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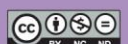


Department of  
Education

**Shaping the future**

# Challis Community Primary School

## Public School Review



# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

Challis Community Primary School is located in Armadale, 33 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Established in 1974, the school became an Independent Public School in 2010.

Currently, there are 779 students enrolled at Challis Community Primary School from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 936 (decile 8).

The school receives community support through the work of the Parents and Citizens' Association and the School Board.

The first Public School Review of Challis Community Primary School was conducted in Term 1, 2021. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

### School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- A comprehensive and authentic account of the school's improvement strategy and operations with links to supporting evidence were included throughout the Electronic School Assessment Tool (ESAT) submission, creating a clear narrative that highlighted what is important to and valued by the school community.
- The process of preparing for the public school review was deemed as valuable and in keeping with the comprehensive, ongoing and embedded procedures for school self-assessment and improvement at both the school and individual levels.
- The school clearly demonstrated a very strong alignment between performance, evidence and judgements about priorities and planning for improvement.
- The leadership team facilitated a rigorous and dynamic self-assessment process that drew on input from a broad cross section of staff and community members.
- An extensive range of school leaders, teachers, support staff and parent and community representatives elaborated on the evidence and planning intentions described in the ESAT submission during the validation visit.
- The ESAT submission, in conjunction with the validation meeting discussions, provided a celebratory and affirming account of the school's progress over the past 5 years, evidencing its achievements, continued development and enduring commitment to excellence.
- Insights provided to the review team by school leaders and staff highlighted a deep understanding of their professional responsibilities, a strong commitment to their work and a shared accountability for student success.
- A substantial range of innovative practices across the school was clearly articulated in both the ESAT and validation visit, effectively exemplifying the school's underlying ethos that student performance is not determined by postcode.

### Relationships and partnerships

Regarded highly in the community, positive and meaningful relationships are prioritised, supported by a culture of high expectations and a universal commitment to success for all students. As valued contributors to the school's united community, all students, staff and families demonstrate high levels of mutual trust and respect.

### Commendations

The review team validate the following:

- Alongside fostering a culture of high expectations, the Principal champions a whole-school focus on relationships, recognising them as the linchpin for students' success and growth, all of which shapes the guiding principles of the 'Challis Way'.
- A series of multifaceted strategies engage families, including regular communication through Seesaw to share curriculum objectives, targets and strategies to support learning from home.
- A dynamic and committed School Board that advocate positively for the school, are kept well informed and have a sound understanding of their governance roles and responsibilities.
- The Challis Parenting and Early Learning Centre continues to provide access to services and programs that support parenting and child development with evidenced positive impacts on student engagement and achievement in the subsequent years of schooling.
- The P&C actively supports the school improvement priorities with a strong emphasis on building community cohesion, operating an onsite canteen and uniform shop and organising a range of successful fundraising activities.
- The school seeks innovative partnerships that add immeasurable value to supporting student learning and wellbeing including the highly valued allied health partnerships with Curtin University.

### Recommendation

The review team support the following:

- Maintain and systematically strengthen the school's positive and inclusive relational culture across the whole-school community.

## Learning environment

The caring and culturally rich environment of the school supports students to be independent, confident and reflective learners. Clear expectations and boundaries create an environment that promotes success for everyone and supports health and wellbeing.

### Commendations

The review team validate the following:

- The embedded PBS<sup>1</sup> framework is the driving force behind the consistent, proactive school-wide approach to student behaviour, ensuring the conditions for learning are consistently maintained.
- A strong multi-tiered system of support is evident. Teachers are supported to implement Tier 1 intervention strategies with fidelity; Tier 2 targeted support is provided to students through the wellbeing group and a dedicated student services team, and identified students benefit from the Tier 3 TCI-S<sup>2</sup>.
- Students identified with a diagnosed or imputed disability receive targeted instruction (STRIVE programs) aimed at achieving their potential in literacy, numeracy, social and life skills.
- Student voice is actively promoted and highly valued with structured opportunities for feedback and growth, including regular meetings with school leaders and representation at the School Board level.
- The school applies a personalised approach to student attendance, prioritising building relationships to understand each child's circumstances, which has made a positive impact on regular attendance.
- Led by the Aboriginal engagement team, diversity and inclusion are firmly embedded within a whole-school approach that prioritises cultural respect, community engagement, inclusive curriculum design and meaningful student involvement with the histories, culture and perspectives of Aboriginal and Torres Strait Islander people.

### Recommendation

The review team support the following:

- Reinforce and increase First Nations voice through the establishment of a cultural room.

## Leadership

The stable, cohesive and committed executive team collaboratively leads a culture of high expectations through explicit role clarity, coherent vision and the provision of embedded and consistent whole-school structures and processes.

