

# 2022-2026 CHALLIS COMMUNITY PRIMARY SCHOOL BUSINESS PLAN

## 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, the state norms. Students will be supported to reach their academic, social and emotional potential whilst becoming valuable members of the community.

## OUR SCHOOL CULTURE

Our School Culture is heavily embedded in our values of Respect, Responsibility, Safety and Excellence. To achieve success, we have built a culture that promotes a commitment to life-long learning for all community members in a safe, supportive environment.

## OUR BELIEFS/THE CHALLIS WAY

### Above the Line Behaviour

- We acknowledge that our school exists to serve the specific needs of our community (**service to others**).
- We demonstrate that our decisions are driven by what is best for the children in our community (**selfless**).
- We commit to strong, supportive relationships with students, families, community members and all school staff as our top priority (**respectful, harmonious, peaceful**).
- We demonstrate a 'one in, all in' team mentality (**supportive, helpful, share the workload**).
- We understand that the teacher makes the difference in students achieving success (**life long learners**).
- We strive for excellence in everything we do. Mediocrity is left in the car park. (**relentless, reflective**).
- We embrace failure as a learning opportunity and 'better' never stops (**curious, well informed, know the evidence**).
- We assume that all our colleagues have good intentions and are working to the best of their abilities (**No Automatic, Negative Thoughts (A.N.Ts)**).
- We understand the need to teach expected 'behaviours' is as important as teaching reading (**no assumptions, non judgemental**).
- We seek solutions to challenges (**solutions focussed**).
- We appreciate that the way we make people feel is more important than what we say (**High EQ**).
- We are **collaborative, connected, interdependent** and **consistent** in our approach to building our school community.



Moving to our next business planning cycle presents the opportunity to reflect on previous successful practice and to amplify the practice. To that end, this planning iterations is a continuation of the cultural pillars that have been well established over many years.

We continue to privilege explicit teaching as the preferred pedagogy when teaching new concepts.

The explicit teaching of behaviour as part of the curriculum is fundamental to our success. Teachers are supported by the Impact Coaches who provide feedback, support goal setting and offer granular action steps for improvement. We use data to inform short term teaching cycles.

Our heavy investment in creating a calm, orderly learning environment with emphasis on social and emotional well being, ensures all students have the opportunity to regulate their emotions as the priority over academic learning.

Families continue to be acknowledged as their child's first and best teacher. Opportunities continue for them to partner with the school. Our intention to serve the community through the provision of a full range of integrated services is magnified due to the needs of our families. We will double down on our efforts to teach the truth about Australia's history and the place of first nations people as the keepers of the land and waterways throughout more than 65000 years. Further, we will continue to prioritise every first nations student with the resources needed to be successful as a first nation person.

With stable staffing and an effective leadership team we remain relentless in our determination for "Better than postcode results, together as a community, The Challis Way".

## ACKNOWLEDGEMENT OF COUNTRY

Challis Community Primary School would like to acknowledge the Whadjuk people, the traditional custodians of the land on which the school stands, and pay respect to all Elders past, present and emerging. We acknowledge and respect their continuing culture and the contribution they have made in the past, now and in the future.

### KAARLA – FIRE



**Declan Narkle** - The faction I have represented is Kaarla, which is fire in Noongar language. Kaarla is our source of life and has sustained our people for many thousands of years.

Kaarla gives us warmth and brings us healing. Our people bring yarns and laughter around Kaarla. Kaarla cooks us food and brings us shelter.

## OUR SCHOOL FACTIONS 2022

### BOODJA – LAND



**Mackenzie Pilkington** - The Kwooyar – Frog represents Boodja – Land. While the Kwooyar may not be the biggest, fiercest animal, it is one of the strongest and shows resilience, Nature's athletes. Just like the Kwooyar, the Boodja is strong and resilient, and has been since the beginning of time

### KEP – WATER



**KEP – WATER**  
**Brett Eades** - My design was for Kep and Kep means water in Noongar language.

Kep is close to me as I am a part of the Wagyl Kep tribe which means snake and water.

The totem animal I chose to represent Kep is Kwilena, the dolphin.

### MARR – WIND



**Lewis Narkle** – My faction logo represents Marr, the wind.

The animal I have chosen to represent Marr is the Waalitj, the eagle. Marr lifts the Waalitj through the sky.

The Waalitj is the weapon in the sky. He soars over the land and he sees his enemies coming. He is always a step ahead, nothing gets past him.

## ACKNOWLEDGEMENT OF OUR HISTORY

- ◆ Challis celebrates 50 years (2025) serving the Armadale community.
- ◆ Independent Public School since 2010.
- ◆ Challis Early Childhood Education Centre (Kindergarten—Year 2) and Challis Primary School (Year 3-6) officially amalgamated in 2015 to create Challis Community Primary School.
- ◆ The inclusion of "Community" in the name was seen as essential by the school Board to symbolize the strong two way connection between the school and the community it serves.
- ◆ The school was built on fruit orchards. To honor this history, an apple tree forms the basis of our logo representing love, care, growth, unity and nurture. Pale blue for our calm, consistent and friendly approach

