



Challis in Focus 2019



Respect

Responsibility

Safety

Excellence

Colleagues,

Welcome back to yet another fantastic opportunity to make a difference in the lives of the children and families of the community in which we serve.

From 2015-2018 we worked cohesively and relentlessly to develop our teaching expertise and wrap considerable supports 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.

Refreshingly, the following pages outline very little change. There isn't anything new, no surprises, no changes. Our time and energy will be spent on embedding the priorities and teaching practice that have been our priorities for the last three years. Balanced with our high expectations is an injection of more support for teachers and education assistants.

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 teaching without distraction.

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 Rownes - Pre k, Kindy, PP, Yr 1), (Rachel Ansell Yr 2,3,4), (Mark McClements - 5,6 and Inquiry).

Two fulltime Behaviour and Engagement Coaches are available to ensure all children are engaged in their learning with minimal time being spent out of class. (Deborah Robinson and Enda Nolan).

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 students outcomes. PR1ME- a refined implementation will be lead by Katrina Hurst.

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

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

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) is provided for all classroom teachers on an as-needed basis to develop understanding of content and best practice.

The Rising Star Network 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.

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

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

Inquiry Classes 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 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.

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.

Cyber safety sessions will be delivered to upper primary students to empower them to have a safer, more positive experience online.

An enhanced music programme including Community Singing, an Instrumental



programme, performances and a musical production will add value to the skills needed for strong language and numeracy acquisition, as well as providing community cohesion and enjoyment.

DRUMBEAT will be delivered to students who will benefit from learning the social skills needed to work effectively in groups

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 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 continue.

The Minderoo-funded Challis Parenting and Early Learning Centre will offer four groups of Pre

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, 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 2019

Focus Area 1: Develop effective instructional strategies and assessment practices

Initiative	Milestones	Review Comments
Embed Explicit Direct Instruction (EDI)	<ul style="list-style-type: none"> All Specialist Teachers will be using their own subject related explicit model (June) All new staff have achieved EDI Level 1 (by the end of semester 1) (July) All teaching staff have progressed 1 EDI level per semester (July) All teaching staff have progressed 1 EDI level per semester. (December) Periodic Review delivered weekly in all year levels. Format for Periodic Review to be reviewed with alternative methods of delivery investigated. (December). 	<p>Health and Science have designed and uses their own lesson template and has been working with the Impact Coaches to refine.</p> <p>All new staff that started at the beginning of the year (besides PP teachers) have reached at least level 1.</p>
Improve teacher knowledge and delivery in Mathematics	<p><u>PRIME</u></p> <ul style="list-style-type: none"> Maths Coordinator appointed (Katrina Hurst) (Dec) Maths team established (during PL at beginning of Term 1) (February) All new staff, PP teacher and 1 LT per team will receive PL on Aus PR1ME (March) All staff will have access to PRIME online assessment tool arranged with Scholastic (January) All staff using PR1ME online assessment tool. (December) <p><u>Maths</u></p> <ul style="list-style-type: none"> Year level Maths Curriculum Scope and Sequences finalised (January) ** Consider the possibility of introducing intervention groups for maths (funding dependent) Mad Maths Day held Term 2 and Term 4. Parent sessions conducted to inform parents about maths at home (April and August) Evaluate success of after-school maths groups (December) <p><u>Kindergarten</u></p> <ul style="list-style-type: none"> K/PP Teachers have met to discuss pre req skill. (June) 	<p>Term 1—Week 5</p> <p>Denise Bibby—Maths Intervention groups in Year 1 (11/30/130 skills) currently in the process of organising a parents information session for Term 3.</p> <p>At the end of Term 2, an Impact Coach and a Deputy Principal, refine the Kindergarten curriculum, which also looked at Maths—this aligns perfectly with PRIME in PP.</p>
On Entry	<ul style="list-style-type: none"> PP/1/2 Aboriginal students Complete On Entry assessment and analyse ready for 2020 (December) 	<p>ALL PP students completed the On Entry Assessment.</p> <p>Year 1 Aboriginal Students completed the On Entry Assessment</p> <p>Year 2's were unable to be assessed due to lack of time.</p>

Develop effective instructional strategies and assessment practices.

