

Respect Responsibility Safety Excellence



Challis
Community Primary School

Business Plan
2019-2021



Challis Community Primary School

Challis Community Primary School would like to acknowledge the Wadjak 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.

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 Six.
5. Provision of learning environments that cater for the social, emotional, academic and physical development needs of our students.



Acknowledgement of Our History

- Challis celebrates 45 years serving the Armadale community.
- Independent Public School since 2010.
- Challis Early Childhood Education Centre (Kindy-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 symbolise the strong two way connection between the school and the community it serves.
- The school was built on fruit orchards. To honour 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 with a dash of red to represent our passion and determination.
- The school community chose the school uniform when the schools amalgamated and chose navy blue as the base, an ice blue broad stripe was introduced and defined by a fine red pipeline.

Better than Postcode results... Together as a Community... The Challis Way!



Message from our Principal



From 2015-2018 we worked cohesively and relentlessly to develop our teaching expertise and wrap considerable support around those who need it most.

As we move in to a new Business Planning cycle, our focus is on achieving consistency in our teaching; consistently high quality teaching in every learning environment, for every child, every day of the week.

In 2019, we will continue to write a new Challis Story for the children residing in the Seville Grove community. As a staff, we collectively imagine a story of hope, full of possibilities, choice and opportunities. As educators, we understand the terrific influence we have on the life stories of our children. The “script” that we write must be full of belief, nurturing relationships, safety, exceptionally high quality teaching standards and genuine partnerships with parents.

The reach of the school enables us to influence beyond the school gates and impact on more than the knowledge that is assessed or can be measured. We believe that we can change lives, provide hope, create future leaders; inspire thinkers. We all have a vital role to play in writing their story and how the story ends for every child is up to each of us. As the new story emerges, we continue to chase Better than Postcode results...Together as a Community...The Challis Way.

Lee Musumeci
Principal





Strategic Intent

1. Excellence in teaching supported by current research and evidence based methodology.

What we will do

- Create ambitious targets and expectations for students to aspire to and excel.
- Support all teachers to utilise explicit instruction pedagogy to deliver high quality teaching.
- Utilise inquiry based learning to further develop critical and creative learning skills across all learning areas.
- Identify students at risk in the early years and provide intensive support so that every child progresses; with Aboriginal students given priority, access to services.
- Implement effective assessment using data to inform our teaching and learning cycle.
- Continue to create a strong, collaborative culture with all teachers committed to ongoing professional learning.

What you will see

- Analysis of NAPLAN data to inform and review school targets and monitor student improvement.
- Improved processes surrounding the collection and analysis of student data to identify student needs.
- Updated and improved school literacy and numeracy plans based on the analysis of school data.
- Celebration and acknowledgement of our improvement journey in Explicit Instruction and Talk for Writing by hosting international visitors, Fogarty Foundation cohorts and school leaders from across Western Australia.
- Provision of instructional coaching to support teachers to improve student learning, via peer and leadership class observations, individual coaching and Performance Management.
- Improved instructional skills and knowledge of EA's by providing professional development in the teaching of reading skills.
- Continued development of teacher capacity through peer support, common year-level DOTT, collaborative coaching sessions and focussed Lead The Teacher/CIP sessions.
- Continued investment in high quality professional development opportunities.

How we will measure our success

- 95% of students at or above National Minimum Standard in all NAPLAN areas.
- Average NAPLAN performance of ATSI students equal to non-ATSI students.
- Brightpath scales used to moderate narrative and persuasive text types.
- Whole school assessment including On Entry, decoding, comprehension, PR1ME and PAT.
- Instructional Coaches and Lead Teachers support all staff to deliver high quality teaching.
- A consistent approach to reading instruction relevant to the phase of learning exists across the school.
- Evidence of high impact teaching strategies being implemented.
- Surveys of staff and pre-service teachers demonstrate that 90% strongly agree they have improved in their ability to deliver teaching excellence.
- Student voice demonstrates that 90% strongly agree their teacher is excellent and helps them learn.
- 2021 Aspirational Targets.
- Challis students to meet state mean in all assessment areas.
- No achievement gap between Aboriginal students and the school population.



Strategic Intent

2. Excellence in leadership.

What we will do
<ul style="list-style-type: none">• Continuation of Leadership Development programme for all LEAD teachers.• Identification of new LEAD teachers.• Individual leadership mentoring for new LEAD teachers.• Identification and support of aspiring Level 3 Classroom Teachers.• Creation of Leadership opportunities of varying size, scope and complexity for existing and aspirant leaders.• Creation of a scope and sequence of leadership trajectory with matched Professional Learning at every stage.
What you will see
<ul style="list-style-type: none">• Continuation of the internal Leadership Development Programme.• Principal to mentor new LEAD teachers.• Principal to support aspiring Level 3 CRTs to complete portfolio.
How we will measure our success
<ul style="list-style-type: none">• LEAD Teacher assigned to every year level.• Nine teachers successful in achieving L3CRT.• Succession plan for Impact Coaches.• Data Literate Leadership Team.• High Impact Teaching Team (H.I.T.T.).• Instructional Advisory Leadership Team.

