

CHALLIS IN FOCUS 2022

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.

MESSAGE FROM THE PRINCIPAL

The 2021 Independent Public School Review overwhelmingly endorsed the decision making capabilities, processes, structures and supports demonstrated by the school, across time. This validation provides external judgement to what we know and believe to be true internally. The positive culture of our school is the single biggest enabling factor that provides the unqualifiable, but very real, drive to improve and succeed, for the benefit of students and their families.

Buoyed by the external validation aligning with our own thorough self assessment processes, the next Business Planning cycle keeps a laser like focus on our improvement journey as we move "from Good to Great" as a school community.

Continued investment in the Leadership Development programme ensures a comprehensive distributed leadership structure, providing comprehensive support to staff at all stages of their career.

Heavy investment in high quality professional learning ensures all staff stay abreast of evidenced based strategies in order to implement high impact instructional strategies.

The Rising Stars Programme provides ongoing induction to new staff across the school year and supports strong connections to a network of key staff.

Coaching support for every year level maintains the discussion and focus on improving teaching practice.

Homogenous class groupings enables teaching to be responsive to needs and positions resources where they are most needed.

A focus on creating environments that support progress, achievement and well-being are prioritised and valued.

Continued expansion of partnerships creates additional opportunities for students and weaves a web of support around families.

Focus on moving towards a culturally responsive school as we bring Aboriginal and non Aboriginal people together towards meaningful reconciliation.

In 2022, managing the effects of the pandemic on a school community is our priority and uncertainty surrounds how far-reaching these impacts will be to the functioning, progress and achievement of our school. The health and safety of our students and staff is our first consideration. We remain deeply committed to accelerating and enhancing all of the conditions needed for school improvement and student achievement as we continue our relentless push for "Better than postcode results....together as a Community...the Challis Way."

As we simultaneously uphold the safety of students and staff amidst a pandemic, balanced with our shared relentless focus on improving student outcomes, 2022 is well positioned to return continued improved results and further opportunities for students to shine.

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.

STUDENT ACHIEVEMENT TARGET

NAPLAN

90% of students at or above NMS in NAPLAN.

90% INQ Students above the WA mean in Reading.

90% of Aboriginal girls at or above NMS in Reading.

Increase % of Year 3 Students achieving Band 5 and above in Reading (2021 38%).

Increase % of Year 5 Students achieving Band 7 and above in Reading (2021 19%).

PAT (READING, MATHS, SCIENCE)

90% of students will achieve a scaled score progression of 10points or more.

READING - ACADIENCE READING BENCHMARK

60% of students from PP – Year 6 achieve or exceed the benchmark for their year level in Term 4.

BRIGHTPATH (WRITING)

90% of students will achieve 20points progress on Brightpath scale, in both persuasive (Year 3-6) and narrative (Yr1-6).

MATHS

*Brightpaths 2-6

*Acadience PP– Y1 (Or Bondblocks in Y1-Y2)

ATTENDANCE

Targets 2022

To increase attendance to 72% in the regular attendance category.

Increase Aboriginal attendance to 68% in the Regular category.

Increase Aboriginal average attendance to 85%

Increase Year P-4 attendance rate to 92%.