LITERACY

Spelling Mastery

- Spelling Mastery Books Ordered and finalised groupings for 2019 (January)
- New staff have completed SM PL (February)
- SM Observations have been completed (February, May, August, November)
- Week 4, Term 1 years 2-6 commence SM (March)
- SA Spelling tests have been completed and data entered in to trackers (March)
- ~~Year 1 team complete SM PL (June)~~
- ~~Year 1 teachers commence SM (July)~~
- Years 2-6 placement tests completed and data on trackers (September)
- 2020 SM Groups established (November)
- Review SM in preparation for 2020 (December)
- SA Spelling tests completed on data trackers (December)

Direct Instruction (DI)

- DI books ordered for 2019 (January)
- DI groups have commenced (March)
- Evaluate DI Program (December)

PM Testing

- All staff will have received PL on PM and Probe Reading Testing (March)
- PM Testing will be administered once a term—Week 8
- Brightpaths
- Brightpath assessment will be completed and data uploaded (April, June, August, November)

Talk for Writing (T4W)

- 2019 T4W plan completed (February)
- T4W Open day (July, September, November)

Library

- All students have access to the Library weekly
- Decodable Books have been ordered (March)

Initial Lit

- Initial Lit is implemented across 1 x K/P, 2 x PP and 2 x Year 1 classes (February)
- Review Initial Lit (December)

After School Clubs

Kindy Comets (K), Little Twinklers (PP) and Reach for the Stars (Yr 1-3) after school learning commences (February)

Awesome Authors after school club commences (February)

Book Club commences (February)

After much discussion, Year 1's will not be commencing SM this year.

8 DI Sessions a day.

After each testing, all teams complete a discipline dialogue and then analyse the data and set targets.

Brightpath Assessment is now part of the Challis Assessment Cycle

Open day Term 2—Week 7

Simmone Pogorzelski has provided in class support and observation (2 observations completed this year with another in Term 4)

Commencing Term 2—Week 4 and will continue throughout the year

Awesome Authors will not commence in 2019

This will continue throughout 2019

Focus Area 2: Develop the conditions for learning

Success for Every Child

Initiative	Milestones	Review Comments
Behaviour and Engagement	<p><u>PBS</u></p> <ul style="list-style-type: none"> Tier 1 Lesson plans created for 2019 (January) Reward chart updated for 2019 (February) Increase positive parent engagement (July) <p><u>Tier 2</u></p> <ul style="list-style-type: none"> Update Good Standing to Check in and Check out. (February) All Teachers have accurately placed behaviour data onto Integris (September) <p><u>Behaviour</u></p> <ul style="list-style-type: none"> Behaviour Coaches to support new/graduate/ specific teachers in the classroom (March) Trauma informed practice and consistent CMS/ISE skills are visible in the classroom. (November) Implement mental health strategies and resiliency doughnut (December) 	<p>New focus taught fortnightly and reinforced through classroom lessons</p> <p>This has been updated within the Good Standing policy</p> <p>Conferencing has begun between teachers and Behaviour Coaches</p>
STRIVE	<ul style="list-style-type: none"> Review STRIVE Program (January, April, July, October, December) 	<p>The termly review has continued to be a success in continued on excellent practise</p>
Inquiry Classes	<p><u>Visible Thinking (VT)</u></p> <ul style="list-style-type: none"> VT scope and sequence created (January) Taught an integrated unit around people and place (April) Incorporated Kagan Strategies across Inquiry (April) Semester 1 STEM presentation (July) Semester 2 STEM presentation (December) Successful implementation of VT in Inquiry Class (December) 	<p>Has been a topic change:</p> <p>Year 1/2/3—Australian Animals</p> <p>Year 4/5/6—Bio Security</p>
Individualised planning	<ul style="list-style-type: none"> Staff training in IEP and SEN reporting (March) CC held for all students on IEP's (March, June, September, November) All staff using IEP's successfully (April, June, September, November) Special Needs EA have been upskilled (November) All staff have been trained in IEP and SEN reporting (December) Transitions/CC for SEN students (December) 	<p>Although there is constant prompting regarding the use of IEP, some teachers still require assistance.</p>

