



Challis Community Primary School



Respect

Responsibility

Safety

Excellence



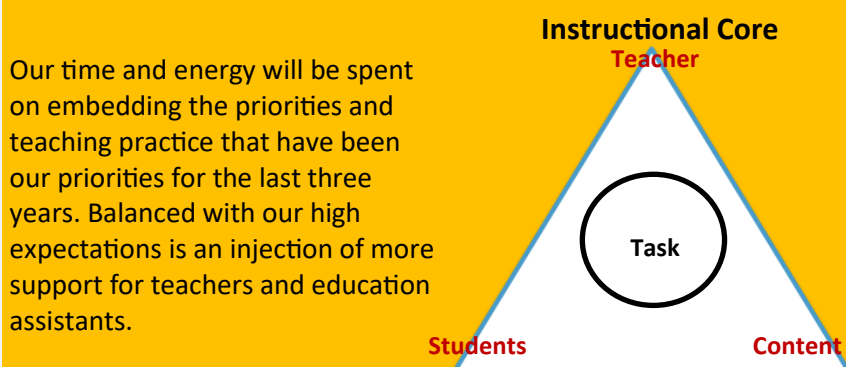
Challis In Focus 2020

Our New Story Continues...

Colleagues,

Over the past years we have collectively imagined new possibilities for the students of Challis Community Primary School. With an emphasis on deep collaboration, the support of Impact Coaches and Lead teachers, a dedicated Behaviour and Engagement team, quality professional learning, clear curriculum direction and additional resources provided by our many partnerships, our improvement journey is very well positioned for the year ahead.

Similar to 2019, there is no change in direction, nor significant change being introduced in 2020. Rather, a continued deepening of understanding of our students, the content and of our repertoire of skills and strategies.



Support for staff

To maintain our health and well being, weeks 5 and 6 of every term are quarantined to be free from interruption, excursion, incursion or any additional activity so that we can re-energise and re-focus our physical and emotional well being.

Three fulltime Deputy Principals are positioned to take responsibility for one of three phases of schooling. Pre K-1 (Kelly Plunkett), Years 2-4 (Hayes Webb) and Years 5-6, plus the Specialist programme (Michael Morgan)

Three fulltime Impact Coaches have been appointed to support and lead the implementation of whole of school programmes. In-class coaching, modeling, goal setting and observations will support every teacher to implement a high quality lesson across every area of learning.

(Jacqui- Kindy, PP, Yr 1), (Rachel-Yr2 and 3), (Mar-4, 5,6 and Inquiry).

A bespoke Behaviour and Engagement Team is available to ensure all children are engaged in their learning with minimal time being spent out of class. (Deborah Robinson, Enda Nolan, Carol Beal, Corey Miller)

Lead Teachers have been identified and selected to play a key role in unpacking lessons, sharing quality

strategies, creating effective working teams, and driving improved student outcomes.

A large investment in the implementation of Therapeutic Crisis Intervention in Schools (TCI-S) will take the response to pain based behaviour to a level of sophistication. Staff will receive intensive PL in depending knowledge and understanding of trauma responsiveness.

Maths- a refined implementation of PR1ME will be lead by Vanessa Velliou, Katrina Hurst and Mellssa Baeli.

The Coordinator of Aboriginal Education, Health and Well-being oversees the support available for Aboriginal students and their families. (Elizabeth Rochfort)

A Learning Support Coordinator continues to provide teachers with support, resources, strategies and advice for children who have additional learning needs. (Karen Warren).

The Coordinator of Curtin Interprofessional Practice Programme ensures quality therapy is delivered by Allied Health students to Challis students who require additional support (Julie Tan)



Knowing what to teach- pacing calendars set out a plan for the content that needs be taught with an emphasis on essential concepts.

An hour of professional learning (LTT) has been resourced on top of extra DOTT ensuring that all teaching teams have a full release day each week to focus on curriculum, students and academic tasks.

The Rising Star Network (lead by Rachel) provides meaningful support to graduate teachers and new teachers to the school in a collaborative and collegial forum.

A suite of professional learning has been designed for Education Assistants to enhance their skills and knowledge as paraprofessionals working alongside teachers.

