



# Business Plan

## 2016-2018



Respect



Responsibility



Safety



Excellence

# Challis Community Primary School



Challis Early Childhood Education Centre and Challis Primary School, both with proud traditions and reputations, were officially amalgamated in 2015, their 40<sup>th</sup> year anniversary, to create a school of excellence under one leadership structure, with a clear direction, a strong sense of purpose and with a clear understanding of the need for significant improvement in behavioural and academic standards.



The school has been an Independent Public School since 2010 and uses the flexibility and autonomy associated with being independent to constantly respond to and anticipate the needs of the children and families of the community.



The school serves a low socio economic community which brings the full range of complexities, however the same community is highly supportive of the school and shows upward mobility and desire for improvement. The school is noted for its emphasis on recruiting high performing teachers who uphold the Vision of providing excellence in teaching in every classroom, every day.



Challis has seen an upward student enrolment trend over successive years, despite being a local in-take school. New housing in the area and high demand for placement in one of the highly successful Challis Parenting and Early Learning programmes are both responsible for the increase in enrolment. Approximately 12% of our children are Aboriginal with equal numbers from an EAL/D (*English as an additional language or dialect*) background, which is a new and increasing demographic. It is anticipated that over the next three years, student numbers will surpass 1000 and planning is underway to ensure appropriate accommodation and facilities are available for the growing school community.



Literacy, Numeracy and Social Skill development are given priority focus in the classrooms, with Science being delivered by dedicated Science teachers. A positive, calm learning environment has been developed through the implementation of Positive Behaviour Support with all staff and children understanding how we behave "The Challis Way". Specialist programmes including Music, PE, Art, Health, Science and Talk 4 Writing offer a broad, balanced curriculum and it is anticipated that Indonesian will be reintroduced as a second language within the next three years.

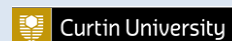


# Challis Community Primary School

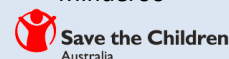
## About Us

The school takes a proactive approach to developing partnerships with a wide range of agencies with the aim of providing support and additional learning opportunities for children. After school classes, lunch time clubs and before school programmes are provided to extend the school day and to excite and interest children in learning. The flagship Challis Parenting and Early Learning Centre provides support to parents of newborn

children through the provision of a Child Health Nurse on site and a full array of early learning programmes. The Pre Kindy programme is in high demand with over 100 three year olds attending two sessions each week. An array of playgroups are offered and are well attended with an average of 25 toddlers and their parents attending every session. A strong partnership with Curtin University provides a team of Allied Health students to our school for the full school year. This service provides immediacy and accessibility and is focussed on early intervention. The Minderoo Foundation provides advocacy and funding for the Challis Parenting and Early Learning Centre while Save the Children provides funding to support the education, health and well being of Aboriginal children. Various companies from real estate to mining, provide additional funding for the school.



Minderoo



## SCHOOL LOGO

Challis Community Primary School and the surrounding areas were built on fruit orchards. To honour this history, an apple tree forms the basis of our logo representing: love, care, growth, unity and nurturing. **Pale Blue** for our calm and friendly approach with a dash of **Red** to represent our passion and determination.

## SCHOOL NAME

The word 'Community' in the name was seen as essential by the Board as it symbolises the strong two-way connection between the school and the community it serves.



## UNIFORM

The School Community decided on the school uniform and chose Navy Blue for the main colour as the existing uniform already had a navy base. An ice blue broad stripe was introduced and defined by a fine red pipeline.

## SIGNAGE

Learning blocks are named to reflect the tree theme—Jarrah, Mallee, Tuart, Karri and Wattle.



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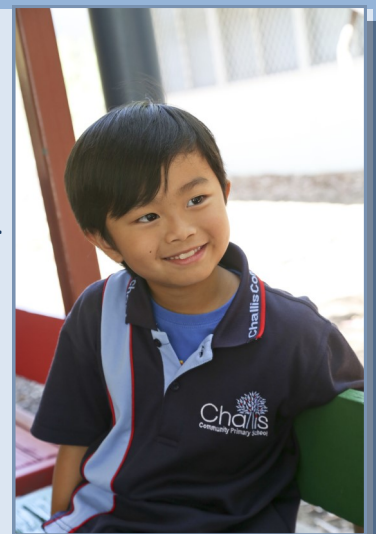
# Our Vision



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.