Focus Area 2: Develop the conditions for learning

Success for Every Child

Initiative	Milestones	Review Comments
Aboriginal Education	<p>Kaadadjiny dandjoo centre</p> <ul style="list-style-type: none"> Design a centre in collaboration with Elders, parents and community members to support Aboriginal Families, to include access to NGO, Elders, Culture and language Open July (R) (L) (LE) (RS) Kaadadjiny dandjoo staff Provide whole school PL including, ACSF and Cultural Awareness (R) (L) (T) (LE) (RS) December Create cultural packs for classroom teachers to embed in the curriculum. First pack available April (L) (T) (LE) (RS) Support deputy to improve attendance for Aboriginal students and where necessary create attendance plans March (R) (L) Homework classes running with students formally enrolled March (R) (T) (LE) (RS) Noongar language to be imbedded into the school through; Noongar word of the week, homework classes, dual signage and language resources (R) (T) (LE) (RS) December Create a welcoming and visual environment reflective of our Aboriginal heritage (Complete Noongar Six Seasons Mural June) (R) (LE) December Plan and participate events of cultural importance (R) (L) (T) (LE) (RS) December <p>Girls Academy</p> <ul style="list-style-type: none"> Run programs and support to GA girls to help them achieve their full potential (R) (L) (T) (LE) (RS) December Create a strategic plan to improve attendance (R) May Provide DI to improve literacy (R) (T) March Support transition into high school (R) (LE) December Noongar language is being taught (R) (T) (LE) (RS) March <p><i>These are the codes for the above points and how it will be implemented.</i></p> <p>Aboriginal Cultural Standards Framework (ACSF)</p> <p>Relationships (R)</p> <p>Leadership (L)</p> <p>Teaching (T)</p> <p>Learning Environment (LE)</p> <p>Resources (RS)</p>	<p>Community Meeting June 19th</p> <p>Cultural pack 1 is ready to be delivered, to teachers in Week 10</p> <p>Attendance is currently sitting at 88%. Rita and Liz are doing home visits and supporting families along side of Michael.</p> <p>Homework classes have successfully started with over 60students.</p> <p>Year 5/6 are doing Noongar language.</p> <p>Cultural incursions; Term 1 Gina Williams, Term 2 NAIDOC, Term 3 Yira Yaakin, Term 4 TBC</p> <p>Attendance; Shani has the GA bus and is doing student pick up and drop off.</p> <p>DI is currently being run and has been extended to include non-Aboriginal students. DI books are currently being sourced.</p> <p>Noongar language has been well received by the girls. Term 1 they are learning greetings, Term 2 will be ocean, Term 3 will be animal and Term 4 will be family.</p>

Focus Area 2: Develop the conditions for learning

Success for Every Child

Initiative	Milestone	Review Comments
CPELC	<ul style="list-style-type: none">• Conduct a successful handover of the CPELC co-ordinator role (March)• Review the Pre-K curriculum (July)• Execute a supported transition for the new Pre-K teacher (December)• Finalise the Parent Curriculum (December)• Coordinate a smooth transition from the CPELC to the CPC (December)• Develop an evidenced based planning document for all 0-4 developmental groups (December)	
ICT	<ul style="list-style-type: none">• Seesaw will be the only app used to communicate to parents from classroom teachers (March)• Digital Tech curriculum has been embedded across the curriculum. (December)	
Integrated Unit of Work	<ul style="list-style-type: none">• Cross Curricular plan finalised for Term 2 (April)• Taught an integrated unit around People and Place (July)	

