

School Report

2015



Principals' Message



2015 was a historic year for the newly amalgamated Challis Schools. Challis Early Childhood Education Centre and Challis Primary School, both with proud traditions and reputations, officially joined forces to create a school of excellence under one leadership structure, with a clear direction and strong sense of purpose.

There was much celebration and ceremony throughout the year as we acknowledged our 40th Anniversary through a School Fete and school grounds beautification programme, celebrated a new beginning with a new school uniform, logos, signage and new school colours plus honoured some of our traditions such as showcasing a musical production. There were many opportunities to join together as a large vibrant community and celebrate the new look and feel of Challis, as well as time to reflect on our past and all who contributed to our history.

The celebrations did not mask or understate the significant challenge ahead of the school staff in our landmark year. It was a year of significant change, higher accountability, greater expectations, deeper learning, even distribution of workload and deep reflection. New opportunities were created to enable the next wave of leadership to develop and be distributed throughout the school. Significant change brought with it the need for significant support, a clear plan and a mechanism for monitoring progress. It also required resilience, reflection, commitment and the contribution of all staff.

I am very proud to present the 2015 Annual School Report to the School Community as evidence of our deep commitment to improving the outcomes for children in our school.



School Board

No school year is ever routine, especially at Challis, but 2015 was even more active than ever, due in the main to the amalgamation of the two Challis schools into one with a new name; Challis Community Primary School.

The word 'Community' in the name was seen as essential by the Board as it symbolises the strong two-way connection between the school and the community it serves.

2015 was also a year of setting and consolidating high standards while maintaining the school's considerable reputation in what is a complex ever-changing educational environment. It is with great pride and pleasure that the Board acknowledges the work of staff, parents and students under the leadership of Ms Musumeci in ensuring this has happened.

Members of the board have been active in setting high expectations and pursuing improvement in student achievement all of which is starting to emerge in the data. There is much more to be done, but the evidence is irrefutable that the school is making a huge difference to the learning outcomes of the students and over time their life opportunities.

The Board's role is focussed on policy and direction setting, and on holding the school to account for its performance on your behalf. The day to day running of the school is the province of Ms Musumeci and her leadership team who calmly and ably ensure Challis Community School provides the best possible academic, physical and social and emotion education and care for your child.

On behalf of the Board I commend the school and this annual report to you.

Keith Newton MEd (FACEL)

Board Chair



Board Members 2015

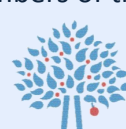
Keith Newton	Chair
Dr Lorraine Hammond	Deputy Chair
Alannah MacTiernan	Community Member
Lee Musumeci	Principal
Louise O'Donovan	Staff
Sherry Egan	Staff
Hayley MacNeall	P & C
Kylie Belcher	Parent
Sabine Huehnerbein	Parent

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 state norms. Students will be supported to reach their academic, social and emotional potential whilst becoming **valuable** members of the community.



Challis Community Primary School

Effective Instruction Model

Rationale:

Challis Community Primary School uses research and evidence based programs to guide our whole school plans and programs. Hattie's work on 'Visible learning' clearly states that effective instruction in the classroom has one of the highest effect sizes for student learning and outcomes. Challis Community Primary School uses Explicit Direct Instruction across all learning areas to ensure students master the skills taught by the teachers. Teachers will use sequential and systematic whole school curriculum plans to break skills down and explicitly teach students the content and skills required to be successful learners. The key to success for teachers will be to 'know what to teach' and 'how to teach it'. These two areas will be the priority for Challis Community School in 2015.

Knowing what to teach:

Challis Community School has collaborated in year levels to unpack the Australian Curriculum and map out sequential learning objectives from K-6 in Literacy, Numeracy, History and Science. These whole school plans are the road map to success, guiding the teachers to systematically teach skills that lead to improved learning outcomes. The teachers were supported in their use of the plans through target setting sessions, Lead the Teacher sessions and Curriculum Improvement sessions after school. The Whole School Plans have in-built key performance indicators (KPI) and term targets to help teachers monitor individual student achievement and progress. The KPI's are directly linked to the content and skills taught per unit and term.

How to Teach:

Explicit Direct Instruction is an effective learning strategy that helps teachers engage students in the process of learning and provides a scaffold for delivering well crafted effective lessons. Teachers constantly check for understanding until 80% of their students have achieved mastery of the skill. Teachers need to make judgements in real time adjusting or accelerating the content according to their class response. The EDI model delivers whole class explicit instruction, but provides intervention for the teacher to address the 20% of students needing extra support. Challis Community Primary School has looked at several effective instruction programs and has adapted many elements from them to create a specific Challis Model. Challis Community Primary School predominantly uses the DataWORKS EDI model for Explicit Direct Instruction. The teachers will work towards becoming Challis EDI certified by the end of 2016.

Accountability:

Our moral purpose at Challis Community Primary School is: 'To provide excellence in our teaching so that our students can achieve skills that maximise their opportunities and outcomes in life'. Effective teachers in the classroom according to Hattie have the highest effect rate on student outcomes. We cannot emphasise enough the importance and priority of ensuring excellent teaching in the classroom.

At Challis Community Primary School we have high expectations of our teachers accompanied by intensive and ongoing support. In 2015 teachers received one hour extra DOTT (duties other than teaching) to attend professional learning, have 1:1 sessions with a mentor for target setting, work collaboratively with their teams to develop curriculum understanding and delivery and have access to experts who can demonstrate and model best practice in the classroom. Challis Community Primary School has a culture of open classrooms where observation and feedback are welcomed and encouraged by teachers to help them strive for excellence.

Excellence in

teaching

supported by

current

research and

evidence based

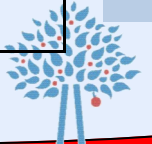
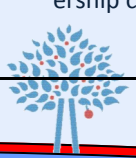
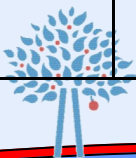
methodology



Challis Community Primary School Effective Instruction Model

Excellence in teaching supported by current research and evidence based methodology

Role	Training	Coaching	Monitoring	Key performance Indicator	Reporting
Education Assistant	EDI professional learning- PD days 2015 CCS Whole School Curriculum Plans – PD day 2015 CIP session - weekly	In class, real time coaching on curriculum program components by teacher Peer coaching Curriculum Coordinator demonstration and modelling of specific skill	Ongoing observation and feedback from classroom teacher SMART goal linked to classroom performance Performance Management – line manager	SMART goals achieved N/A	
Teacher	EDI professional learning- PD days 2015 CCS Whole School Curriculum Plans – PD day 2015 Lead the teacher session – weekly CIP session - weekly	In class demonstration, modelling and coaching by School expert EDI continuum portfolio (EDI levels 1-7) Peer coaching Triad Coaching Lead the Teacher sessions – demonstration and practice of specific components	Observation and feedback - Target Setting 1:1 Team meetings – moderation at year level EDI Certified SMART goals linked to classroom performance Performance Management - Principal	80% of teachers EDI certified by the end of 2016 Challis Community School performing on par with 'Like schools' - NAPLAN 2015 PIPS – 2015 cohort performing better than WA state	Student Semester Report Individual Education Plans
Team Leader	EDI professional learning- PD days 2015 CCS Whole School Curriculum Plans – PD day 2015 Lead the teacher session – Weekly CIP session – weekly Leadership meeting - weekly Visible Learning PD Growth Coaching - PD	In class demonstration, modelling and coaching by School expert EDI continuum portfolio (EDI levels 1-7) Peer coaching Triad Coaching Lead the Teacher sessions – demonstration and practice of specific components Leadership meeting – Instructional leadership coaching	Observation and feedback – by school expert Target Setting 1:1 Team meetings – moderation at year level EDI Certified SMART goals linked to classroom performance Performance Management - Principal	100% of Team Leaders EDI Certified by the end of 2016 Challis Community School performing on par with 'Like schools' - NAPLAN 2015 PIPS – 2015 cohort performing better than WA state average	Student Semester Report Individual Education Plans Term progress report Data Analysis