# Strategic Intent



*Our mission will be realised through:*

1. Excellence in teaching supported by current research and evidence based methodology
2. Excellence in leadership
3. Meaningful engagement with parents and carers
4. Provision of extended school services in partnership with relevant agencies from birth to Year 6
5. Provision of learning environments that cater for the social, emotional, academic and physical development needs of our students

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# Excellence in Teaching

- Classroom teachers demonstrate competency in Explicit Direct Instruction as the key instructional strategy to teach new concepts.
- \* Implement Talk 4 Writing from Pre Kindy to Year 6.
- \* Embed high quality Literacy practices across the school during the uninterrupted Literacy block
- \* Implement an evidenced based literacy intervention programme
- \* Establish support for EAL/D children. (*English as an additional language or dialect*).
- \* Classroom teachers demonstrate confidence and competency in teaching Numeracy.



Supported by current research and evidence based methodology

## Support and Organisation

- \* Team Leaders are appointed and provided with .2 classroom release time to lead their teams towards the achievement of targets.
- \* Timetable alignment ensuring that year levels receive a full day DOTT allocation, enabling uninterrupted collaboration.
- \* One hour of additional time provided weekly for teachers to attend “Lead the Teacher” sessions to continue their shared understanding of aspects of curriculum and instruction.
- \* Focus Area leaders appointed per year level to drive and progress the specific focus area targets.
- \* “Rising Stars” support network established for Graduate teachers.
- \* Greater emphasis on teacher professional learning in Numeracy.

# Excellence

- \* Formal Leadership team completes evidenced based Professional Learning to continue their understanding of how to lead school improvement.
- \* Team Leaders demonstrate autonomy and confidence to lead their teams to the achievement of targets.
- \* Leadership opportunities are created distributed across the school, extending to Education Assistants and AIEO's.
- \* Aspirant Level 3 Classroom teachers are identified and supported to apply for L3CT status



in Leadership

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## Meaningful Engagement



- \* Improve frequency of communication with parents through use of a school app and other forms of social media
- \* Continue providing programmes that encourage parent-child interaction after school hours – eg “The Shed”, Ladies High Tea.
- \* Establish the ‘Kartajin Danjoo’ centre for Aboriginal children and their parents.
- \* Establish an EAL/D (*English as an additional language or dialect*), support network for parents.
- \* Promote services available within the Child and Parent Centre, Challis.
- \* Implement KindiLink to engage Aboriginal three year old children and their families.

## Provision of extended school services



- \* Develop a 3 phase ‘Womb to the Workplace’ plan, secure funding, extend and develop partnerships relevant to the Challis context, implement Phase 1.
- \* Maintain the wrap around services dedicated to the Challis Parenting and Early Learning Programme.
- \* Offer after and before school clubs that provide extended learning opportunities
- \* Seek opportunities to broaden the children's exposure to Culture and the Arts
- \* Extend the IPP partnership with Curtin University to include a Health Centre on school premises.

# Provision of Learning Environments

That cater for the social, emotional, academic and physical development needs of our students

- \* Increase the capacity of the Student Services Team to provide appropriate services for children requiring academic, social or emotional support.
- \* Rejuvenation of school grounds, playgrounds, gardens, buildings and pathways.
- \* Increase and improve the targeted use of technology, including Primary Device Programme.
- \* Embed Positive Behaviour support (PBS) across the school.
- \* Implement Friendly Schools programme. Establish a tradition of Year 6 camps, increase educational incursions/excursions.
- \* Extend Stephanie Alexander Kitchen Garden and develop an outdoor classroom as an engagement strategy.
- \* Work towards a new build or refurbishment of the current facilities, in light of a growing enrolment trend, the ageing of the original school buildings and the need for increased security.
- \* Consistent development and use of high quality IEP's to ensure all children reach their potential.
- \* Workplace planning to attract males teachers, especially those with Early Childhood Education qualifications.