Focus Area 3: Developing Leadership

Initiative	Milestone	Review Comments
Leadership Professional Learning	<ul style="list-style-type: none"> All leaders have attended highly effective leadership PL (June) 	Every 3 weeks, Lee presents PL to all leaders from each phase of the school. Focusing on: Team effectiveness, team vision, 5 dysfunctions of a team, walking the cube, PLC's
Extended Leadership Opportunities and Leadership roles	<p><u>Extended Leadership Opportunities</u></p> <ul style="list-style-type: none"> Potential Leaders for 2020 (December) <p><u>Leadership Roles</u></p> <ul style="list-style-type: none"> All LT's have a defined JDF (February) All DP's have a defined JDF Leaders opinion is sought on various topics (February) All BC's have a defined JDF Leaders opinion is sought on various topics (February) All IC's have a defined JDF Leaders opinion is sought on various topics (February) 	All JDF's were defined and distributed to all leaders
Level 3 Aspirants	<ul style="list-style-type: none"> L3 Aspirants have been supported in the application process (May) L3 Aspirants have been supported in the application process (December) 	We have one teacher who is now submitting in 2020
Year 6 Student Leaders	<ul style="list-style-type: none"> Leaders opinion is sought on various topics (April, June, September) Student Leaders are responsible for running each assembly independently (October) Leaders greet VIP's Independently (October) Student leaders have an increased profile, responsibility and voice in the operations of the school. (December) 	In August, the Year 6 councillors were given the privileged opportunity to welcome the Director General—Lisa Rogers, when she visited Challis CPS
Rising Stars	<ul style="list-style-type: none"> New staff have been supported through the Rising Stars network (December) 	Reporting, Trauma Informed Practice, Low Key Skills, Use of Visuals for Communication, PM Testing, IEPs, Question and Answer, job application writing
Administration	<ul style="list-style-type: none"> Office staff have received PL for any required training (December) 	<p>2 x school officers attending First Aid (May)</p> <p>1 x School Officer and 1 x MSC attended Assets and Resources PL</p>

2019 Measures of Success – Student Improvement Targets

NAPLAN Reading	<ul style="list-style-type: none"> For the Yr3-5 stable cohort, progress to equal 'Like' schools Increase % of students in Yr3 achieving Band 5 and above Increase % of students in Yr5 achieving Band 7 and above Decrease % of students in 'AT or 'BELOW' NMS 90% of Aboriginal girls 'AT' or 'ABOVE' NMS
NAPLAN All learning areas	<ul style="list-style-type: none"> 85% of students 'AT' or 'ABOVE' NMS in all learning areas (excluding students with diagnosed additional needs and those on an IEP) Maintain % of students in Top20% in all learning areas Reduce gap to state mean
Reading	<ul style="list-style-type: none"> 75% of students to achieve end of term reading targets.
Writing	<ul style="list-style-type: none"> For stable cohort, students in Yr1-6 to improve their Brightpath score (narrative and persuasive) by 20 points.
Spelling	<ul style="list-style-type: none"> Students to improve their performance on the SA Spelling test throughout the year. Working towards all students (excluding those with diagnosed additional needs) achieving above their chronological age in Spelling.
PRIME	<ul style="list-style-type: none"> Establish baseline data by the end of 2019 to set appropriate targets for 2020
On Entry	<ul style="list-style-type: none"> Use initial data to create a baseline for 2020 student Improvement Targets.
Attendance	<ul style="list-style-type: none"> Increase regular attendance to 75%. Increase whole school attendance rate to 95%. Increase regular attendance of Aboriginal students. Increase regular attendance of Kindergarten and Pre-Primary students.
Behaviour	<ul style="list-style-type: none"> Use initial data to create a baseline for 2020 student Improvement Targets.