Increase average attendance to 92%

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.
<p>What will we do?</p> <ul style="list-style-type: none"> Introduce the Challis Instructional Framework Expand Acadience Benchmark Assessments (Reading) into Y3-Y6 enabling a consistent approach to reading assessment from Kindy-Y6. Identify the oral language skill deficit in our Early Years and create a sustainable plan throughout 2022—ready for 2023. Rebuild our teacher knowledge of Talk for Writing in a Challis context and support effective delivery of units. Embed a morphology scope and sequence into our current curriculum plans (PP— Y6) Consolidate & build teacher knowledge of Maths concepts—to inform teaching and ensure success of programmes. Introduce Bond Blocks (Mental Maths) programme across Year 1 & 2 and expand into specific classrooms/year levels if required. Support the Implementation of the Aboriginal Cultural Standard Framework (ACSF). Unpack On Entry data to inform ECE teaching programmes. All ECE teachers understand the developmental 	<p>What will we do?</p> <ul style="list-style-type: none"> Renewed focus on support for Specialist team. Continuation and enhancement of the Leadership Development Programme. Support and mentoring of aspirant L3CRTs aspirants. Student Councillors—develop leadership & oracy skills through workshops and individualised support. Rising Stars—refined and enhanced induction programme for 2022 new staff, as well as continued, targeted support of 2021 staff. <p>System Level Support</p> <ul style="list-style-type: none"> Continue with Instructional Advisory role to Meadow Springs PS as part of Fogarty EdVance programme. 	<p>What will we do?</p> <ul style="list-style-type: none"> Keep families informed about the change to reading assessments and their child’s achievement against the new benchmarks. Utilise the principles of the Karen Mapp Dual Capacity Framework to engage families. Renew focus on the Kartajini Danjoo (KD) Centre as a hub for Aboriginal families. Continue and increase frequency of Family Forums for our EAL/D Community Utilise Progress Maps to report to parents on student progress when required. (EAL/D). Develop a Reconciliation Action Plan (RAP). 	<p>What will we do?</p> <ul style="list-style-type: none"> Create homogenous class groups to enable responsive teaching & targeted support. Increase the number of Impact Coaches to ensure high levels of student engagement. Align behavioural and learning support plans for case management. Implement “Open Parachute” mental Health programme in Year 5/6 (part of SCSA Health Curriculum). Expand Social Thinking to Pre-primary. Continue to support specialised programmes (NURTURE, STRIVE). Continue to develop & support our Instrumental Programmes. Facilitate ongoing PBS upskilling of Impact Coaches in Leadership Meetings. Staff receive on-going coaching and Engagement support from year level Impact Coaches. Meet regularly with Impact Coach to allocate resources and Engagement support in fortnightly Tier 2 Intervention meetings. Provide TCIS training to Cohort 6 to continue whole school implementation. 	<p>What will we do?</p> <ul style="list-style-type: none"> Introduce continuity of care Midwifery service in CPELC. Continue to roll out the W2W strategy. Continue to grow the KD Centre as a hub to connect aboriginal families to services in the community. Seek new funding partners for the CPELC as part of the Exit strategy with Minderoo Foundation.
<p>Success looks like . . .</p> <p>Increased Teacher understanding of quality instruction within the Challis context—as evidenced through the framework.</p> <ul style="list-style-type: none"> Reliable reading benchmarks established across the school that are used to drive instructional practices. Development & effective implementation of an Oral Language plan. Brightpaths Assessments are used to inform planning, as well as moderation. A comparison of the Bond Blocks placement test at the end of the year will determine the success of the program & teaching. All teachers can demonstrate their understanding of the ACSF within their classrooms. Using On Entry data to drive improvement in the ECE with rigor and intent. Increased teacher understanding of the developmental process of Reading (Science of Reading) Responsive reading programmes in ECE based on student data. 	<p>Success looks like . . .</p> <ul style="list-style-type: none"> Leaders have the skills and attributes to lead teams towards improved teaching—as evidenced by a 360 survey. Three teachers work towards achieving L3CRT status in 2023. Student Councillors demonstrate competent oracy skills in various situations. New staff report feeling supported and have clarity about expectations throughout their first year at Challis. Specialist Team have been fully support to achieve their curriculum & engagement goals throughout 2022. 	<p>Success looks like . . .</p> <ul style="list-style-type: none"> All family interactions result in 2/5 Karen Mapp principles being met. EAL/D community receive a meaningful report on progress achievement. A RAP has been developed that meets the needs of our Challis Community. 	<p>Success looks like . . .</p> <ul style="list-style-type: none"> All students have achieved their individual learning goals to reach their potential. Whole School Targets overleaf have been met. Case Management is embedded as best practice to meet the needs of students. Tier 2 Behaviour referrals have reduced across the school as the learning environment, including curriculum & engagement, has been differentiated for homogenous groups. 	<p>Success looks like . . .</p> <ul style="list-style-type: none"> Pregnant women receive ante natal care to optimise a healthy pregnancy. A comprehensive plan has been developed for the next pillar of W2W. The KD centre is a widely-used hub, with a calendar of events for families. The CPELC is a vibrant space, utilised by the community, with a calendar of events for families, with a new funding partner or service provider.