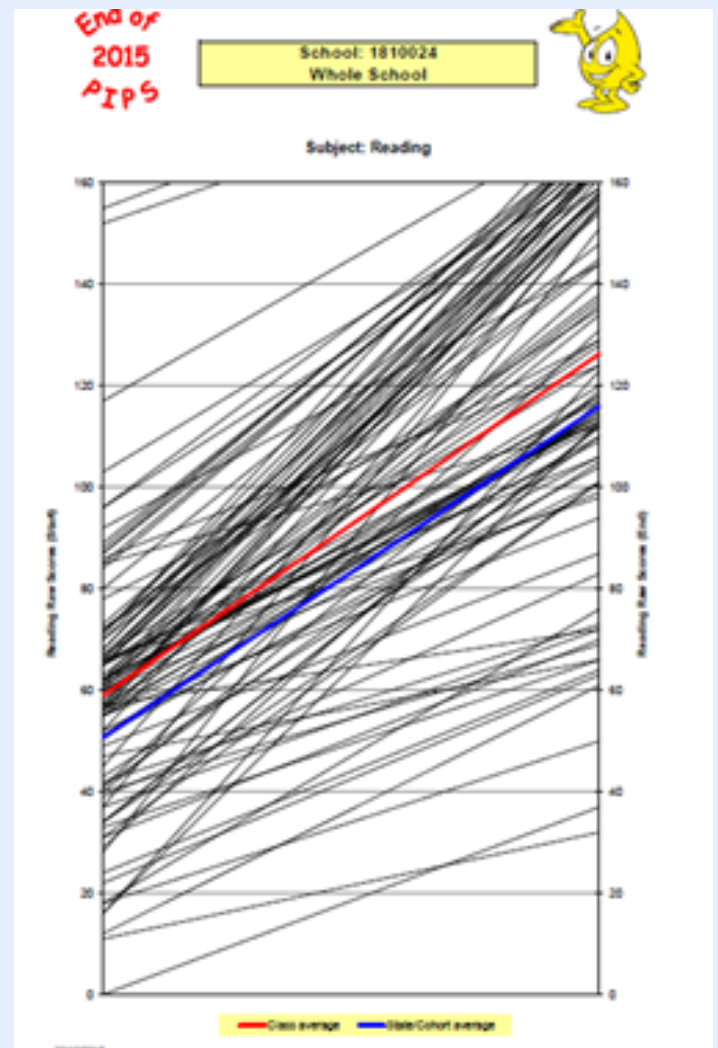
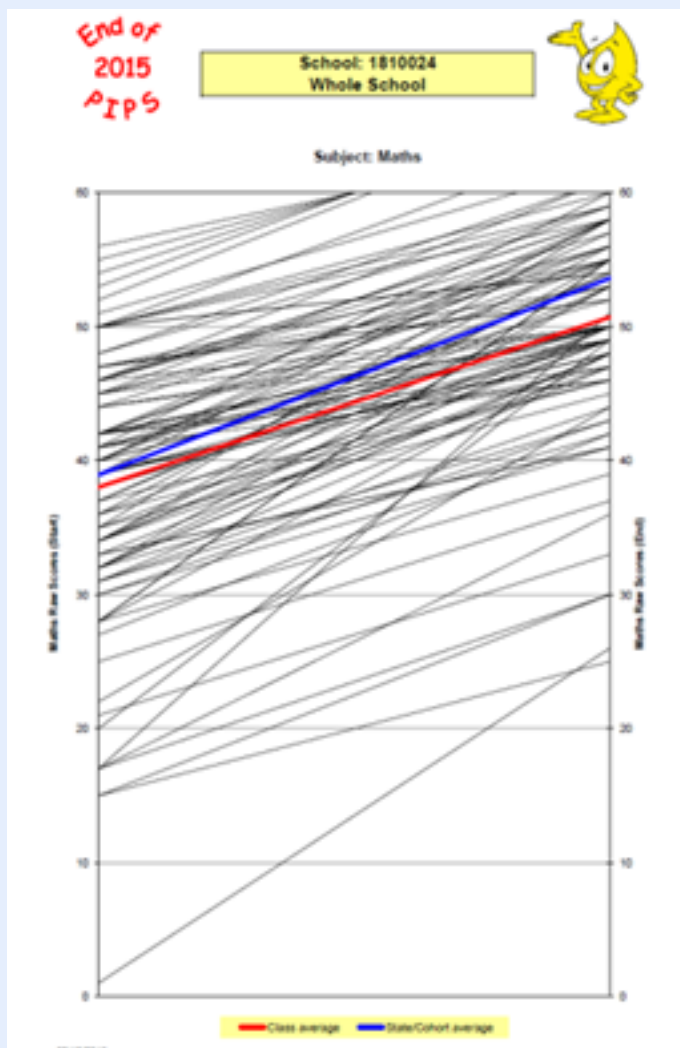


PIPS (Performance Indicators in Primary Schools) 2015

Students in Pre-primary are assessed at the start and end of the year in literacy and numeracy skills.

In Reading the average score for Challis students was above the state average at the start and end of the year.

In Maths students at Challis performed on average, below the state average. Maths will be a focus area for Pre-primary in 2016 with the aim of improving students' results to equal the state average.



NAPLAN 2015

2015 NAPLAN targets:

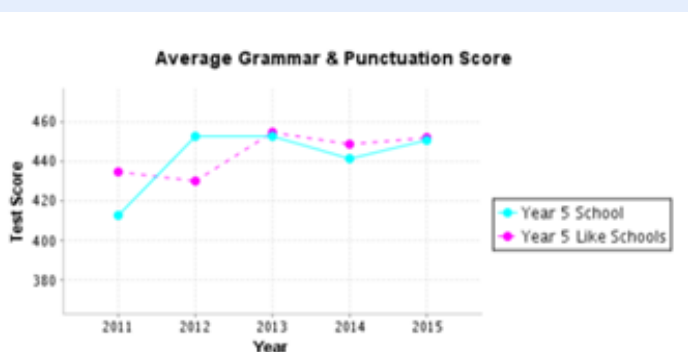
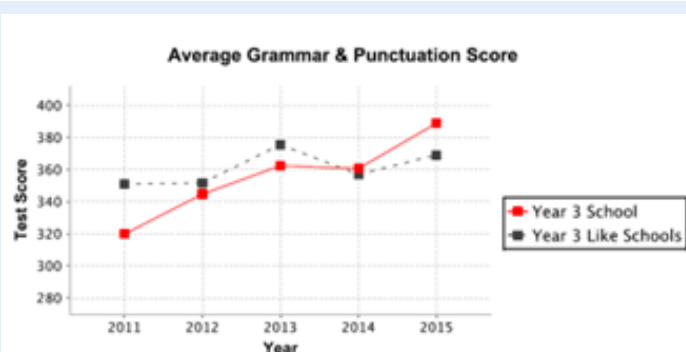
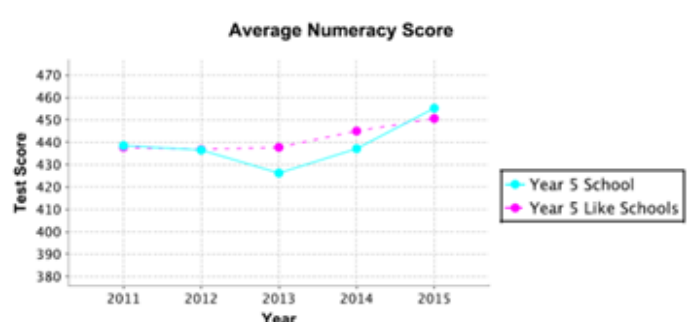
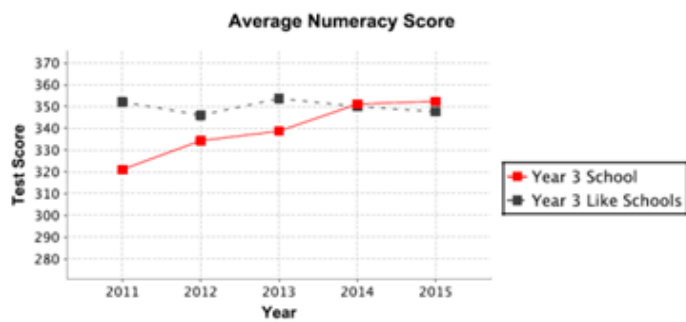
80% of Year 3 students and 70% of Year 5 students to perform above the National Minimum Standard (NMS) in Reading and 75% of Year 3 students and 65% of Year 5 students to perform above the National Minimum Standard (NMS) in Numeracy.