For students

The Aboriginal Girls Academy continues to focus on attendance, engagement, achievement and health through an enhanced curriculum.

An expansion of STRIVE caters for children with an identified disability or whose needs are best met through a highly structured and individualized programme.

Inquiry Classes(lead by Sam Cullum) will focus on ensuring Visible Thinking strategies are consistently used and are evident as teachers challenge and extend the learning of students who have surpassed the expected literacy and numeracy targets.

Corrective Reading groups(coordinated by Elyse Frith) are offered to students who require intensive support to learn to read.

A Leadership programme for Student Leaders- Alec Gibson continues to implement a programme which will result in the creation of meaningful opportunities for Year 6 students to lead within our school. 2020 will see the introduction of a Head Boy and a Head Girl to provide further opportunities for leadership.

The Student Services Team provides an array of supports and services to students and their families, through a School Psychologist, Family Support Workers, a Chaplain, a Learning Support Coordinator and the Coordinator of Aboriginal Education, Health and Well-being.

Increasing the Student Voice will provide opportunities for the opinions of students to be heard and considered. This will include providing feedback to teachers about their teaching.

An enhanced music programme including Community Singing, an Instrumental programme, performances will add value to the skills needed for strong language and numeracy acquisition, as well as providing community cohesion and enjoyment.

An engaging array of Specialist programmes will excite and motivate students to be curious about themselves and the world around them.

For the Community

The In-School Parent Employment Service onsite will assist parents to enter the workforce.

The opening of the Kartajinny Danjoo Centre which will house services identified as required by our Aboriginal Community

The possibility of providing a GP service as part of our full range of services on site will be further explored.

Planning for the Womb to the Workplace strategy will become operationalised.

The Minderoo-funded Challis Parenting and Early Learning Centre (coordinated by Melinda Ballantyne) will offer four groups of Pre Kindy, three different types of early learning programmes and a variety of parenting programmes starting from birth.

A Choir for parents will expand and enhance our music programme and provide an excellent role modelling opportunity for parents.

The launch of a parent curriculum will equip parents with the necessary information, resources and contacts to increase understanding of child development and safety.

Improved connection and communication with the Challis families through a wide array of opportunities, events and social media platforms.

In 2020 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, therefore the “script” that we write must be full of belief, nurturing relationships, safety, exceptionally high quality teaching standards and genuine partnerships with parents.

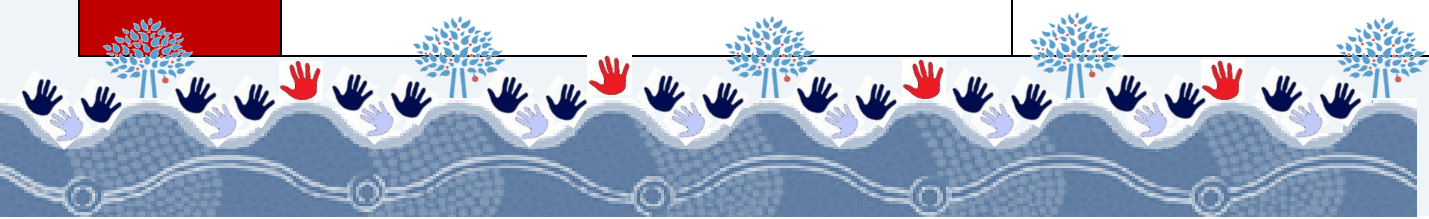
The reach of the school enables us to influence beyond the school gates and impact on more than the knowledge than is assessed or can be measured. We believe that we can change lives, provide hope, create future leaders; create thinkers. We all have a vital role to play in writing their story and how 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
January 2020



Focus Area 1: Develop effective instructional strategies and assessment practices.

