Speech Pathologist and Occupational Therapist provided therapy and helpful recommendations to children and families within the Pre-Kindergarten program each week. This access to a Speech Pathologist and Occupational Therapist resulted in many children gaining a fast track referral for Speech Pathology, and/or Occupational Therapy prior to commencing 4 year old Kindergarten.

This enabled a greater proportion of children to begin Kindergarten at Challis in 2015 with the skills required for a successful start to formal education.



Attendance

Once again our attendance figures for last year were positive. Our overall figures dropped slightly to 89.5%, slightly below the state average of 92.1%. Investigation of the data has indicated that our overall attendance figures are being negatively impacted upon by a very small number of students (mainly Year 7) whose attendance is of real concern. There is a concerted effort being made to get these students to attend school regularly and early results are very encouraging.

Student Participation – Attendance – Overall

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public schools | School | Like Schools | WA Public schools | School | Like Schools | WA Public schools |
| 2012 | 91.6% | 92.3% | 93.3% | 87.4% | 82.6% | 81.1% | 91.0% | 90.9% | 92.3% |
| 2013 | 92.6% | 92.5% | 93.7% | 86.2% | 83.0% | 80.7% | 91.8% | 91.1% | 92.6% |
| 2014 | 89.5% | 91.7% | 92.1% | 85.9 | 81.0% | 80.4% | 90.0% | 90.1% | 92.1% |



Positive Behaviour Support (PBS)

Our drive to establish a positive, proactive school-wide behavior management practice for enabling schools to achieve educational goals of all students at Challis Community Primary School has led to the initiation of Positive Behaviour Support (PBS). PBS supports the development of an approach based on the underlying principles of decision making guided by data, the establishment of effective school wide routines and consistent responding to behavior, both positive and negative. PBS is a research-based process that, when correctly implemented, is proven to create safer and more effective schools.

In Term 2 the staff of Challis voted in a staff member from each learning team to join the PBS team. Together the PBS team attended the Positive Behaviour Support professional development days and received information and tools to implement the behavior management practice into the Challis community.

Each team member (one principal, six teachers, one educational assistant and one parent) was given a role. Together the team was instructed to establish a clear mission/purpose, scheduled regular meetings, roles and responsibilities, working agreements and consensus strategies.

Throughout Term 3 and 4, the PBS team led the Challis staff through various workshops to establish and create the School Behaviour Matrix. Such as:

- Together we defined 4 schoolwide behavior expectations and the areas in which we would like to see improved.
- The school community worked collaboratively to develop a DRAFT Matrix.
- The Challis staff had a consensus and voted on the Acronym/school motto using the 4 schoolwide expectations.
- The staff got creative and designed PBS Expectation posters in which we then asked the children to decide between the 2 favourite designs.

Moving into 2015, Challis Community Primary School will be using the final copy of the School Behaviour Matrix to plan and teach the students the expected behavior. The PBS will develop, analyse and monitor data about student behavior and school effectiveness and identify targets for improvements.



Year Six and Seven Adventure Week



| | |
|-----------|------------------------------------------------------------|
| Monday | Cicerellos Tour and Lunch Roundhouse Maritime Museum |
| Tuesday | Rottnest Island |
| Wednesday | Scitech Northbridge Perth Museum |
| Thursday | The Maze |
| Friday | Perth Bell Tower Perth Mint Tour |



Graduation

2014 we had both Year Six and Year Seven students graduating from Challis Primary School.

As a result of the large amount of students we needed a larger venue than usual so we hired the Kelmscott Hall in River Road which holds 400 people.

The evening was a huge success hosted by our Board Chairperson Mr Keith Newton.

Certificates and prizes were presented to students who achieved in various categories. Academic, Citizenship, Science, Art, Sport, English, Mathematics, LOTE, Cecil Andrews Senior High School Scholarship Award and Armadale Senior high School Scholarship Award.

After the presentations the students refreshed themselves with pizza and water and then concluded the evening celebrating with a disco.



THE CHALLIS SCHOOLS CHALLENGE: GROWING LEADERS

MARCH 2014

Stage 2 of the Challis *Growing Young Leaders Program* was completed at the Teamwork Development Australia Campsite on March 18 and 19. The enthusiastic team of 28 students spent the first morning reviewing what they had learnt in February and seek to channel that knowledge into developing some goals that have the potential to become their **Leadership Challenges** for 2014.

Goal Setting



Goal Sharing



The review session was followed by an activity referred to as the *Golden Circle*, which required students to articulate **‘why’** they chose particular goals and to think about the **how** and **what** they needed to do to **action** those goals.

Students presented their goals in pairs and explained some of their thoughts on why those goals were chosen (pictured above right). Some of the proposals included:

- Building confidence to speak at assemblies and special events*
- Developing a fitter and healthier school*
- Establishing swim and drama clubs*
- Building a cover for the bike rack*
- Recycling programs*
- Fundraising to help create a happier / friendlier school environment*
- Mentoring the younger students to take on leadership roles from 2015+ ...*

The remainder of the camp involved a range of activities that were designed to assist students to refine their goals and develop **action plans**.