Mean scores for Challis students will be equal to mean scores for like schools.

2015 Results:

Percentage above National Minimum Standard in 2015 NAPLAN assessments					
	Numeracy	Reading	Writing	Grammar	Spelling
Year 3	68%	78%	84%	77%	68%
Year 5	63%	55%	52%	55%	61%

Mean scores were equal to or above like schools in 9 of the 10 areas assessed. Mean scores in Year 3



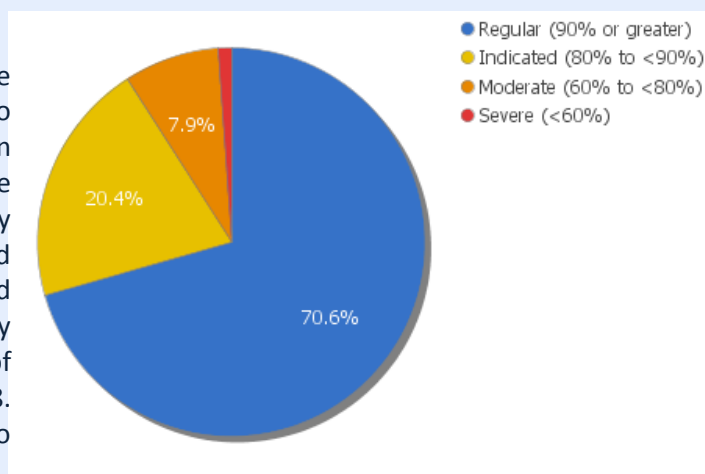
Excellence in teaching supported by current research and evidence based methodology

Attendance 2015

Group	Number of Students	Total Attendance	Total attendance Aboriginal
Year K	114	90.72	91.18
Year P	111	91.46	88.46
Year 1	107	93.15	89.36
Year 2	113	93.89	90.68
Year 3	91	92.7	89.92
Year 4	82	91.38	88.42
Year 5	85	94.14	94.15
Year 6	73	91.29	88.51
Total	776	92.5	90.08

Attendance

Once again our attendance figures for last year were positive. Our overall figures improved from 90% to 92.5% slightly below our target of 95%. Investigation of the data has indicated that our overall attendance figures are being negatively impacted upon by a very small number of students. There was a concerted effort being made to get these students to attend school regularly and early results are very encouraging. We have reduced the number of students in the severe category from 20 down to 8. Aboriginal attendance improved from 82.4% to 90.08%.



Student Participation - Attendance - Overall

	Non Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public schools	School	Like Schools	WA Public schools	School	Like Schools	WA Public schools
2013	92.6%	92.5%	93.7%	86.2%	83.0%	80.7%	91.8%	91.1%	92.6%
2014	91.9%	92.2%	93.2%	82.4 %	82.2%	80.4%	90.7%	90.8%	92.1%
2015	92.7	92.9	93.8	90.08%	82.1	81.2	92.2%	91.2	92.7

Strategies:

We have used a variety of strategies to improve our attendance over the year. Strategies used include: Attendance articles in the newsletter, Weekly class attendance targets, Individual Attendance Plans and prizes for students whose attendance is greater than 96% per term.

We have also introduces RISE tokens as part of our Positive Behaviours program to encourage students to attend school and demonstrate our four behaviour expectations. Students whose attendance drops below 90% are contacted by mail and follow up letters are sent every five weeks. Home visiting continues to be a key strategy to reinforce daily school attendance as does the use of the school car when parents need assistance with transporting children to school.



Talk 4 Writing

What is Talk for Writing?

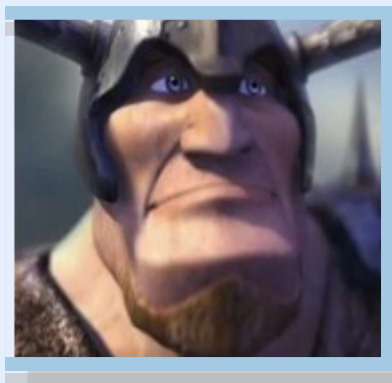
Talk for Writing, developed by Pie Corbett, is an exciting approach to teaching writing that both the students and teachers of Challis have greatly enjoyed. The approach enables students to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to develop their writing, students are helped to write in a similar style.

Talk for Writing at Challis Community Primary School

The teaching of each text type occurs in three distinct phases; imitate, innovate and independent. The imitate phase commences with a cold task (what the students can achieve pre-teaching) and an engaging start to 'hook' the students in. Students are hooked into the purpose of the text and given an appropriate audience. It is an opportunity to excite the students about their learning and to provide context. Examples thus far have included dressing up in theme, creating news bulletins, hosting incursions and the use of ICT to create messages from a variety of characters.



Once students are 'hooked in' it is followed by talking an exemplar text, supported visually by a text map and physical movements to help the students recall the written piece. In this way students hear the text, say it for themselves and enjoy it before seeing it written down.



Once students have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work – the structure and particular writing techniques. As students analyse the model text they start to co-construct toolkits for this type of text so that they can prepare to apply their learning in their own writing.

What the children think

"I love it! I like learning the stories." "I really like the funny drawings!"
"It is amazing and I really really like playing the games."

What the teachers think

- * "Being a graduate teacher I had identified early on that I had very little knowledge about how to teach writing. Many of the examples I saw on prac and in text books focussed around a narrow view of teaching structure and conventions.
- * Talk for writing broadened my horizons and gave me the skills to teach writing effectively. I now know exactly how to assess, plan and most importantly make writing fun.
- * I love incorporating drama, role play and games into my daily writing plan. The kids love it and the results are absolutely amazing. I am by no means an adept or talented writer but by following the talk for writing pedagogy I've got year ones putting together complicated sentences and writing incredible letters, stories and procedures.
- * Talk for writing is the best thing I've done to progress my teaching skills and I don't know where I or my kids would be without it."
- * "I love Talk for Writing. It has completely changed the way I teach writing. When I look back at the difference Talk for Writing has made with my class it's incredible. The children have gone from writing a small paragraph with no plot or ending to writing a couple of pages with paragraph's and structure. My student's now have the skills in order to be a successful writer. They understand the purpose, content and the text structure. I can't imagine teaching writing any other way!!"