INITIATIVE	MILESTONES	REVIEW COMMENTS
WRITING	T4W Authentic T4W program delivered (December) Professional Learning—All staff upskilled in T4W (December)	
	HANDWRITING All students are independently using correct letter formation (April)	
	POETRY Poetry fluency introduced in all classrooms and celebrated weekly with an assembly performance (December)	
	BRIGHTPATH Effective assessment and moderation will have been implemented throughout the year (December)	
	AWESOME AUTHORS/BOOKCLUB Extra Curricular opportunities have been implemented each term (term1, term 2, term 3, term 4)	
	NOONGAR STORYTELLERS IN RESIDENCE Application for the Noongar Storytellers in Residence submitted (Dec/Jan) Residency commenced (April) Residency celebrated (June)	
READING <i>Kindy—Year 1</i>	LET'S DECODE All teachers have had in class support, coaching on Let's Decode and Daily Review (April, August, November) Let's Decode is being effectively implemented in all classrooms (December) All EA's in K/PP will have completed Let's Decode PL (April) EA's are effectively delivering Let's Decode in small groups/intervention (December)	
	DECODABLE TEXTS All teachers can effectively administer a Decodable Reader assessment (December) All teachers can effectively utilise decodable readers in their Literacy block (December)	
	ACADIENCE READING All teachers have effectively assessed reading fluency using the acadience testing materials (December)	
	COMPREHENSION All teachers have a clear understanding of the sequence of comprehension strategies and how to teach it (December)	



INITIATIVE	MILESTONES	REVIEW COMMENTS
READING Year 2—6	<p>WHOLE CLASS READING</p> <p>All teachers have effectively implemented whole class reading in all classrooms (December)</p> <p>VOCABULARY</p> <p>All teachers have effectively taught vocabulary in all classrooms (December)</p> <p>FLUENCY</p> <p>All teachers demonstrate effective teaching of fluency (August)</p> <p>Students achieve expected fluency rate for their PM level (August)</p>	
WHOLE SCHOOL READING INITIATIVE	<p>READING FOR PLEASURE</p> <p>Challis students enjoy reading (December) *Not measureable</p> <p>HOME READING</p> <p>The culture of reading at home has been established (December)</p>	
SPELLING	<p>Year 1 students have successfully completed SM Book A (December)</p> <p>All students from Year 2-6 complete SM 4 times a week (December)</p> <p>Teachers have completed all spelling assessments as per assessment cycle (December)</p>	
MATHS	<p>MATHS BLOCK</p> <p>All mainstream teachers have implemented a maths block that includes all key elements as outlined in K-6 Maths Syllabus (December)</p> <p>Each year level has created a bank of quality maths warm-ups to be used for 2021(December)</p> <p>Mental maths implemented successfully from PP-6(December)</p> <p>Daily problem solving has occurred in all classes from PP-6 (December)</p> <p>MATHS SYLLABUS</p> <p>Challis K-6 Maths Syllabus has been followed (December)</p> <p>Maths team have reviewed and refined Maths Syllabus ready for 2021 (December)</p>	
PARENT ENGAGEMENT	<p>By the end of 2020, all teachers have invited parents/caregivers to a morning tea after their assembly to provide further family engagement within the community (December)</p>	



Focus Area 1: Develop effective instructional strategies and assessment practices.

INITIATIVE	MILESTONES	REVIEW COMMENTS
SPECIALISTS	<p>HIGH IMPACT TEACHING</p> <p>Identify 1 or 2 High Impact Instructional Strategies and implement effectively (February)</p> <p>Model, coach & support Specialist Teachers in the identified High Impact Instructional Strategy (IC) (April, July, September, November)</p> <p>By the end of 2020, all Specialists are effectively implementing the selected High Impact Strategies (December)</p> <p>CMS</p> <p>By 2020, all Specialists will demonstrate effective CMS skills. (December)</p> <p>ASSESSMENT</p> <p>Effective assessment implemented and utilised to inform teaching and learning cycle. (December/January)</p> <p>By 2020, all Specialists would be using periodic assessments to drive their planning (December)</p> <p>CURRICULUM DOCUMENTS</p>	