Activities like *Nuclear Recovery* and *Time Machine* were typical of the strategies used to encourage thinking and skill development around the critical areas of communication, problem-solving, teamwork, equal voice and shared responsibility.



The Challis Leadership Team were outstanding in both their commitment to task and enthusiasm at getting back to school and making a difference in their community.



Mr McDowell and Mr Whiskin (pictured left) were identified as key members of the Challis staff, who were appointed as ‘drivers’ of the Growing Young Leaders Program back at school. Primary school principal, Mrs Musumeci, stated that both the school and Independence Group NL have made a significant commitment to this program and it was important that every effort be made to ensure a successful outcome for all parties. She was also keen to see what plans the students have in stall for their peers!

PHILIP PAIOFF
Community Development



Extra Curricular Activities

Reach for the Stars



Reach for the Stars is an after school programme which has been implemented at Challis Community Primary School for the past four years. The programme was initiated when the Year One and Year Two data suggested a large number of students were not achieving the end of year literacy targets., despite receiving additional in school support and intervention. In 2014, the Reach for The Stars programme was extended to incorporate students and parents/guardians from Years one to Three, The programme continues to aim towards providing an additional opportunity for students to practice and consolidate their literacy skills and knowledge. It also enables parents to increase their awareness of the literacy expectations with in the school and to develop an awareness of how best to support and assist their child to reach the year level targets.

The programme runs for six, one hour sessions each term. Throughout the term, students and their parents take part in weekly sessions in which they practice writing skills, reading , comprehension and sight words through the use of hands on activities and selected ICT programmes. Additionally, during the sessions, a supervising teacher provides caregivers with strategies to support and encourage their children. Most of the activities provided are easy to replicate at home and there is a strong emphasis on the caregiver and their child working together to complete the chosen learning experiences.

Each year there is a positive response to Reach for the Stars. In 2014, an average of ten students and their parents participated in the sessions each term. Parents/Guardians indicated that their child enjoyed participating in the sessions and that their child had made improvements as a result of their participation. Due to its success, it is envisioned that the programme will run again in 2015.



Kindy Comets

Kindy Comets was launched in 2014 to support kindergarten students achieve literacy and maths targets. Based on data collected each term, children were selected and invited to attend the program once a week after school, together with an adult family member/carer. The program was designed to allow children to rotate through a series of hands-on, engaging literacy and maths activities, with the support of their parent and teacher. By keeping the groups small, teachers were able to work one-on-one with each child and their parent, allowing activities to be adjusted to cater for individual needs.

Challis Science Club 2014

The Challis Science Club was formed in 2012 as a new initiative for students to investigate, explore and appreciate Science in a fun, hands on, and safe environment. It is run as an extension program for Year 2 students who were selected for their enthusiasm in Science, for great observation and problem solving skills and having an inquiring mind. In its first year there were 28 participants. In 2013, it ran successfully for the second year having 30 students participate in the program over 4 terms. In 2014, there were 27 students participating over 3 terms.

It was run by the Science Specialist from the junior primary and 1 volunteer teacher assistant every Monday after school for 1 hour over 8 weeks of each term. The program was tailored to meet the criteria set in the Australian Curriculum for Science. The lessons were based on the strands Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The students are encouraged to behave and conduct themselves as scientists. Through many experiments like testing for starch in food, investigating what salt does to ice and what happens when vinegar and bi carbonate soda is mixed, students have learnt to predict, conduct hands on experiments, process information, conclude and communicate their findings when they were given a scientific problem.

From 2013/2014, the program started incorporating aspects of Sustainability. Students planted seedlings and cared for them, looked after the worm farm and learned to make paper from recycled paper.

In December 2014, a science fun afternoon was held for all students who participated in the program. The students made models of planet Earth using playdough to understand the different layers that Earth is made of, made mixtures to investigate what mixed and what didn't, made popstick harmonicas to investigate how the harmonicas made sounds (vibration) and used the hand held microscopes to explore aspects of nature.

The Science Club continues to be very well received by both the students and parents. Parents have fed back that they would like to see the Science Club continue year after year and be expanded to include students from Year 3 onwards. This feedback has been considered strongly and plans are on the way to restructure the program to include other year levels in 2015.



Better Beginnings

In 2014 Challis once again participated in the Better Beginnings program. Shirley Reily, a librarian from Armadale Library, visited the school twice to talk to the parents/carers of kindergarten and pre-primary students about the role the family plays in children's literacy development. She informed families about services and resources at the community libraries, including online resources and the popular backpacks full of books, puzzles, instruments and puppets that can be borrowed. She also visited the kindergarten and pre-primary classes to read a story and present every child with a free Better Beginnings pack containing a book, activities and information about library services.

Later in the year, Better Beginnings celebrated its 10 year anniversary with a function at Armadale Library attended by the Mayor of Armadale, staff from the state library, interstate visitors involved in the program, families from the community involved in the program and teachers from a number of local schools. An invitation was extended to a representative from Challis to give a short talk on the benefits of the program and how it is implemented in the school. The function was combined with the launch of the Armadale Community Book Cubby, another project that Challis was involved in during the year.