### Commendations

The review team validate the following:

- A dedicated focus on 'Excellence in Leadership', combined with a strong culture of developing staff through the Leadership Development program, underpins the school's leadership principles and informs decision making, ensuring all staff are committed to 'better than postcode' and 'together as community'.
- Change is managed in a consultative and systematic manner, with data used to identify needs, strategies informed by research and solutions trialled and evaluated before being agreed upon and implemented.
- The school's Business Plan, the National Quality School Improvement Tool and the Dempster Framework collectively guide the school's improvement agenda with well defined, explicit and measurable targets that are clearly aligned with the school's 5 core priorities.
- The overall school improvement plan outlines annual milestones and strategies, which are regularly reviewed and assessed to inform the subsequent year's Challis in Focus (2025) document.
- Leaders, both current and aspiring, are provided meaningful opportunities to lead key school strategic areas, including Spelling Mastery, PBS, health and wellbeing, Aboriginal education and the Parenting and Early Learning Centre.
- The integration of staff induction processes, mentorship and coaching has supported an environment of trust and respect, improving teacher effectiveness, consistency and fostering improved student outcomes.
- Key contributors to the broader educational landscape over the past 3 years, the school has undertaken the important role as a central school within the Centre for Excellence in the Explicit Teaching of Literacy. This has involved opportunities for observation, designing and delivering professional learning and providing feedback in the areas of literacy, leadership and school culture to a wide array of schools.

### Use of resources

The Principal and manager corporate services have a diligent and meticulous understanding of the allocation and management of resources. Fiscal decisions are driven by the alignment of school resources with Business Plan priorities and the evidence-based needs of students.

### Commendations

The review team validate the following:

- The school invests heavily and intentionally in staff development, excellence in teaching and staff performance. This includes teaching and non-teaching staff, lead teachers, impact coaches and the executive team.
- Staff training in numeracy, literacy, social thinking and behaviour management TCI-S ensures quality teaching and supports staff health and wellbeing.
- Sound processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes and spending priorities.
- The school prioritise human agency over physical resources with budget decisions founded on enabling collaboration and maximising teacher impact. Highly valued allied professionals work skilfully alongside teachers to support student learning, health and wellbeing and progress student achievement.
- Astute workforce management ensures planning and resources are directed to students according to need with programs such as STRIVE addressing the explicit needs of students with special needs.

### Recommendation

The review team support the following:

- Continue to analyse student achievement data to evaluate the effectiveness of whole-school programs and inform future planning and resource allocation.

### Teaching quality

Staff show a deep commitment to improving student outcomes, viewing relationships as the foundation for quality teaching. High expectations, self-reflection, engagement in collaborative practice and professional growth are key characteristics contributing to the high levels of connected learning across the school.

### Commendations

The review team validate the following:

- The whole-school explicit instructional model is embraced by staff and serves as the foundation informing the beliefs of effective teaching and learning. Teachers are equipped with a structured framework and ongoing professional learning, upholding the expectation that the explicit teaching model is consistently applied in every classroom.
- The school prioritises reading development and social emotional learning through a range of strategic initiatives, including professional learning communities, extended collaborative duties other than teaching, Steplab, coaching cycles and data analysis.
- Acknowledging quality teaching as the principal mechanism for enhancing student outcomes, the school invests in impact coaches to provide in class coaching and apply targeted feedback strategies to maximise student engagement.
- Led by lead teachers and impact coaches, weekly professional learning communities strengthen teaching excellence by enabling staff to rehearse strategies, receive feedback and model best practice, building capacity. This collaboration ensures alignment with the school's pedagogical framework and advances the operationalisation of the school vision.
- Positive achievement data is actively disseminated and celebrated, with all data formally reported and communicated through established reporting cycles, student case conferences and learning journey events.

### Recommendation

The review team support the following:

- Future proof the teaching workforce by accelerating coaching support, focusing on student engagement and teaching reading.

### Student achievement and progress

A commitment to the consistent use and collation of data drives learning goals at individual, cohort and wholeschool level with student progress actively monitored and shared widely with the school community.

### Commendations

The review team validate the following:

- A range of data tools are widely accessed including On-entry, Acadience, PAT<sup>3</sup>, NAPLAN<sup>4</sup>, lesson progress charts and student test summaries. Through structured 'Reading Disciplined Dialogues' within each year level, staff collaboratively and rigorously analyse results to evaluate the impact of teaching strategies.
- A significant milestone in the school's improvement journey is evident in 2025 NAPLAN results, with Year 3 students performing above like schools in all areas, and Year 3 First Nations students outperforming their peers in reading, numeracy, writing and spelling.
- Evidence-based programs including Talk for Writing, PR1ME Mathematics, Spelling Mastery and Reading Mastery are systematically implemented with rigor and fidelity across the school.
- Student proficiency levels in NAPLAN Reading were in line with Western Australian public schools whilst the proportion of students requiring additional support has reduced significantly.
- Regular and intentional moderation processes including Brightpath, supports consistent teacher judgement, further supported by direct instruction programs such as Corrective Reading, Spelling Mastery and Language Mastery.
- A robust, structured differentiation model ensures appropriate curriculum is delivered at point-of-need. At each level intervention and extension classes support differentiated learning.

### Recommendation

The review team support the following:

- Strengthen the analysis and use of Pre-Primary On-entry data to inform early identification of student needs, guide targeted instruction and support responsive planning.

### Reviewers

Joanne Harris  
**Director, Public School Review**

Matthew Pinkard  
**Principal, Warriapendi Primary School**  
**Peer Reviewer**

### Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2031. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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**References**

- 1 Positive Behaviour Support
- 2 Therapeutic Crisis Intervention in Schools
- 3 Progressive Achievement Tests
- 4 National Assessment Program – Literacy and Numeracy