Focus Area 2: Develop the Conditions of learning for every child

INITIATIVE	MILESTONES	REVIEW COMMENTS
BEHAVIOUR AND ENGAGEMENT	<p>PBS PBS routines, language and expectations are consistent and visible across all areas of the school (December)</p> <p>TCIS Policies and procedures for TCIS implementation (April)</p> <p>FRIENDLY SCHOOLS Kindy implementation of friendly schools (December)</p> <p>SOCIAL THINKING Social thinking embedded in PBS lesson schedule (May)</p>	<p>IN THIS CIRCLE WE ARE TRAUMA-INFORMED WE CONNECT BEFORE WE CORRECT WE STAY CURIOUS NOT FURIOUS WE UNDERSTAND BEHAVIOUR IS COMMUNICATION WE BELIEVE IN CO-REGULATION, THAT KIDS REGULATE OFF THE ADULTS IN THEIR LIVES WE THINK CAN'T-NOT WON'T WE EMPATHIZE WHEN SOMEONE IS FLIPPING THEIR LID WE BELIEVE IN RESTORATION-NOT PUNISHMENT WE BELIEVE THAT RELATIONSHIPS BUFFER STRESS AND BUILD RESILIENCE ALL OF US NEED ONE ANOTHER, ALWAYS. RESILIENCE MEANS, WE SEE YOU, WE HEAR YOU, WE ARE WITH YOU</p>
ICT	<p>HARDWARE AND SOFTWARE Upgrade Bandwidth (December/January) Purchase/Lease Electronic Panels (28) (December/January) Upgrade to Windows 10 (December/January) Leasing new computers 25 (December/January) Desktop Audit has been presented to staff (February) Weekly maintenance guide has been presented to staff (February) Write up a 3 year replacement plan of iPad and computers and Electronic white board (August) All iPads have been regularly audited (December)</p> <p>ICT CURRICULUM PROCESS AND PRODUCTION Establish ICT committee to meet once a month (February) Staff to use school and SCSA documents for teaching and assessment (February) ICT is integrated into the majority of subject areas (December)</p>	
ATTENDANCE	<p>All teachers are effectively writing attendance plans (December)</p> <p>Case conferences held with Families under 80%.. Monitoring and tracking for improvement is continuous.</p>	
STRIVE	<p>STRIVE program re-imagined for 2020. (December/January)</p> <p>2020 STRIVE classroom environment & layout has been developed. (December/January)</p> <p>2020 STRIVE students identified. (December/January)</p> <p>Term 1 IEP's written and saved to the shared drive by end of Wk5 T1 (February)</p> <p>Term 2, 3, 4 IEP's written and saved to the shared drive by end of Wk1 T2.</p> <p>STRIVE program, environment and students reviewed (T1, T2, T3, T4)</p> <p>2021 STRIVE students identified (December)</p>	



Focus Area 2: Develop the Conditions of Learning for every child

INITIATIVE	MILESTONES	REVIEW COMMENTS
IEP'S	<p>IEP</p> <p>Term 1 IEP goals written & saved to shared drive by end of Week 5 T1 (February)</p> <p>Case conferences held for all students on IEP's (February, May, August, November)</p> <p>Term 2 IEP goals written & saved to shared drive by end of week 1 T2, T3, T4</p> <p>All staff understand the importance of IEP's and are using them successfully (December)</p> <p>Transitions.CC held for SEN students (December)</p>	
CPELC	<p>Improved awareness of CPELC staff, services and programmes amongst the wider CCPS staff (December)</p> <p>By the end of 2020, the CPELC Improvement Plan will have been regularly reviewed and milestone achievement indicated (December)</p>	
KAADADJINY DANJOO CENTRE	<p>The Kaadadjiny Dandjoo Centre is a well utilised building that has accessible services for Aboriginal families in the school community. (December)</p>	
ABORIGINAL CULTURAL STANDARDS FRAMEWORK	<p>All staff will have completed online cultural awareness training by the end of Term 2. (July)</p> <p>NAIDOC 2020 celebrations across the school. (Term 2 Week 10)</p> <p>All classroom environments will be welcoming for Aboriginal students. Displays/posters will be an intrinsic part of classroom "culture". Students will confidently say the Acknowledgement to Country (December)</p>	
GIRLS ACADEMY	<p>Girl's Academy enrolments are from 95% of Aboriginal girls in Years 4 to 6 (April)</p> <p>Yearly curriculum workshop planner has been completed for each term. Review for use as a base plan for 2021 (December)</p>	
WOMB TO THE WORKPLACE	<p>Support and advocacy for the strategy is gained through multiple channels</p> <p>Strategy is scoped and chunked in to phases.</p> <p>Funding application is submitted.</p> <p>Communication strategy is developed.</p>	