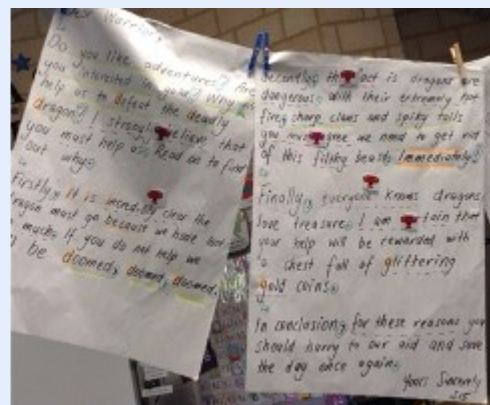
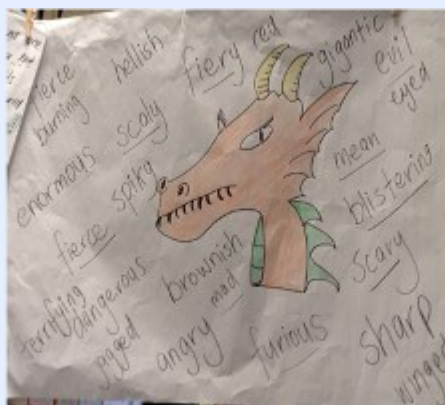
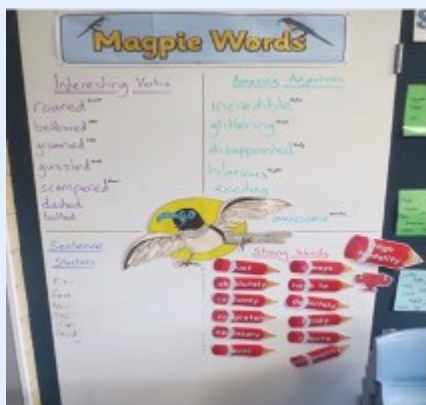
Year 3 NAPLAN

This year 84% of Year 3 students achieved above the National Minimum Standard (NMS) in writing, an increase of 4% from 2014. 77% achieved above the NMS in Grammar and Punctuation, an increase of 11% on 2014. Talk for Writing has been identified as one of the contributing factors towards this improvement. This data places Challis Community Primary School above 'like schools' when comparing writing, however still below the state average.

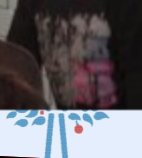
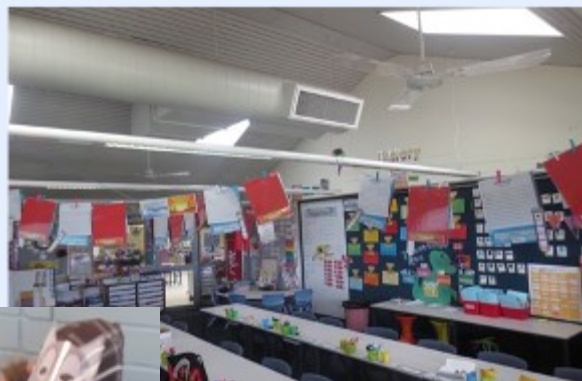
Talk for Writing Partnerships

Challis Community Primary School has established a Talk for Writing relationship with Yanchep Beach Primary, to provide a network to share ideas and best practice. During Term 3 a Talk for Writing consultant visited from the UK to offer support and guidance in becoming a Talk for Writing school. Yanchep Beach commenced their Talk for Writing journey in 2014 and have offered their support, having the benefit of adopting a whole school approach in their first year as a new school and cementing it further this year. Alongside this partnership, Challis staff have worked closely with Dyslexia SPELD Foundation to access the Talk for Writing, benefitting from their knowledge and expertise.

Once students have internalised the text, they are then ready to start innovating on the pattern of the text. Younger students and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping students to write their own by "doing one together" first. This begins with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the students to see how you can innovate on the exemplar text and select words and phrases that really work. Throughout this phase student's complete lessons linked to the writing program goals. Explicit lessons, brainstorming, hot seat activities and drama, to name a few, are used to generate associated vocabulary and allow students the opportunity to practice and perfect some of the writing techniques that are a learning focus.



Following this stage students progress to the independent phase. This is an opportunity for students to demonstrate their learning and, with support, achieve the intended learning goals identified from analyzing their cold tasks. Students complete a hot task (what they can achieve post teaching) which is compared to their cold task and their writing is published, displayed and even performed!



Education Assistants



Excellence in teaching supported by current research and evidence based methodology

Education Assistants at Challis CPS work alongside teachers as paraprofessionals and are an integral part of the teaching and learning process in classrooms. Education Assistants are required to know and understand year level targets and expected literacy and numeracy outcomes for the students they work with. Under the guidance of the classroom teacher they can then implement small group teaching and individual intervention to improve student outcomes.

In 2015, we had three Education Assistants working specifically in kindergarten, pre-primary and years 1&2 whose roles were to provide wave 2 and 3 literacy intervention to those students who had not met their term targets. These EA's use explicit teaching techniques to specifically target individual students needs. This is done in order to improve students phonological and phonemic awareness skills and therefore improve their reading ability.

As part of their yearly performance management, Education Assistants are expected to write ISMART goals in order to identify areas of growth and improvement that they would like to work on. The EA team leaders collate these goals and work with EA's to either provide in school training/support or source external training. In 2015, EA's have been provided with training in how to write ISMART goals, Classroom Management Strategies (CMS), how to use engagement norms, how to implement guided reading and how to use Individual Education Plans (IEP's) more effectively. On the Term 4 staff development day, EA's successfully completed a refresher first aid course at school that was facilitated by St John's Ambulance.



2015 Team Leaders

One of the most important initiatives at Challis Community Primary School is developing leadership within the school.

Chenoweth and Everhart (2002) suggest that leadership team members should be:

- committed to school-wide change;
- respected by colleagues;
- possess leadership potential;
- demonstrate effective interpersonal skills; and
- able to start projects and “get things done” .

During the selection of team leaders at Challis, the above criteria were kept in mind. The team leaders at Challis are responsible for outcomes beyond their own classrooms and play a critical role in supporting and promoting the school’s vision of ‘excellence in teaching’ and working with classroom teachers for learning and teaching to be effective. At Challis we have a number of teaching teams ranging from Kindergarten to Year 6, a Specialist team (Art, LOTE, Science, Music, Phys Ed) and an EA team.

Each team has a team leader who receives guidance and support from the principal, deputy principals and curriculum specialist to work professionally with the teachers and EA’s in their teams. The support entails one day a week out of the classroom in order to take part in high quality PL, coach team members, provide feedback and work on projects individual leaders have undertaken.

Quality teaching practice and outcomes for students can vary greatly between teachers, classrooms and within teams across any school. Therefore the assumption that sound learning and teaching is taking place cannot be made, even though everyone wants to be the best teacher they can be! A key role of the team leaders is to ensure that their teams are working towards consistency and continuity within teaching teams and across the school in order to achieve the school’s vision of “excellence in teaching”.

Team leaders are responsible for ensuring that the school improvement agenda is progressing at a classroom level and that teachers are provided with coaching, feedback and direction in their professional learning. Leadership team members use formal and informal opportunities to generate dialogue about the vision and strategy for achieving the school’s vision. Continued conversation and information sharing with all members of the school community ensures that there is a school-wide commitment to the vision and related strategy.

There have been a number of positive outcomes from this approach to leadership. The common message and focus that team leaders communicate to their teams helps develop consistency across the school and avoids teachers being overwhelmed with a number of professional development initiatives. The staff at Challis, and in particular the staff within each team, have taken on a more co-operative approach to planning and teaching. In doing so they have begun to openly share their skills and ideas and leadership is seen as constructively lifting teaching and student achievement. Central to this is the rapport and relationship based on trust and respect established by the team leaders and classroom teachers with whom they work.

Amalgamation and Office Restructure.

Challis Community PS is the result of the amalgamation of Challis ECEC and Challis PS in 2015.

An important step in the process of the amalgamation was the restructure of the school office staff and operational procedures to meet the demands of the newly amalgamated school.

This involved reviewing the effectiveness of old ways of working and looking to work more effectively with a high rate of productivity.