The Citizens of Chalilis Community School are expected to demonstrate the following behaviours towards themselves, others and the school.

Areas	<b>RESPECT</b> • Polite • Courteous • Manners	<b>RESPONSIBILITY</b> • Sensible • Accessible • Cautious	<b>SAFETY</b> • Look out for ourselves • Look out for others	<b>EXCELLENCE</b> • Do your best • Apply to do better
<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>We follow instructions the first time.</li> <li>We use appropriate language and tone.</li> <li>We use good manners.</li> <li>We use whole body listening.</li> <li>We use everyone's property and equipment appropriately.</li> <li>We support everyone's right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>We are active participants in every lesson.</li> <li>We start work promptly.</li> <li>We ask teachers for help.</li> <li>We work co-operatively with others.</li> <li>We have our equipment ready.</li> </ul>	<ul style="list-style-type: none"> <li>We work inside.</li> <li>We keep our hands and feet to ourselves.</li> <li>We use everyone's property and equipment appropriately.</li> <li>We ask permission to leave.</li> <li>We interact with others safely and sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>We set learning goals and strive to achieve them.</li> <li>We show perseverance.</li> <li>We complete all tasks to the best of our ability.</li> <li>We aim to improve on our personal best.</li> <li>We line up quietly ready for learning.</li> </ul>
<b>Play Areas</b>	<ul style="list-style-type: none"> <li>We respect school property.</li> <li>We use equipment appropriately.</li> <li>We use good manners.</li> <li>We cooperate with others and include everyone.</li> <li>We walk around school areas calmly, quietly and sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>We play in our own areas.</li> <li>We follow instructions the first time.</li> <li>We ask to join in games.</li> <li>We return to class promptly after breaks and be ready to learn.</li> <li>We stay in the correct boundary.</li> <li>We wear a hat.</li> </ul>	<ul style="list-style-type: none"> <li>We wear a hat.</li> <li>We keep our hands and feet to ourselves.</li> <li>We report safety issues to the duty teacher.</li> <li>We use equipment appropriately and for its purpose.</li> <li>We walk to and from our play area calmly, quietly and sensibly.</li> <li>We follow instructions the first time.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions the first time.</li> <li>We look out for each other in the playground.</li> <li>We display good sportsmanship.</li> </ul>
<b>School Grounds</b> (like racks, pathways, gardens, drive, footpaths, eating areas, car parks)	<ul style="list-style-type: none"> <li>We follow instructions the first time.</li> <li>We use good manners.</li> <li>We look after ourselves, others and the school grounds.</li> <li>We wait for our turn.</li> <li>We walk around school areas calmly, quietly and sensibly.</li> <li>We look after the school gardens.</li> </ul>	<ul style="list-style-type: none"> <li>We put the rubbish in the bin.</li> <li>We share other people's property calmly.</li> <li>We walk around at school areas calmly, quietly &amp; sensibly.</li> <li>We stay in the correct boundary.</li> <li>We work our bikes and scooters in and out of the school grounds.</li> <li>We use drink fountains appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>We move in an orderly manner.</li> <li>We keep our hands and feet to ourselves.</li> <li>We walk on pathways.</li> <li>We keep our hands and feet to ourselves.</li> <li>We walk around at school areas calmly, quietly and sensibly.</li> <li>We follow instructions the first time.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions the first time.</li> <li>We put rubbish in the bin.</li> <li>We look after ourselves, others and the school property.</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>We use whole body listening.</li> <li>We show gratitude and manners to all guests, speakers and performers.</li> <li>We follow instructions the first time.</li> <li>We celebrate the achievements of our peers.</li> </ul>	<ul style="list-style-type: none"> <li>We use whole body listening.</li> <li>We enter and exit the assembly quietly, calmly and sensibly.</li> <li>We follow instructions the first time.</li> <li>We show gratitude and manners.</li> </ul>	<ul style="list-style-type: none"> <li>We move in an orderly manner.</li> <li>We keep our hands and feet to ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>We use whole body listening.</li> <li>We follow instructions the first time.</li> <li>We participate enthusiastically during the National Anthem and the Chalilis creed.</li> <li>We show gratitude and manners.</li> <li>We wear school uniform with pride.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>We respect each other's privacy.</li> <li>We accept that some students need to use the disabled toilet.</li> <li>We ask permission to go to the toilet.</li> <li>We respect school property and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>We walk quietly and directly to and from the toilet.</li> <li>We keep toilet, sink and floor clear of mess.</li> </ul>	<ul style="list-style-type: none"> <li>We keep the toilet floor dry.</li> <li>We always wash our hands.</li> <li>We flush the toilet.</li> <li>We wait for our turn.</li> <li>We eat our food away from the toilets.</li> <li>We will report unsafe situations to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>We use toilets for the toileting purpose.</li> <li>We use a voice tone and volume that doesn't disturb others.</li> </ul>
<b>School Buildings</b> (Office, breakfast club, canteen, CHC/Parenting Centre)	<ul style="list-style-type: none"> <li>We use good manners and treat people politely.</li> <li>We use a voice tone and volume that doesn't disturb others.</li> <li>We follow instructions the first time.</li> <li>We respect school property and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>We behave appropriately.</li> <li>We follow instructions the first time.</li> <li>We treat people politely.</li> <li>We clean up after ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>We walk in all school buildings calmly, quietly and sensibly.</li> <li>We queue in an orderly fashion.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions the first time.</li> <li>We wait our turn.</li> <li>We use a voice tone and volume that doesn't disturb others.</li> </ul>
<b>Chalilis Way</b> (representing our school)	<ul style="list-style-type: none"> <li>We use good manners.</li> <li>We use whole body listening.</li> <li>We use respectful language.</li> <li>We show respect to everyone.</li> <li>We ensure our words and actions have a positive impact on others.</li> <li>We speak positively to and about others.</li> </ul>	<ul style="list-style-type: none"> <li>We act responsibly on the bus.</li> <li>We treat the property of others with respect.</li> <li>We wear our school uniform with pride.</li> <li>We take responsibility for our own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions the first time.</li> <li>We help others in need.</li> <li>We stay in our allocated groups and areas.</li> <li>We are aware of our surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>We always try our best.</li> <li>We use good role models to others.</li> <li>We take pride in our work and our abilities.</li> <li>We are ready and willing to participate in all activities.</li> </ul>