Focus Area 3: Developing Leadership

INITIATIVE	MILESTONES	REVIEW COMMENTS
LEADERSHIP PROFESSIONAL PROGRAMME	<p>All leaders are provided with leadership training (April, July, September, November)</p> <p>Performance Management Meetings have been completed for leads, IC's and BC's (April)</p> <p>All leaders have developed a competitive resume (December)</p> <p>Leaders have developed the skills to successfully apply for a promotional position (if desired) or an at level position (if desired) or an internal opportunity (if desired) (December)</p> <p>Feedback from teams reflects effective leadership skills of leads, IC's and BC's (December)</p>	
DEPUTY PRINCIPALS	<p>DPs are leading their phase of school based on feedback from the previous terms plan (April, July, August)</p> <p>Performance management for DP's is completed (May)</p> <p>Each phase of school is led by a DP with a clear focus on the Dempster Framework (December)</p>	
L3CT Aspirants	<p>3 teachers will submit their Level 3 classroom application in May 2020. (May)</p> <p>Aspirant L3CT have completed writing 1 competency and received feedback. (April)</p> <p>A further 3 teachers will be supported for their level 3 application for 2021 (December)</p> <p>Check in with the 2021 teachers to ensure they are on track to complete their portfolio during the Christmas holidays (December)</p>	
EDUCATION ASSISTANTS PROFESSIONAL DEVELOPMENT	<p>Relevant projects and prospective leaders within group identified.(February)</p> <p>Prospective leaders identified and training in progress (March)</p> <p>Projects in place and rolled out across school (May)</p> <p>Review success of projects and leadership skills (July)</p> <p>Successful projects rolled over and new projects/leaders identified (December)</p>	



2020 Measures of Success— Student Improvement Targets

Targets for the Early Years—Kindergarten—Year 1

On Entry: PP Aboriginal Targets:

80% of Aboriginal Students (*stable cohort*) increase their scale score by **78** in Speaking & Listening.
75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Reading.
75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Writing.
75% of Aboriginal Students (*stable cohort*) increase their scale score by **100** in Numeracy.

On Entry: Year 1 Aboriginal Targets:

75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Reading.
75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Writing.
75% of Aboriginal Students (*stable cohort*) achieve the Numeracy median score by ICSEA decile 8-10 of **577** ([Year 2 Term 1, Module 3 expectation](#))

Kindergarten Targets:

60% of Kindergarten Students (*stable cohort*) score at or above 8 in first sound fluency (*Acadience Progress Monitoring 6*)
All Kindergarten Students (*stable cohort*) improve their phoneme segmentation fluency score by 3 to 5; depending on their starting point (*Acadience Progress Monitoring 6*)

Pre-primary Targets:

75% of Pre-primary Students (*stable cohort*) score at or above **40** in phoneme segmentation fluency (*Acadience Benchmark Assessment 2 – Term 2*)
75% of Pre-primary Students (*stable cohort*) score at or above **28** correct letter sounds in nonsense word fluency (*Acadience Benchmark Assessment 3*)
60% of Pre-primary Students (*stable cohort*) score at or above **4** in nonsense word fluency (*Acadience Benchmark Assessment 3*) **Aspirational*
80% of Pre-primary Students achieve their end of term reading targets

Year 1 Targets:

75% of Year 1 Students (*stable cohort*) score at or above **58** correct letter sounds in nonsense word fluency (*Acadience Benchmark Assessment 3*)
70% of Year 1 Students (*stable cohort*) score at or above **13** in nonsense word fluency (*Acadience Benchmark Assessment 3*)
80% of Year 1 Students (*stable cohort*) score at or above **47** words correct in oral reading fluency (*Acadience Benchmark Assessment 3*)
60% of Year 1 Students (*stable cohort*) score at or above **90%** accuracy in oral reading fluency (*Acadience Benchmark Assessment 3*)
75% of Year 1 Students (*stable cohort*) score at or above **15** words in the retell of oral reading fluency passage (*Acadience Benchmark Assessment 3*)
80% of Year 1 Students achieve their end of term reading targets



2020 Measures of Success— Student Improvement Targets

NAPLAN

Year 3 to 5 PROGRESS Targets:

80% of students (*stable cohort*) to have an effect size greater than 0.6, in all learning areas.