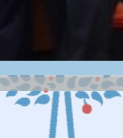
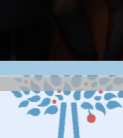
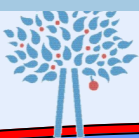
Level 1 & 2 school office positions were reviewed and restructured, resulting in a number of school officers changing positions or electing to be redeployed to positions at other schools. Along with the restructure of staff was the establishment of new work spaces for more efficient work flow. All school office staff have attended training so that they have the knowledge and skills to perform their new roles.

As part of the changes in the office the office staff organized the design and purchase of a uniform which is worn when visitors are attending the school and when representing the school at various functions.



Excellence in

Leadership



Challis Community Primary School

Financial Summary as at 25 November 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 9,744.00	\$ 9,055.00
2	Charges and Fees	\$ 38,504.00	\$ 38,504.12
3	Fees from Facilities Hire	\$ 391.00	\$ 390.91
4	Fundraising/Donations/Sponsorships	\$ 891,524.00	\$ 695,841.60
5	Commonwealth Govt Revenues	\$ 3,932.00	\$ 3,932.39
6	Other State Govt/Local Govt Revenues	\$ 7,750.00	\$ 7,750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 231,499.00	\$ 231,499.30
8	Other Revenues	\$ 39,338.00	\$ 37,496.37
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,222,682.00	\$ 1,024,469.69
	Opening Balance	\$ 367,902.00	\$ 367,902.35
	Student Centred Funding	\$ 139,783.60	\$ 139,783.40
	Total Cash Funds Available	\$ 1,730,367.60	\$ 1,532,155.44
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,730,367.60	\$ 1,532,155.44

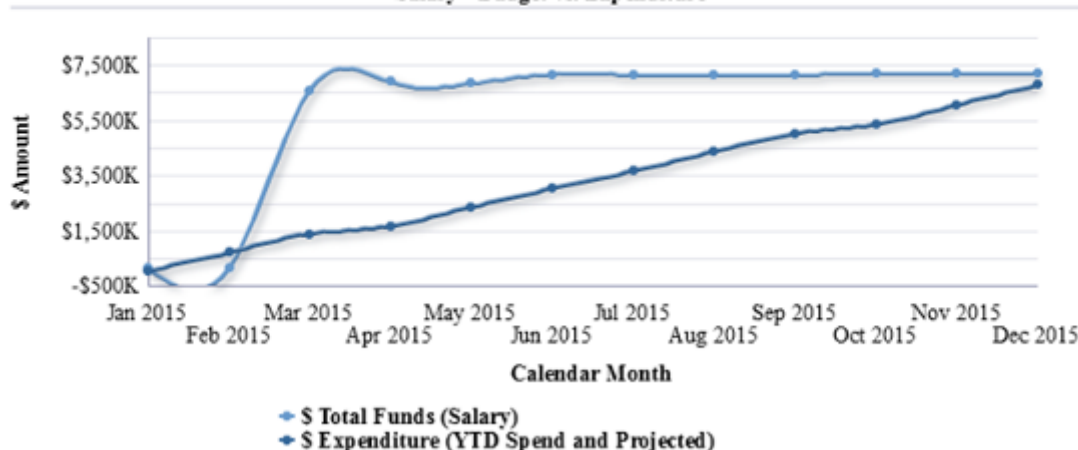


	Expenditure	Budget	Actual
1	Administration	\$ 63,400.00	\$ 31,025.51
2	Lease Payments	\$ 2,500.00	\$ 1,458.50
3	Utilities, Facilities and Maintenance	\$ 416,379.00	\$ 265,444.07
4	Buildings, Property and Equipment	\$ 244,300.00	\$ 129,446.13
5	Curriculum and Student Services	\$ 396,461.00	\$ 218,155.44
6	Professional Development	\$ 100,310.00	\$ 29,382.44
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 35,491.00	\$ 9,236.00
9	Payment to CO, Regional Office and Other Schools	\$ 267,404.60	\$ 267,440.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 204,122.00	\$ -
	Total Goods and Services Expenditure	\$ 1,730,367.60	\$ 951,588.09
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,730,367.60	\$ 951,588.09



Salary

Salary - Budget vs. Expenditure





40th Anniversary Fete

2015 was the 40th Anniversary of the Challis Primary School community and a historic year for the newly amalgamated Challis Schools. A school fete was held in order to celebrate these two milestones.

The fundraising aim for the fete was to raise the required funds of \$30,000 to purchase and install a vital shade structure over the Pre-Primary climbing equipment.

The fete organisation was co-ordinated by a Teacher, who worked closely with the P and C, the Principal and other Teachers.

Fundraising efforts were held throughout the year to raise funds for the fete. Two Cupcake Days, a Crazy Hair Day and a Football Colours Day were all successfully held and raised just over \$4000 which was used to pay for items such as some of the rides and the popcorn machine.

We sourced local, community orientated businesses to make a commitment to support our fundraising and were given many items to raffle, some items to use on the day were donated for free and a local business paid for the animal farm.

The event itself was held on Saturday the 24th of October 2015 in the school grounds. The event was a success and showcased the amazing Challis school community. There was a full Main stage timetable with lots of local talent, many exciting attractions and over 50 external stalls.

During the course of the day, \$25,000 was raised. This, in conjunction with additional funding sourced, means that in 2016 we will be able to install the shade structure over the Pre-Primary play equipment.



Meaningful

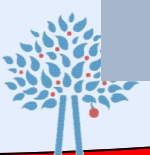
engagement

with Parents

and Carers



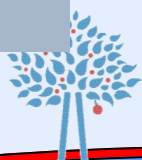
Meaningful engagement with Parents and Carers



In 2015 Challis Community Primary School produced 'Joseph and his Amazing Techni Colour Dream Coat'. The production was a spectacular event and involved children from years 1 to 6 singing and dancing their way through this very famous musical. The musical written by Tim Rice and Andrew Lloyd Webber rivalled any West End or Broadway production and we are very proud of the outstanding performance of our students.

The children rehearsed after school every week and their dedication and commitment was fantastic. They were led by an extremely enthusiastic team of teachers who coached them through the musical and who gave their heart and soul to the production.

The cast performed five shows, two matinees and three night performances. They performed for VIP guests including the Chair of our School Board Mr Keith Newton and Dr Tony Buti MLA. The costumes were spectacular and created by Mrs Jenny Noonan one of our very talented Educations Assistants. The production highlighted the outstanding talent we have at Challis Community Primary school and most importantly created a memory for our students that will last a life time.



Ladies Day High Tea

On the 26th of June the female staff hosted a High Tea for all female students (Year 1 to Year 6) and their mothers (or significant other). The purpose of the event was to encourage strong mother/daughter relationships and promote positive self-esteem among the females at Challis. Guest speaker, Alannah MacTiernan addressed the guests during afternoon tea. Ms MacTiernan discussed the importance of female leadership within the community and shared some of her experiences as a prominent female leader. Following afternoon tea, guests were invited to participate in a number of activities. The activities included; a photo booth, picture frame decorating, bookmark making, biscuit decorating, manicures and various other craft activities. Each activity was organised and co-ordinated by staff members who had volunteered their time. The event was an incredibly positive experience for the 150+ guests in attendance with many students and parents expressing that they could not wait to share the occasion with their loved ones in 2016.