Reporting to the Challis Community Primary School Board

Year	Meeting/ Term	Report to Board	Self- Assessments
2019	Term 1	Budget Approval Yearly Targets 2018 School Report 2018 Attendance Data Update on DPA	
	Term 2	Progress update on milestones in Challis in Focus 2019	Team Leader/Curriculum Coordinator Leadership Surveys
	Term 3	Semester 1 Attendance Data Leadership Review Progress update on milestones in Challis in Focus 2019 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
2020	Term 1	Budget Approval Yearly Targets 2019 School Report 2019 Attendance Data Update on DPA	
	Term 2	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

2019 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				Deputy Principal Mark McClements				
Pre-Kindy	Kindy	PP	Year 1	Year 2	Year 3	Year 4	Student Services	Behaviour Coaches	Year 5	Year 6	Specialists	Impact Coaches	Challis Parenting & Early Learning Centre	Special Needs Education Assistants	Main-stream Education Assistants	Aboriginal Education, Health and Well Being Coordinator,	Manager Corporate Services
J7 Jo English Fiona Brown	J9 Lucy Welten Serena Watson Eilece Fankhauser Lyn Wakeford Fiona Warwick	J1 Talia Tucci Jenny Noonan Tania Winwood	K2 Renee Barlow	W1 Ian Maguire	M1 Justine Abbey	M5 Julie Lea	Psychologist Taryn Scher Chaplain Gary Butcher	Deb Robinson	M4 Nicole Page Chavaughan Kappler	M10 Melissa Baeli	SCIENCE Kate Stoyles Radha Bhaskaran	Teacher Carina Ward	K,PP,1 Jacqui Rownes	Family Support Worker (Junior) Move & Groove, Stay and Play and Storytime Leader Liz Roughton	Behaviour Management Rise Up Zone Carol Beal	AIEO's Karina Foxon Shani Cox	School Officers Claire Ball Liz Williams HR/Finance Assistant Yvette Burke Projects and Events Manager/ Admin Assistant Rechelle Natale Administrative Assistant to the Principal Heather Sinclair Library Officer Ann Grey
J10 Denise Bujalka Vanessa Perreira Jo English Fiona Warwick Chrissy Scott Racheal Price	J2 Krysten Natale Mel Ballantyne	K3 Laura Bushby	W2 Johanna Whitfield	M2 Ashlee Fletcher	M6 Anna Jones	Social Worker	Enda Nolan		M8 Sarah Grantham	M11 Sally Matthews	MUSIC Jocelyn Campbell Simon Blanchard	Youth Workers (Save the Children) X 4	Year 2,3,4 Rachel Ansell	Family Support Worker (senior) Jenny Forrest	Wendy Waddington	Aboriginal Girls Academy Shani Cox	Support Staff Heather Gordon Head Cleaner
J11 Tracy Rose Corrine Conway Jigna Pandya	J3 Ashling Delaney Beth Noonan	K4 STRIVE Paige Ward Karen Scari Kystie Revill Chavaughan Kappler Natalie Jeggo	W3 Elizabeth Bedford	M3 Elham Azadeh	T4 Anwar Sallie Inquiry	Curtin I.P.P. Julie Tan	McCusker Active Citizenship Centre		M9 Tyneal Palmer	M12 Olivia Day	PE Alec Gibson John Brighouse	Year 5,6 and Inquiry Mark McClements					Cleaners Abebe Bezuayehu Angela McShane Jenalyn Morrison Evelyn Palo Wendy Rout Melinda Santos
J4 Emily Freimond Bridget Muhoro	J5 Jo-Anne Bonella Heather Summerfield Sue Fairbrother Christie Byrne	K5 Jemma Regan	W4 Bec Limpus Rebecca Brown	W5 2/3 Elyse Frith Karina Foxon	W6 Katherine Ritchie	Employment Service (IPES) Blanca Corciulo Bonnie Bellenzier	Smith Family Emma Avery		T5 Peta Marie Scott Inquiry	T6 Samantha Cullum Inquiry Team Leader 4,5,6	Health Liane Taylor Erinn Stanfield	Literacy Ann Garrick	Resource Teachers Corinne Conway Pam Biggs				Gardener Brad Carson
J8 Ashley Woodford Shannon Bates	W8 Rachel Carneil	T2 Janis Summer Inquiry	T3 Katrina Millard-Hurst Inquiry														
T1 Vanessa Vellou Inquiry Team Leader 1,2,3																	