80% of inquiry students (*stable cohort*) students to maintain current difference (positive) between NAPLAN & Australian mean, in all learning areas.

80% of Aboriginal girls (*stable cohort*) to have an effect size greater than 1, in all learning areas.

Year 3&5 ACHIEVEMENT Targets:

90% of students 'AT' or 'ABOVE' National Minimum Standard, in all learning areas.

100% of inquiry students above the Australian mean, in Reading.

100% of Aboriginal girls 'AT' or 'ABOVE' National Minimum Standard, in Reading.

25% of Yr3 students achieving Band 5 and above, in Reading, with an increase in % on previous year.

25% of Yr5 students achieving Band 7 and above, in Reading, with an increase in % on previous year.

Year 3&5 ASPIRATIONAL Targets:

50% of Yr3 students achieving Band 5 and above, in Reading.

50% of Yr5 students achieving Band 7 and above, in Reading.

80% of Challis students (*stable cohort*) to have an effect size greater than 1, in all learning areas.

100% of Aboriginal girls to be above National Minimum standard, in all learning areas.

School Targets

Reading:

80% of students in YrsPP-6 demonstrate average termly progress in relation to PM Benchmark starting point, excluding students with a diagnosed additional need.

80% of students in YrsPP-6 achieve end of term/year PM Benchmark reading target, excluding students with a diagnosed additional need.

Writing:

80% of students in Yrs1-6 demonstrate 40points progress on the Brightpath ruler, for both persuasive and narrative text types.

60% of students achieving an A-C grade in their end of semester report.

100% of inquiry students achieving an A or B grade in their end of semester reports.

80% of Aboriginal girls achieving an A-C grade in their end of semester reports.

Maths:

By the end of 2020, PAT-M targets will have been established.

100% of inquiry students achieving an A or B grade in their end of semester reports.

80% of Aboriginal girls achieving an A-C grade in their end of semester reports.

All students' PAT Maths Scale Scores improve by the minimum of 5 points, over the 2020 school year.

80% of students' PAT-Maths Scale Scores improve by more than 6 or more points, over the 2020 school year.

3 classes have used mental maths assessment to monitor the success for Think Mentals (end of Semester 1 and end of Semester 2).



Reporting to the Challis Community Primary School Board

Year	Meeting/ Term	Report to Board	Self- Assessments
2020	Term 1	Budget Approval 2020 Challis in Focus 2019 Attendance Data Update on DPA	
	Term 2	2019 School Report Progress update on milestones in Challis in Focus 2020	Team Leader/Curriculum Coordinator Leadership Surveys
	Term 3	Semester 1 Attendance Data Leadership Review Progress update on milestones in Challis in Focus 2020 Update on DPA	Formal Leadership Surveys PD Day Term 3 Parent and Staff Surveys
	Term 4	Report on Performance: NAPLAN, PIPS, Other Targets Report on Parent and Staff Survey	National Quality School Improvement Tool – PD Day Term 4 Self-assessment against Business Plan Strategic Intents and Targets
2021	Term 1	Budget Approval Yearly Targets 2020 School Report 2020 Attendance Data Update on DPA	
	Term 2	Progress update on milestones in Challis in Focus 2021	Team Leader/Curriculum Coordinator Leadership Surveys
	Term 3	Semester 1 Attendance Data Leadership Review Progress update on milestones in Challis in Focus 2021 Update on DPA	Formal Leadership Surveys PD Day Term 3 Parent and Staff Surveys
	Term 4	Report on Performance: NAPLAN, PIPS, Other Targets Report on Parent and Staff Survey	National Quality School Improvement Tool – PD Day Term 4 Self-assessment against Business Plan Strategic Intents and Targets



Describe your WHY for being here?

The children

To make a difference

Connection

Making a difference

Purpose

To be a part of a positive change.

Improve outcomes for families.

To make a difference.

I want to be a teacher that the kids remember (for the right reasons).

To enable a joy of learning in our students and celebrate their successes with them.

...because Challis brings out the best in me, with my best bringing out the best in children.

For the children

I love seeing kids confidence grow

Something bigger than me. Sense of purpose.

To make a difference to families lives positively. Help the community.