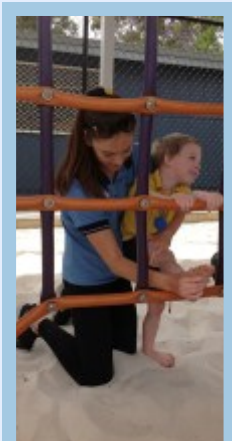
The Shed -2015

In 2015 Challis Community Primary held a series of events targeted at year two, three and four students and their fathers, called The Shed. The Shed events were held to foster and encourage positive male relationships between our students and significant males in their lives. Studies have shown that involvement of a father or a positive male role model in the lives of children at this age has a profound positive impact on their social, physical and emotional development. Father-child interaction promotes a child's physical well being, perceptual ability and competency for relating with others. Our goal is to provide a positive environment where Fathers can be challenging, prodding, loud, playful, encourage risk taking, and physical with their sons. We feel this is an ideal opportunity to model a balance of protection and reasonable risk taking amongst the boys. The Shed events include Father- Son sporting events such as football, cricket and soccer, camp fire nights, water fights as well as opportunities to build and create toys with wood materials. At the end of each event pizza or a BBQ and soft drinks are provided which has evolved into an important time for reflection and communication amongst the group. Each event has been well attended and feedback from Fathers and Sons has been overwhelmingly positive. In 2015 we have seen a large increase in Fathers attending the events with up to forty Fathers and their sons participating in the most recent events. Dads stating *"this is the best time I've had in a long while"* and children eagerly awaiting events is a both highly encouraging and rewarding result. The Shed events will continue in 2016 as our school works hard to continue to foster positive male role models in our students' lives.



Curtin Interprofessional Practice Program

IPP Program Overview:



The Curtin University Interprofessional Practice Program at Challis Community Primary School provides interprofessional practice placements for Curtin students from speech pathology, occupational therapy, physiotherapy, counselling psychology, professional psychology, exercise and sports science, and nursing. The students work in interprofessional teams to deliver client-centred health services to children ranging from infants through to Year Six pupils, as well as parent and teacher education and consultation. The students offer a range of health services, including assessment and targeted intervention for children referred to the program, whole-class health promotion lessons, interactive lunch-time activities, parent education, teacher workshops, and the development of resources.

The Program, part of an overall commitment by the Faculty to become a leader in interprofessional practice building a new health workforce model for the future, began in March 2011. This has been a very successful collaboration between the Faculty of Health Sciences and the staff at Challis CPS with sustainable in-situ health services offered at the school having grown exponentially.

Purpose of the Program:

The purpose of the Curtin IPP Program is to provide families living within the Challis catchment with free, accessible, on-site health services that are of a high quality and meet their individual needs. In addition, the program aims to develop parent and teacher capacity to a) advocate for the health needs of children, and b) embed health practices into daily activities. Simultaneously, the purpose of the Curtin IPP program is to provide Health Science students with authentic, 'real-word' learning experiences.

Mutual Benefits:

The Curtin Interprofessional Practice Program has had a notable impact on student learning and has contributed significantly to the development of our graduates having the interprofessional practice capabilities required to meet the needs of the health system locally, nationally and internationally. In addition, children at Challis receive a timely, holistic health service that meets their individual needs. School staff also receive immediate support and guidance when working with children who have additional health/learning requirements.

Plans for 2016:

The Faculty of Health Science has committed to continuing the program at Challis in 2016. The capacity for student placements at Challis in 2016 will, however, be reduced to 10 places. This is due to funding restrictions imposed by the university. Alternative options are being explored for expanding the student-led health service, yet no formal plans have been made at this time.



Provision of
extended
school
services in
partnership
with
relevant
agencies from
Birth to Six
Years

Challis Parenting and Early Learning Centre

Provision of extended school services in partnership with relevant agencies from Birth to Six Years



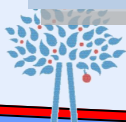
We have been very fortunate to have continued our partnership with Minderoo Foundation, allowing Challis Community Primary School families access to services to support high quality early intervention at Challis Parenting and Early Learning Centre. The Pre-Kindergarten program continued to attract a high number of children and families in 2015, with six classes of Pre-Kindergarten in 2015 and 120 children enrolled.



Our partnership with the Health Department enabled Challis Community Primary School families and children enrolled in the Pre-Kindergarten program to bypass the waitlist for Speech Pathology and Occupational Therapy through a Speech Pathologist and Occupational Therapist working alongside the Pre-Kindergarten Teacher, AIEO and Education Assistants in the Pre-Kindergarten program. Challis Community Primary School families and children continued to receive support and services from the Child Health Nurses through out scheduled appointments, and whilst at the weekly Drop In Clinic.

The Family Support worker continued to work collaboratively alongside the Challis Parenting and Early Learning Centre coordinator and Pre-Kindergarten teacher, supporting families and children from birth. The Playgroup Leader continued to attract high numbers of children and families to Playgroup each week, along with high attendance of families at Challis Chimps, a weekly music and movement program. The success of the Challis Parenting and Early Learning Centre in 2015 has been a result of collaborate interagency relationships between Education and Health.

The Aboriginal attendance rate from Kindergarten to Year 6 is the highest it has been, at 90.08 per cent! This is a large improvement from last year's result of 82.4%.



Aboriginal Health and Well Being



Challis Community Primary School commenced a three year partnership with Save the Children and the local community through a new innovative model of service delivery with the intention to improve Indigenous wellbeing in Armadale. The Armadale Aboriginal Child and Family Wellbeing Project objectives include increasing access to high quality and culturally appropriate early childhood care and developmental activities, supporting a successful transition to school and improving long term educational outcomes.

Our partnership with Save the Children enabled Aboriginal Pre-Kindergarten children

to attend Pre-Kindergarten two days each week. An Aboriginal and Islander Education Officer was employed to work within the Pre-Kindergarten classroom, supporting Aboriginal families and children at school, and within the home environment by taking part in regular home visits. The success of this partnership has resulted in increased attendance rates and achievement amongst young Aboriginal children and regular involvement of Aboriginal families at the start of their child's education at Challis.

Challis Community Primary School has also developed a partnership with Cecil Andrews Senior High and their Clontarf Academy. The Clontarf mentor program involves Clontarf Academy students mentoring Year 5 and 6 Aboriginal boys at educational risk. The aim of the program is to further support Aboriginal boys at Challis Community Primary School, so they can achieve educational success in primary and high school. The program fosters building positive relationships by supporting the boys one on one in class and providing them with a smoother transition to high school.

This collaborative effort has resulted in an improvement in behaviour and focus during lessons for the boys at Challis, while providing a chance for the Clontarf students to mentor Aboriginal youth and be positive role models. The optimal result of the mentor program is to encourage the boys to make positive life choices including joining the Clontarf Football program at Cecil Andrews, and contributing positively to the community as young adults.

Aboriginal Homework Classes each week have offered Aboriginal children from Pre-Primary to Year 6 the opportunity to complete their homework in a supported environment, while working to achieve individual academic goals. Attendance at Aboriginal Homework Classes has been as high as 35 students attending each week. The NAIDOC assembly this year was hosted by Aboriginal Homework class students alongside the school choir, who told the story of the Wargal (Rainbow Serpent) through a play. It was fantastic to see the enjoyment and involvement of Aboriginal students in a whole school situation, and we look forward to increasing these opportunities for Aboriginal Homework Class students next year in 2016.



Save the Children
Australia



Dear Lee and Louise,

I just wanted to pass on my congratulations to the cast and crew of Joseph and the Techni-colour Dreamcoat performance that I viewed today. I saw the matinee performance and was extremely impressed with the behaviour of the students in Years 3-6 viewing the performance at the same time as myself.

They behaved respectfully, showed genuine interest and support for their peers on stage and their manners were impeccable. As for the performers and teachers involved, what an outstanding performance! I was so impressed and saw many 'stars' who we hope to have as future students in our Specialist Performing Arts Program. Please pass on my congratulations to the cast and crew. A special mention to the 4 students who played the roles of 'Joseph' and 'The Narrators' - they had a big part to learn and it was clear how hard they have worked this year.