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1. EXCELLENCE IN TEACHING SUPPORTED BY CURRENT RESEARCH AND EVIDENCE BASED METHODOLOGY	2. EXCELLENCE IN LEADERSHIP	3. MEANINGFUL ENGAGEMENT WITH FAMILIES	4. PROVISION OF LEARNING ENVIRONMENT THAT CATER FOR THE SOCIAL, EMOTIONAL, ACADEMIC AND PHYSICAL NEEDS OF OUR STUDENTS.	5. PROVISION OF EXTENDED SCHOOL SERVICES IN PARTNERSHIP WITH RELEVANT AGENCIES FROM BIRTH TO YEAR 6
Explicit Teaching	Distributed Leadership	Families as partners.	Conditions that enable all students to thrive	Extended school partnerships from birth - Year 6
1.1 Relentless focus on the explicit teaching of reading and writing	2.1 A leadership structure responsive to the needs of staff	3.1 Improved communication with all families	4.1 Culturally responsive classrooms and school environment	5.1 Learning programs to build parental capacity and knowledge
<ul style="list-style-type: none"> <li>*Hegarty</li> <li>*Colourful Semantics</li> <li>*Reading Mastery</li> <li>*Language Mastery</li> <li>*T4W</li> <li>*Corrective Reading</li> </ul>	<ul style="list-style-type: none"> <li>*LEAD teachers model “what to teach”</li> <li>*Impact Coaches support “how to teach it” (STEPLAB).</li> <li>*Deputy Principals lead their phase with connected autonomy.</li> </ul>	<p>Families are informed about the learning programmes.</p> <p>Families are notified (in a timely fashion) about child’s progression and how they can support at home.</p> <p>Adhere to the principles of the Dual Capacity Framework (Karen Mapp) to develop child development knowledge.</p> <p>Create family friendly reports.</p> <p>Classroom rosters invite family involvement.</p>	<ul style="list-style-type: none"> <li>*Full implementation of ACSF</li> <li>*Aboriginal Parent Advisory Group</li> <li>*Diverse Board Membership</li> <li>*Allyship Project</li> <li>* Reconciliation Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding child development and parenting skills (adult learning program)</li> <li>*Supporting children with disabilities (parent support group)</li> <li>*Pre-k learning program (3-year-olds)</li> <li>*Community wellbeing and fitness</li> <li>*Kindergarten readiness program (3-year-olds)</li> <li>*Daily developmental play groups (0–4-year-olds)</li> </ul>
1.2 Improved Maths instruction	2.2 The development of future leaders.	3.2 Connect and support the diversity of family needs	4.2 Specialised social/ emotional support programmes responsive to need	5.2 Full school-service delivery
<ul style="list-style-type: none"> <li>*Quality Daily Reviews</li> <li>*PR1ME</li> <li>*Whole school assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>*Level 3 Classroom Teacher supported pathway.</li> <li>*Leadership Development Programme mapped and delivered</li> <li>*Opportunities to lead school initiatives.</li> <li>*Education Assistant Coordinators are supported in their role.</li> <li>*High Potential Student Services Leader Programme (RAFT)</li> </ul>	<ul style="list-style-type: none"> <li>*EAL/D Homework Club</li> <li>*Adult English lessons</li> <li>*KD Centre as a resource Hub for Aboriginal families</li> <li>*EAL/D Progress Maps</li> </ul>	<ul style="list-style-type: none"> <li>*S.T.R.I.V.E</li> <li>*BOOST</li> <li>*Rise Up Zone (RUZ)</li> <li>*R.O.C.K</li> <li>*Transition to High School</li> <li>*PEAC</li> <li>*Open Parachute</li> <li>* Social thinking</li> </ul>	<ul style="list-style-type: none"> <li>*Child Health Nurse and Child Development Services</li> <li>*Curtin University Allied Health</li> <li>*Midwifery service</li> <li>*Financial and emotional counselling</li> <li>*Family support workers and case management</li> <li>*Legal advice and services</li> </ul>
1.3 Consistent teaching of the behaviour curriculum	2.3 Student leader development programme	3.3 Enhancement of family involvement	4.3 Multi-disciplinary student services team to support all stakeholders	5.3 Womb to Workplace Initiative
<ul style="list-style-type: none"> <li>*Full implementation of PBS</li> <li>* Continued training of TCIS-S</li> <li>* CMS for paraprofessionals and new staff</li> <li>* “Power 10” embedded</li> </ul>	<p>Leaves growing/falling from this branch</p> <ul style="list-style-type: none"> <li>*Student leaders conference.</li> <li>*Public speaking training and opportunities.</li> <li>*Student leaders identify and solve areas for improvement.</li> <li>* Opportunities to model and mentor younger students.</li> </ul>	<p>Expansion of Challis Angels</p> <p>Parents supporting Parenting programme (PSP)</p>	<ul style="list-style-type: none"> <li>*Social work and family support</li> <li>*Psychology and Disability Education support</li> <li>*Trauma-informed practice</li> <li>*Integrated Allied Health (Curtin University)</li> <li>*Individualised Learning and Support Plans</li> </ul>	<ul style="list-style-type: none"> <li>* High school transitions</li> <li>*Study pathways</li> <li>*Employment pathways</li> <li>*Parental study support</li> <li>*Transitions into alternate educational settings (disability education)</li> </ul>
1.4 Continued investment in high quality professional learning				
<ul style="list-style-type: none"> <li>*Rising Stars induction programme (teachers and paraprofessionals)</li> <li>*Lead the Teacher, Bookclub</li> <li>*Triad coaching</li> <li>* Professional Learning Communities</li> </ul>				