To help kids achieve the best outcome to help them succeed in life

- It's an interesting place to work - Everyone is onboard with do everything they can for the kids

Education changes lives and I want to be a part of that change.

Describe your WHY for being here?

I'm here to make a difference to the lives of the children around me. To give them the opportunity to be someone. To feel love to have love shown.

To make a difference in the lives of the kids who need it most.

Success of the children and their families

Good Education is the ticket for a positive change

It's home... I wouldn't want to be anywhere else. THESE KIDS MATTER TO ME

To make a positive difference in not just the childrens life but their families too.

To help provide the best and safest opportunity for the students and families in our area

Improving the outcomes of all students

To teach and to improve the lives of all the children that I can!

Learn to teach reading and get kids excited about reading

To make a difference to the lives of the children and families in our community.

Children light bulb moments To make a difference

To be a part of something important and life-changing

To make a difference to the education of my students and to help and encourage them as best I can.

My own children's education and personality were and are fostered here to such a high standard that I wanted to join the team and hopefully do that for other children.

I want the kids to feel safe and happy to be with me.

Our families need a champion.

To make a difference

The high level of education and staff commitments towards the students learning are two reasons I am here.

To better the lives of all children I teach

So I can help keep children safe and healthy

because each day I want to provide a space where my students can leave their armour outside the classroom, come in and feel safe, supported, be curious, learn, and experience success.

To give children and parents a positive experience in starting their school life.

I am here because I genuinely, whole heartedly want to make a difference and positively impact the lives of our children through the power of education. I'm here because this is my absolutely passion.

I love seeing those light bulb moments in children

To make a difference to each child !

To introduce a nurturing, safe and fun schooling experience for the children.



Because what we do matters. The bonds we form, the knowledge and skills we pass on, the self belief that we instill matters! And I'm part of a team that knows that 🍀

To make a difference to children's lives. To be the one constant in the lives of our most vulnerable children.

It feels very rewarding to see the impact that I can make on students from the start of the year till the end

To be at a school where you can make the biggest difference to children who need you the most. In an environment where everyone is working towards the same goal and you aren't left behind.

To make a difference to the students and to support my colleagues

To be part of a group of people that aim to give every child a chance for success

I have the opportunity every day to build self-worth, safe connections and a little hope in our students and their families.

Living in the area I am tired of the stigma associated with growing up here. People say that there is no hope living here and I want to prove them wrong. I want people to believe that living in the 6112 postcode is an asset, not a liability

To help children achieve their dreams

If we don't who will. Children deserve the best education and an opportunity to thrive and it shouldn't matter where they were born or what circumstances surround them.

Providing as many opportunities and experiences as possible so my students are able to live THEIR best LIFE possible.

Empowerment- students need to grow to make informed choices, can't make them if not informed, can't make them if not aware there is a choice, can't make them if unaware of own power to choose

My family and I have had awesome opportunities in our life - why shouldn't the families of Armadale have the same experiences... they deserve it!

To make a difference

worked with the end result of disadvantaged...wanted to work with the children in hope of making a difference

So many reasons... Make a difference in children's lives Inspire children Keep children safe Help students be the best they can be Create a safe and supportive environment Show them they are cared for And more...

I believe I will make a difference to my students learning outcomes. I have the passion, skills and knowledge and empathy to help them learn better. I have a support school network to help me.

To encourage and support children to be the best version they can be, to remind them that they can create their own destiny

I want every child to feel valued and loved. To build confidence. To encourage them to be anything they want to be.

To support all aspects of the Challis school community. Make sure teachers have the resources required to give the children the very best opportunity in education. To celebrate when our children succeed and blossom like our beautiful Olivia.

I want to make a difference to the children I teach. I want them to be excited every day they walk through that gate. I want to see them smile while they learn and teach them it's okay to be fun while learning.

to feel appreciated

How would you describe the Culture at Challis Community Primary School?