Thank you for the invitation, it was a pleasure to attend.

Kind regards,

Sarah Glanvill

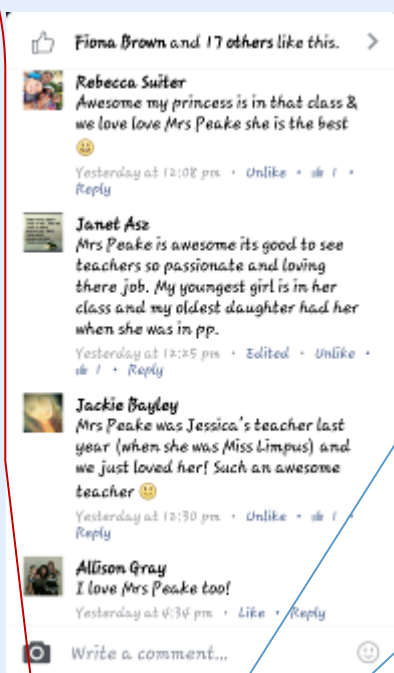
Dear Ms Lee Musumeci

I just wanted to thank you for the purchase of our twins new pre-kindergarten t-shirts this week by the school. They were very excited to receive them and they love wearing them. They are very good quality.

My wife (Deb) and I purchased our home in the catchment area for Challis as we had heard exceptionally good things about the school. (We have a friend in the DG's Office) We live 5 houses away. We are very grateful they can attend a primary school that will set them up with a great learning experience and love for learning. In conversations recently, Deb and I have discussed how we can give back to the school. We would love the opportunity to meet with you to discover how we can best contribute. We run a company that delivers bespoke behavioural change workshops, and thought that one option would be to offer such a workshop, at no charge to the school, for the purposes of professional development. We would love to hear your thoughts on this. With warmest regards

Allan Adams
Managing Director

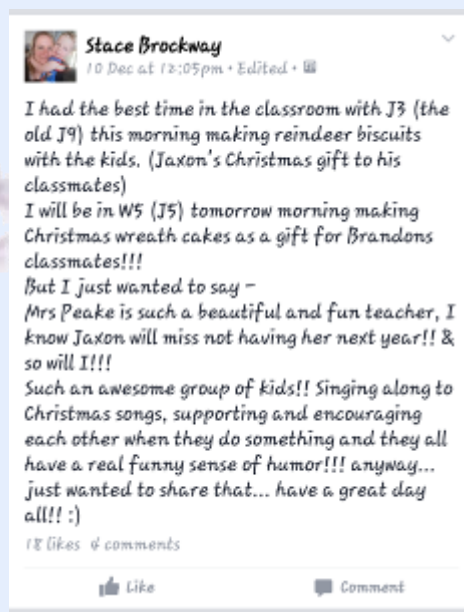
BEYOND
Delivering highly productive workplaces



We attended our Grad Module 4 today and once again left feeling very proud of our school (and in shock at some of our peers, but that's for another time!) We completed an activity called 'Future Perfect' in which we all had to contribute what a great school would look like and what people would want from the leadership down. The list was extensive and the three of us could only smile...we already have everything on the list.

So just in case we forget to say it amongst the 'chaos' of everyday school life, thanks for making Challis so great. Please expect a call from many of the graduates as they all want to work at Challis now! In fact, one already has an interview lined up next week.

Mark McClements
Year 1 Teacher



Hi Lee!

May I say that Rebecca Peake is beyond amazing, I have been lucky enough to be parent helper in her class a couple of times this year and she is absolutely beautiful!! She has fun with the children, she is always laughing or smiling and I truly believe the amount of kindness, support and encouragement she has shown to her students has absolutely reflected back to them and how they are with each other! I witnessed yesterday when Mrs Peake showed the class some individual children's work (without her even prompting them...) Some of the children would tell the child "well done", "that's amazing" etc and for me as a Mum, that's the kind of people I want my children to be learning from and the kind of people I would love them to be - to be kind, caring and supportive of their peers and others, especially without being prompted. I think it is extremely important for our children at this young age to learn that and to have fun while learning through their whole school experience!!! I told Rebecca today that if I could keep her as my children's teacher forever, I would love it!!

I could go on for days about the things I love about her but I'm sure you already know how amazing she is!!!

Stace x

Provision
of Learning

Environments

that cater for

the Social,

Emotional,

Academic and

Physical

Developmental

needs of our

Students

Positive Behaviour Support

In 2014 the Challis Community Primary School adopted and implemented Positive Behaviour Support (PBS) as the framework to address the behavioural needs of our students. The PBS process demands extensive consultation with all staff, a consensus process when making decisions and the expectation that all staff will uphold and implement the strategies once agreed upon. The implementation of PBS is the key initiative towards the school being able to deliver **the Provision of learning environments that cater for the social, emotional, academic and physical development needs of our students.**

What is PBS?:	What PBS is NOT:
A Framework Contextualised Developed through consensus Focused on teaching and reinforcing pro social behaviour Applicable to all children Evidenced based	Prescriptive A separate system from teaching and learning A "one size fits all" approach Limited to a specific group of children An array of strategies that punish children

R.I.S.E (chosen to reflect a school community focused on improvement, progress and aspirational thinking)

Respect **R**espons**I**bility **S**afety **E**xcellence

In 2015 the 4 behaviour expectations that had been developed in 2014 were introduced to students and the wider school community. A logo, voted on by children and staff, was chosen through a consensus process from a range of visual metaphors drawn by school staff.

In term two the PBS Leadership Team identified specific behaviours to be taught as a whole school each term. This was done by looking at available data and determining where the priority was for the term. Each behaviour is taught and reinforced every fortnight through whole school, buddy class and own class lessons.

The PBS Leadership team identified the need to reinforce the behaviour expectations being taught so in addition to classroom reward systems which frequently reward and reinforce desired behaviour we introduced a tiered, whole school reward model. Tokens are tallied each week and go towards a specific level of reward which is chosen by and given to the entire faction.

The Whole School Reward model is based on generosity. When young people feel like they belong to a community they have the potential to be exposed to the feedback that they are valued and esteemed. In working with others, we are more likely to see that our life has a purpose or at least, that some of our efforts are appreciated. In helping others, young people discover, they have the power to influence their world in a positive way.

In term three students received their first generosity based reward and we were delighted to see senior students voting for items that would only benefit junior students. The charity reward for the end of 2015 will be donating money to a charity in honour of a beloved Challis teacher who sadly passed away this year.

The latest data collection has shown a noticeable improvement in classroom and playground behaviour.



Moving forward into 2016 the PBS team plans to encourage and foster the involvement and enthusiasm of the implementation of Positive behaviour support by staff and students and the wider community, by continuing to explicitly teach and reinforce the behaviour expectations.

R.I.S.E UP REWARD	
Respect Responsibility Safety Excellence	
5000 Tokens	CHARITY Silver Chain <small>In honour of Mrs Angela Grogan</small>
4000 Tokens	RISE Bands
3250 Tokens	Movie and Popcorn
2500 Tokens	SCHOOL BASED REWARD <small>A box of 1000, 4 square morning, 2 basketball hoops, decoration of the site rocks.</small>
1500 Tokens	15 minute in class iPad token
750 Tokens	Icy Pole
250 Tokens	15 minutes Free Play

Alternative Learning Centre

Rationale:


The Challis Alternative learning centre (ALC) will be established in 2015 to meet the needs of students who have specific needs in the classroom. The program will be designed to engage students in the classroom specifically targeting their academic needs and providing a safe environment for them to develop their personal and social capabilities.

In the Australian Curriculum students develop **Personal and Social capabilities** as they learn to understand themselves and others. Through our programs in the ALC they will gain the skills to manage their relationships, lives and learning more effectively. We will aim to implement strategies that will allow students to develop their personal and social capacity and give them opportunities to access the curriculum effectively and be successful at school.