Respect Responsibility Safety Excellence





## Self Assessment

Challis Community Primary School uses a range of data, including NAPLAN, to assess its performance on an ongoing basis. Historically, performance in NAPLAN has been lower than “like schools” and the school has set an ambitious reform and improvement agenda over the next three years to achieve academic standards equal to or above State means. There is acknowledgement and deep commitment of all staff to significantly improve the quality of teaching, leadership, learning environment, engagement with parents and extension of school services.

## NAPLAN Targets

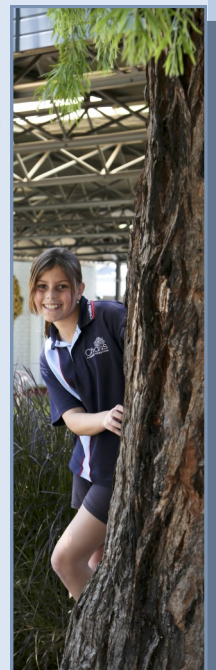
- \* By 2018 80% of students will achieve above National Minimum Standard in Reading, Writing and Numeracy.
- \* Challis mean scores in Reading, Writing and Numeracy will be equal to or above state means.
- \* Increase the percentage of students achieving in the top 20% in Reading, Writing and Numeracy when compared to like schools.

## Attendance Targets

- \* Increase the percentage of children in the regular attendance category.
- \* Raise the average rate of attendance to 95%.
- \* Aboriginal attendance rates equal whole of school attendance rates.

## Behaviour Targets

- \* Increase the number of children demonstrating school wide behaviour expectations.
- \* Decrease the number of suspensions by 20% from the 2015 suspension data.



*Male Teachers at Challis Community Primary School 2015*



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