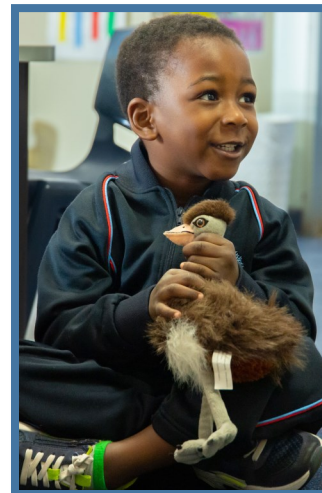


# Challis in Focus 2025



Our priorities for 2025 have been stripped back to provide clarity for staff and the school community. **Learning to read** and **learning to behave** (including learning how to play, cooperate with others and express feelings) are the two most important skill sets primary schools can teach in order for students to be well prepared for high school and a life of opportunity and choice.

At Challis, these two priorities continue to be heavily resourced with additional time, additional staff, a reduced curriculum focus and direct instruction programmes for students whom require intensive support. For students progressing in line with year level expectations, the full array of subjects are taught in line with SCASA requirements. For those operating at, or above, year level expectation, skills are taught explicitly with more time spent on the application of skills to deepen and broaden learning. For staff, internal timetables and structures have been created to privilege year level collaboration with a focus on lesson rehearsal. Re-energise and refocus weeks provide a two week hiatus each term free from interruptions, in order for us to pause to sharpen our focus and regain our energy. Within the availability of resources, we continue with the aim to provide all students, staff and families with what they need in order to be successful.

Supported students	<p>Our <b>STRIVE</b> programme, expanding in 2025 to include a KINDY STRIVE, offers a differentiated programme for students with additional learning needs for whom mainstream curriculum may be a long term goal.</p> <p>Our <b>Reading Rangers</b> programme provides additional staff support, reduced class size and “double dosing” of reading lessons in acknowledgement that some students need more time to learn how to read and write. The curriculum has been stripped back for these classes to prioritise reading, maths, social skills and health lessons.</p> <p>Our <b>Reading Rockstars</b> also have a reduced class size, additional staff and a slightly broader curriculum focus, to include knowledge rich units built around HASS topics.</p> <p>All mainstream classes have slightly reduced student numbers and learn the full array of curriculum subjects.</p> <p>Our <b>Rockets</b> classes are at the maximum class size, with one teacher. Skills are taught explicitly, and students are released to apply these skills to deepen their learning. It is expected that Rockets students complete a STEM project per term.</p> <p>First Nations students are prioritized for access to resources, are supported to attend school and to engage in all activities that school offers, from leadership to excursions.</p>
Supported Staff	<p>Acknowledging that the Challis context is complex, demanding and ambitious, the following support is in place for staff..</p> <p><b>Collaboration</b>- through Professional Learning Communities, one day each week, with the same year level.</p> <p><b>Coaching</b>- a layered approach, ensuring every teacher is supported to deliver quality instruction.</p> <p><b>Clarity</b>- pacing calendars set out what is to be taught.</p> <p><b>A Well Being Team</b>- to support students with high or frequent levels of disengagement.</p> <p><b>Rising Stars</b>- a well paced Professional Learning programme providing comprehensive induction for teachers new to Challis.</p> <p><b>A Distributed leadership model</b> and programme that offers varying levels of leadership opportunities and training to identified staff.</p> <p><b>Aspirant Level 3 Classroom Teacher</b> pathway identifies, supports and creates opportunities for teachers interested in achieving L3CRT recognition.</p> <p><b>An extended Student Services Team</b> provides psycho-social supports, therapies and functional support.</p> <p><b>A high performing Executive Leadership</b> Team who are all instructional leaders.</p>
A Supported Community	<p>The Challis Parenting and Early Learning Centre continues to provide access to services and programmes that support parenting and child development, from birth to the start of Kindergarten.</p> <p>A fulltime Child Health Nurse is on site for appointments, a drop in clinic and home visits.</p> <p>School Social Worker and Family Support Workers work alongside families to break down barriers, support food access, transport to school and appointments, and ensure families are safe and well.</p> <p>An extended array of service providers provide access to information, counselling, advice and referrals where necessary.</p> <p>Multiple opportunities for involvement in school activities and the education process.</p> <p>The partnership with Curtin University provides access to allied health services and counselling on site with a focus on early intervention.</p>