Strategic Intent

3. Meaningful engagement with parents and carers.

What we will do
<ul style="list-style-type: none">• Continue to expand the Challis Parenting and Early Learning Centre.• Womb to the Workplace (W2W) is articulated, funded and key relationships secured.• Establish the Kaadadjiny Dandjoo Centre providing services identified by the Aboriginal community as required.• Provide services and support to the Challis community to ensure consistently high school attendance and participation.• Foster opportunities for parents, family and local community members to feel valued and strengthen their connection with the school.
What you will see
<div>Whole school and class attendance strategies:</div> <div><ul style="list-style-type: none">• Breakfast Club• Family Support Worker• Individual Attendance Plans• School car for pick -ups.• Attendance Case<ul style="list-style-type: none">• Conferences• After School Clubs• Challis Angels• Girls Academy• Kaadadjiny Dandjoo Centre• Fathering Project<ul style="list-style-type: none">• High Tea• Mad Maths Day• PBS Community participation• Aspire Wildcats Programme</div>
How we will measure our success
<ul style="list-style-type: none">• To close the gap between attendance of Aboriginal and Non-Aboriginal Students.• To increase the number of students in the Regular Attendance category.• To achieve attendance rates above State average.• Parent survey results.• Parent participation with core strategies.• Anecdotal feedback from community members.

Strategic Intent

4. Provision of extended school services in partnership with relevant agencies from birth to Year Six.

What we will do
<ul style="list-style-type: none">• Relocate and expand the Challis Parenting and Early Learning Centre programmes and services.• Consolidate and strengthen the service partners’ understanding of the CPELC model.• Introduce additional high-quality needs-based service partnerships.• Foster opportunities for parent, family and community voice and contributions in the CPELC.
What you will see
<ul style="list-style-type: none">• Continuation of current services and programmes that are meeting the needs of the children and families.• Communication of the CPELC model to current and future service partners.• Continuation of research, data and community needs to inform practices and in the development of new service partnerships.• Continuation of a variety of opportunities for regular parent and family consultation and involvement.• Refinement of the 0-4 developmental groups and Pre-Kindergarten planning documents.• Establishment of 0-4 Student Service Referral model.
How we will measure our success
<ul style="list-style-type: none">• A statistically significant improvement in the amount of Pre-Kindergarten children identified as having “academic delay”, as per the Brigance Assessment Screen.• A statistically significant improvement in the amount of Pre-Kindergarten children identified as being “within normal limits”, as per the Brigance Assessment Screen.• Matched or increased attendance rate, compared to the previous year, for the 0-4 developmental groups.• Timely referrals will be made to necessary service providers for children at risk of health/academic delay (i.e., before the child enters 4-year-old Kindergarten).• A statistically significant difference between achievement on NAPLAN assessment data for children who participated in the Pre-Kindergarten program compared to those who did not.• A reduction in vulnerability across domains in the 2021 Australian Early Development Census (AEDC).

Strategic Intent

5. Provision of learning environments that cater for the social, emotional, academic and physical development needs of our students.

What we will do
<ul style="list-style-type: none">• Embed trauma informed practice across whole school instruction and communication.• Build Mental Health awareness and capacity in staff and students to maintain and improve emotional and social well-being.• Ensure optimal learning conditions are established to effectively cater for the diverse needs of our students and increase school engagement.• Build upon Instrumental and Choral programs and procedures to embed “learning through music” in school culture.
What you will see
<ul style="list-style-type: none">• Professional learning and Implementation of the “Therapeutic Crisis Intervention System for Schools (TCIS)”.• Behaviour and Engagement Coaches to support teachers planning and adjustments for student trauma response.• Professional Learning and Implementation of the “Be You” Mental Health Framework and “PERMA” model.• Refinement of the Tier Two Team's roles and responsibilities and establish the Tier 3 process for intervention.• Develop assessment and analysis procedures for data indicating social and emotional growth.• Behaviour and Engagement Coaches to support teachers in CMS and Active Participation implementation.• Extend “Social Thinking” program by building teacher capacity and increasing student participation.• Establish woodwind instrumentalist group.• Continue established musical programs: “Just Brass”, “Simply Strings”, Junior and Senior Choir.• Seek out further funding to support musical programs and limit “out of pocket expense” for parents.• Combine and showcase music programs in School Musical.
How we will measure our success
<ul style="list-style-type: none">• Staff self-assessment, pre and post implementation of TCIS.• Relevant classroom language and expectations established and visible.• Individual student progress of goals set in Individual Behaviour Plans.• Student and staff well-being survey.• Student and staff participation in events planned by the “Be You” action team.• Analyse behaviour related data from Integris, such as suspension rate, referral frequency and severity of reported behaviours.• Quality and frequency of disciplined dialogue pertaining to social and emotional goals.• Frequency of Tier 2 and 3 referrals.• Student survey on classroom environment and affective impact.• Social Thinking assessment of social attention and student progression through modules.• Analysis of report grades given for Music.• Participation in established musical groups.• Music scholarships awarded to Year 6 students.



Challis
Community Primary School

Challis School Creed

*This is our school let peace
live here*

*Let the rooms be full of
happiness*

Let love be all around

Love of all people

And love of life and living

Let us remember

*That as many hands build a
house*

*So many hearts build a
school*

**Challis Community Primary School
An Independent Primary School**

40 Braemore Street

Armadale WA 6112

Ph: 08 9391 4100

Email: challis.cps@education.wa.edu.au

www.challiscommunityprimaryschool.wa.edu.au

Designed & Produced by:

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