

CHALLIS IN FOCUS 2022—2023

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

Our direction for 2023 remains steady and consistent with the direction set for 2022, indeed allowing more time to achieve the original intentions, in acknowledgement of the disruption caused by COVID-19 last year.

Our priorities are firmly around teaching students to read fluently and to behave appropriately. Timetables and internal structures have been created to maximise time for teachers to discuss teaching and to learn from one another.

Reading Mastery will be implemented across all PP, Year 1 and Year 2 classes plus other specialised programmes such as Junior Reading Rangers.

Our Coaching culture continues with one Impact Coach shared between two year levels in order to reduce the variability between classrooms and increase the reliability. The Teaching for Impact Tool will be incorporated as part of our ongoing focus on high impact teaching. Teachers at all stages of their careers will be supported to identify their 'one thing' to improve each fortnight and then set about learning from others in order to achieve their goal.

The Leadership Development Programme continues as we identify new LEAD Teachers and commence their leadership journey. Aspirant L3CRTs will continue to be identified and supported to progress through that pathway.

We contribute to supporting a stronger public education system by sharing our teaching practice with other schools through various initiatives.

We will expand STRIVE to include a junior STRIVE for K,PP,1 students who have additional needs.

A newly formed BOOST programme will support students whose behaviour indicates that a skill deficit may be the root cause of disengagement and, combined with self regulation strategies, will receive individualised teaching to upskill in those areas.

Our commitment to social and emotional learning continues through the rollout of Social Thinking to Year 1, the continuation of the Rise Up Zone tiered support and a focus on play to develop social skills in Kindy and PP.

Importantly, we will introduce an Allyship project which aims to develop kind, respectful students, staff and families who are inclusive of all in our community. This magnifies our commitment to the implementation of the Aboriginal Cultural Standards Framework.

Challis Parenting and Early Learning Centre continues to provide a suite of early learning for young children and supports for parents.

Without knowing the residual effect of COVID, our continued relentless focus on interrupting the poverty cycle aims to achieve *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.

S T U D E N T A C H I E V E M E N T T A R G E T

NAPLAN

90% of students at or above NMS in NAPLAN.

90% Rocket (1) 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%), (2022 39%).

Increase % of Year 5 Students achieving Band 7 and above in Reading (2021 19%), (2022 27%).

PAT (READING, MATHS, SCIENCE)

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

READING - ACADIECE READING BENCHMARK ATTENDANCE

60% (2022 58%) 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).

MENTAL MATHS (WESTWOOD)

80% of students from Year 1—6 will have achieved or exceeded 'normal' range for their age group.

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 P-4 attendance rates 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 Rebuild our teacher knowledge of Talk for Writing in a Challis context and support effective delivery of units. Consolidate & build teacher knowledge of Maths concepts to inform teaching and ensure success of programmes. 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 process of reading (Science of Reading). Introduce and support Reading Mastery implementation. Improve/extend delivery of Corrective Reading in Years 3-6 Deliver intentional PL based on improving teaching excellence e.g. Triads, Book Club. Steplab suitability will be explored with the intention of developing coaching expertise and consistency. Teaching for Impact tool will be implemented to support high impact teaching. 	<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. Student Councillors—develop leadership & oracy skills through workshops and individualised support. Rising Stars—refined and enhanced induction programme for 2023 new staff, as well as continued, targeted support of 2022 staff. <p>System Level Support</p> <ul style="list-style-type: none"> Continue with Instructional Advisory role as part of Fogarty EdVance programme. Explore/develop teaching teams with CASHS. Commence partnership with Centre for Excellence in Literacy Instruction. 	<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 Professor 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"> Impact coaches to deliver over 500 individualised coaching sessions supporting student learning and engagement. Align behavioural and learning support plans for case management. Expand Social Thinking to Year One. Continue to support specialised programmes (BOOST, STRIVE). Continue to develop & support our Instrumental Programmes. 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 7 to continue whole school implementation. Support staff to embed ‘The Power 10’ in consistent classroom routines. Provide staff with professional learning in PBS and CMS engagement strategies. Deliver Protective Behaviours and Social Thinking in STRIVE. Work with Curtin University to implement functional skills program in STRIVE. 	<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. Educate families about brain development and the importance of positive early life experiences. Re-establish therapy FTE to pre COVID levels. Re-introduce and increase number of parent groups in CPELC.
<p>Success looks like . . .</p> <ul style="list-style-type: none"> Increased teacher understanding of quality instruction within the Challis context—as evidenced through the framework. Reliable reading benchmarks established across the school that are used to drive instructional practices. Brightpath Assessments are used to inform planning, as well as moderation. 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. 90% of students will achieve mastery in their Reading Mastery class placement. Staff survey reports PL delivered has supported them to improve teaching practice. ‘Power 10’ will be a complimentary support to PBS and the teaching of the behaviour curriculum, focusing on the most common routines required to support learning. Teacher data literacy skills will be supported via professional development from Elastik (formerly Best Performance), and teachers will utilise available data to identify targeted support for students. Corrective Reading & Reading Mastery will be delivered twice per day, with ongoing professional learning throughout the year. 	<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. Two 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 supported 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. Aboriginal Parent Advisory meetings are held twice per term, attendance of parents outnumbers staff, the voice of Aboriginal parents is heard and included. Allyship program and the Challis Pledge will be implemented and used to engage with the school community to actively raise awareness of being inclusive. 	<p>Success looks like . . .</p> <ul style="list-style-type: none"> All students have achieved their individual learning goals to reach their potential. All student achievement targets (see 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. Average CICO scores indicate effective Tier 2 intervention. Staff are able to articulate learnt PBS and CMS engagement strategies in end of year staff self assessment. STRIVE students participating in cooking program and language experience learning 	<p>Success looks like . . .</p> <ul style="list-style-type: none"> Pregnant women receive antenatal 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. Developmental playgroups have consistently high attendance. Parents report increased confidence in parenting skills. Two year old health checks are attended. SP/OT is delivered in Pre Kindy after early identification and assessment of developmental delay. Increased parental engagement in both developmental and parent groups Parent groups targeted different demographics within school community