Better than postcode results....together as a Community....the Challis Way

Excellence in Teaching supported by current research and evidence based methodology. (Teaching for Impact)	Distributed Leadership (Focus on results)	Meaningful engagement with families. (Partner with Families)	Learning environments that support academic, social, emotional and physical learning. (Thriving relationships)	Extended School services in partnership with relevant agencies from birth to Year 6. (Utilize expertise)
<p><b>Effective implementation of;</b> Explicit Direct Instruction when teaching new concepts (across all subjects). Reading Mastery, Heggerty, Phonics, Colourful Semantics (K-Yr 2) delivered with fidelity. Attentional control and Engagement Norms evident in all lessons.</p>	<p><b>Effective leadership results in:</b> All teachers knowing what to teach (LEADS). Daily Review being responsive to short term data cycles. Whole school scope and sequence documents implemented with low variability. All teachers receiving ongoing feedback through coaching, with an average of 80% coaching occasions weekly (IMPACT COACHES). PLCs drive rehearsal of instruction and quality of lessons. Aspirant L3CRTs are identified and supported through the pathway. LEADS, ICs and DP's continue through the Leadership Development Programme</p>	<p><b>Families are engaged in schooling by:</b> Parent roster for classroom volunteers. Parent information sessions held by the end of week 3. Post assembly morning tea with a focus on attendance/reading/behaviour. Open encouragement to support D.E.A.R. Early identification of students requiring support through CDS/ Student Services. Encouragement to support Homework and daily reading practice. Early and regular communication with families to address educational concerns.</p>	<p><b>School environments are safe (psychologically, culturally and physically) when:</b> NQS Action Plan implemented for QA #3 Physical Environment (K-2) Utilize 2024 AEDC data to support emotional development through intentional play opportunities (Yr1+2)). Establish rotational, enriched outdoor play stations. (K-2) Playground behaviours are explicitly modelled, reinforced and corrected whilst on duty. Social conflict is restored through community circle after break times. Trauma informed support is provided therapeutically to students displaying pain based behaviour.</p>	<p><b>Extended school services enhance the schooling experience for families and increase schooling success by:</b> Improving school attendance through the provision of transport, access to food, supply of appropriate clothing and footwear. Providing social supports to decrease barriers to school attendance, increase family wellbeing, housing stability and access to health care. Early intervention programmes to support parenting knowledge of child development and parenting capacity. Early identification of developmental concern through the Integration of therapists (Health Dept.) in the Pre Kindy programme.</p>
<p>Daily Reviews are responsive to class needs. Direct Instruction programmes delivered with rigour and fidelity, with a focus on error correction. PBS lessons are explicitly taught, modelled and reinforced as per matrix. Playground expectations are explicitly taught before break times, reinforced whilst on duty. Intentional play/social skills opportunities when teaching Social Thinking. Health scope and sequence is delivered including Open Parachute (Yr 3-6), AntiBullying strategies and Protective Behaviours.</p>	<p><u>Student Voice</u> Head Councillor elections occur early in February. Student Councillors are provided with meaningful leadership opportunities. Student Councillors identify and trouble shoot self identified issues. Student Councillors attend and prepare a report for the School Board outlining successes and challenges needing to be addressed. New leadership opportunities are created to distribute student leadership eg. Environmental leaders, IT Leaders. Faction Captains provide leadership in junior playgrounds through "buddy" programmes.</p>	<p>Frequent communication via SeeSaw about what is being taught, why, end of term targets and strategies for family reinforcement at home. Formal reports are simplified and supported by a parent-teacher discussion (end Sem 1). Attendance, IEPs and Engagement plans written with family consultation. First Nations input is welcome through the Aboriginal Family Advisory Committee. Reconciliation Action Plan developed and launched. Opportunities are created to value, nurture and grow Challis Angels. fathering Project ladies High Tea etc Reading workshops provided 50th Anniversary</p>	<p>Learning environments reflect First Nations culture (flag, seasons, Acknowledgement, First Nations books, toys, NWOTW). Instrumental Programme open to Yrs 3-6 students. Well-being Team in place and responsive to student needs. Always Club incentivise expected behaviours.</p>	<p>Access to therapy through Curtin University IPE programme. Child Health Nurse on site to improve attachment and early life experience. Co-location of a variety of agencies providing services that are needed by the Challis community. Providing access to First Nations culture through the Songroom Early Years Deadly Arts programme.</p>
Attendance	Engagement	Achievement		
Whole school 92% PP 95% First Nations 90%	Documented strategies to increase time on learning for specific students. All teachers effectively demonstrate the EDI Engagement Norms plus Attentional control.	90% of PP -2 students complete the appropriate year level Reading Mastery programme. 90% of Corrective Reading students progress one reading level. 90% of Spelling Mastery (SM) students progress one SM level.		
		<b>NAPLAN</b> 80% Rockets students achieving "Exceeding" in Reading and Writing. Increase % of students achieving "Proficient" in Reading. Exceed State mean score in Year 3 and 5 Writing. Meet or exceed "like school" performance in other assessments.		