2020 Organisational Structure

Principal Lee Musumeci

Deputy Principal Kelly Plunkett Early Childhood Pre K, K, PP, Year One					Deputy Principal Hayes Webb Middle Primary (Year 2, 3, 4)					Deputy Principal Michael Morgan Upper Primary Year 5, 6 and Specialist Programs			Mark McClements				
Pre-Kindy Team Leader Denise Bujalka	Kindy Team Leader Ashley Woodford	PP Team Leader Jo Anne Bonella Serena Watson	Year 1 Team Leader Jemma Regan	Year 2 Team Leader Laura Bushby	Year 3 Team Leader Katherine Dunmill	Year 4 Team Leader Andrew McLoughlin	Student Services	Behaviour Coaches	Year 5 Team Leader Mel Baeli	Year 6 Team Leader Nicole Page	Specialists Team Leader Radha Bhaskaran	Impact Coaches	Challis Parenting & Early Learning Centre Mel Ballantyne	Special Needs Education Assistants Karen Scari	Mainstream Education Assistants Denise Bibby	Aboriginal Education, Health and Well Being Elizabeth Rochfort	Manager Corporate Services Heather Lewis
J7 Denise Bujalka Jo English	J9 Lucy Welten Nikita D'Sylva Eleice Frith Lyn Wakeford	J1 Serena Watson Shannon Bates Heather S	W1 Vanessa Velliou	W7 Janis Sumner	M1 Year 2/3 Ian Maguire	T1 Julie Lea	Psychologist Tarryn Scher	Deb Robinson Enda Nolan	M8 Mel Baeli Enda Nolan .2 (Thurs)	M10 Yr 5/6 Sarah Grantham	SCIENCE Wattle Radha Bhaskaran Karri Peta Marie Scott	K,PP,1 Jacqui Rownes	Family Support Worker (Junior) Move & Groove, Stay and Play and Storytime and Storytime Leader Liz Roughton	Behaviour Management Rise Up Zone Carol Beal	Beth Noonan Bridget Magowan Heather Aleasha Jacobsen	AIEO's Karina Foxon 0.7 Rep Shani Cox 0.8	School Officers Claire Bell Liz Williams HR/Finance Assistant Yvette Burke Projects and Events Manager/Admin Assistant Rechelle Natale Administrative Assistant to the Principal Heather Sinclair Library Officer Liz Williams
	J10 Ashley Woodford Jigna Pandya Crissy Scott Fiona Brown	J2 Kate Stoyles Heather S Aleasha Jacobsen	W2 Jo Whitfield	W8 Elizabeth Bedford	M2 Ashlee Fletcher	T2 Elham Azadeh	Social Worker Tanya Cumming		M9 Tyneal Palmer	M11 Nicole Page	MUSIC Mallee Simon Blanchard Karri Jocelyn Campbell	Year 2,3,4 Rachel Ansell	Family Support Worker (Senior) Jenny Forrest	Chavvaughn Kappler Krystle Revill Fiona Warwick	Shannon Bates Jo English Eleice Fankhauser	Aboriginal Girls Academy Shantelle Cox	Support Staff Head Cleaner Heather Gorton
	J11 Tracy Rose Jenny Noonan Tanya Winwood	J3 Ashling Delaney Beth Noonan	W3 Matt Gould	K5 Laura Bushby	M3 Katherine Dunmill	T3 Andrew McLoughlin	Curtin I.P.P. Julie Tan		M10 Yr 5/6 Sarah Grantham	M12 Gillian Hamill	PE Alec Gibson John Brighthouse	Year 5,6 and Inquiry Mark McClements			Lyn Wakefield Crissy Scott Fiona Brown		Cleaners Bezuayehu Abebe Angela McShane Jenalyn Morrison Evelyn Palo Wendy Rout Melinda Santos
		J4 Rachel Carniel Bridget Magowan	W4 Jemma Regan	K6 Hayley MacNeill	M4 Katrina Millard-Hurst	T4 Rebecca Bernstein	Employment Service (IPES) Bianca Corcuilo		T5 Sam Cullum	T6 Anwar Sallie	Health Liane Taylor Justine Abbey				Jenny Noonan Tanya Winwood		Gardeners Kim Padman
		J5 Jo Anne Bonella Racheal Price	W5 Elyse Frith	K7 Rebekah Winning	M5 Cheraine Watson .6 Rachel Ansell .2 (M)		Smith Family Emma				Literacy Mark McClements						
			W6 Sharyn McGrath		M6 Anna Jones						Resource Teachers Corinne Conway						