The program:

The ALC program will provide an alternative to main stream schooling. The timetable, curriculum and classroom activities will be specifically designed to meet the needs of the students and attempt to address the challenges they face at school, at home and in the community. The programme is funded with one classroom teacher and two Education Assistants for semester 1 and one education assistant for semester 2.

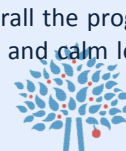
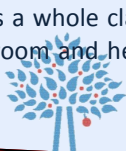


Academic	Personal and Social	Engagement
Individual Education programs All children will have an Individual Education Program that will specifically target their academic needs. The timetable will prioritise literacy and numeracy ensuring that students are successful. The use of IPADS and technology will be a focus and will provide an engaging medium for them to access the curriculum PM Benchmark Students will be monitored fortnightly on PM Benchmark targets setting reading goals and constantly reviewing their progress 	Rock and Water Rock and Water, psycho-physical training for boys and girls in primary school, secondary school, youth work, mental care and children with autism spectrum disorders. Curtin University IPE student intervention Students can access the Curtin Students in physio-therapy, speech therapy, social work, psychology, sport science and nursing. They will be referred according to need and will receive therapy as a priority in this program Protective Behaviours Protective Behaviours Program is child-focused, and informed by a fundamental belief that children have a right to physical and psychological safety at all times, and that we as individuals, parents, communities and governments must play a part in protecting children of all ages and walks of life. Protective Behaviours is primarily committed to strengthening the capacity of individuals, parents, communities and governments to protect children from sexual abuse and our programs have been designed to equip people with the knowledge and tools to shield children from harm.	Bike repair shop The bike Repair shop was an initiative started in 2014 to motivate and engage students in an enterprise activity. It was an incentive for good behaviour and used as a reward in conjunction with a positive behaviour management program. Students dismantle old bikes and use the parts to repair bikes. They are taught how to use tools and the mechanics of bike repair. Armadale Police Mentoring program Program to address Personal and Social capabilities through small group work in class and whole of school activities. West Coast Eagles visit Through the Armadale Community Police team we liaised with Kim from the West Coast Eagles who organised a visit to Domain stadium and a back stage tour. This was an incentive for good behaviour for the ALC students.

Outcomes:

The outcome has been that out of the 7 students involved in the programme 3 have been successfully integrated into mainstream classrooms, 2 have modified integration timetables which helps them gain success in small steps and 2 have left our school. The year has been challenging and we have had some successes and some very difficult behaviour to manage. We had support from the Primary Behaviour Centre who supported us as a whole class referral. Overall the programme has provided support for our challenging students to find success in the classroom and helped create safe and calm learning environments throughout the school.

Provision of Learning Environments that cater for the Social, Emotional, Academic and Physical Developmental needs of our Students



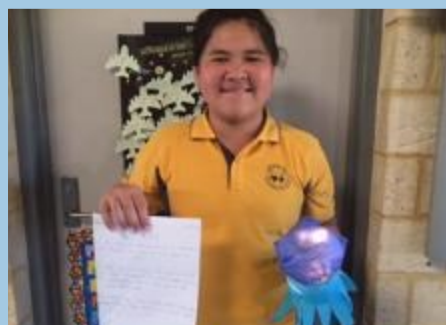
Challis Science Club 2015

The Challis Science Club was first formed in 2012 as an after school program. It was run as an extension program for enthusiastic and interested Year 2 science students. It is now in its fourth year.

This year for the first time, participation was opened up to students from Years 3 to 6 as a result of parents having fed back in 2014 that they would like to see the Science Club being expanded to include students from Year 3 onwards.

In 2015, Science Club was run by the 2 Science Specialists on Mondays for one hour from week 2 to week 9. We had 62 students participating over two terms from Year 2 to Year 6. For the Year 2s, their program included STEM (Science, Technology, Engineering and Mathematics) challenges and scientific investigations following the scientific method. For the Year 3s to 6s, they were involved in a science project. They were challenged to plan and create a bioluminescent creature out of recyclable materials. This creature had to use light in a creative way to catch its prey, protect itself or ensure its species survives. The students could work in groups, pairs or as individuals. They also had to write and present an explanation about what part of the creature was bioluminescent and why this feature was beneficial to the animal.

In 2016, the Science Club will see a bigger focus on STEM projects. There are plans to collaborate with Cecil Andrews High School to explore the possibility of project ideas and ways to enhance the Science Club.



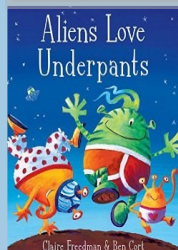


National Science Week 15-23 August 2015

All the students from Kindergarten to Year 6 celebrated Science Week at Challis Community

Primary School in August. This year, the celebrations were centred round the theme "Science of Light". Students from Years 1 to 6 took part in a daily science quiz. The quiz created lots of excitement and buzz around the science rooms. In the junior block, students got to experience being in a dark tent with torches. They explored the importance of light in helping to see objects. Students also explored shadows, sources of light and materials that allow light to pass through.

The Pre Primary students tested materials that allow light to pass through and got to use torches to test bubble wrap, felt, clear plastic, foil and cloth. They read "Aliens Love Underpants" by Claire Freedman, drew aliens and chose a material for their underpants. At Kindergarten, students learned about the importance of light in helping plants grow. They listened to the story of "The Tiny Seed" by Eric Carle and planted a sunflower seed in a mini pot to take home. They also got to explore slime with their senses.



In 2016, there are plans to invite parents during the Science Week to attend a science activity/ experiment and participate in it with their child.

Stephanie Alexander Kitchen Garden Program (SAKGP)

2015 saw the implementation of the Stephanie Alexander Kitchen Garden Program (SAKGP) at Challis Community Primary School. The program is linked to the Australian National Curriculum and is run in over 800 schools all over Australia. The aim of the SAKGP is to introduce young children to the wonderful world of good and healthy food through growing a productive, sustainable garden and having an exciting kitchen experience.

5 classes (year 4s and 1 year 3 class) participated in the SAKGP. The program was run by a teacher who was trained last year on its philosophy and implementation. The SAKGP was run on Wednesdays and each class was allotted 1 hour sessions per week. The classes alternated between a cooking lesson one week and a gardening lesson, the following week.

The students started the year with a buzz, clearing 12 existing raised garden beds. They learnt how to use garden tools, prepare the soil and plant and grow seasonal seedlings. They were introduced to composting and began collecting and composting the fruit scraps from Pre Primary and Kindergarten. Students learnt to propagate plants and potted several cuttings and seedlings from the garden which were sold together with other garden produce at the Challis Fete this year. The students grew silver beet, onions, garlic, beetroot, broccoli, tomatoes, corn, lettuce, broad beans, spinach and a variety of herbs. This produce was harvested by the students and used in the cooking lessons which were conducted in a purpose built kitchen next to the garden. Students made silver beet and spinach pasties, noodles with vegetables, scones with herbs, pizzas and green tomato jam.

The program has incited curiosity, increased student knowledge and vocabulary about plants, planting and cooking. It has also provided further opportunities to build cooperative and interpersonal skills. A survey indicated that students would like the program to continue in the coming years. Next year, if funding allows, the SAKGP will continue and be offered to other students. In 2016, there are plans to run a gardening club that is linked to the SAKGP philosophy. This will allow students, who are already familiar with the program (pioneer batch) to continue utilising their skills to maintain the kitchen garden, learn more about sustainability and broaden their kitchen garden knowledge. This is in line with Challis Community Primary School becoming a more sustainable school in the future.



Challis Community Primary School Report – The Nature Playground

In our schools

Innovation is child's play

• Early learning

Challis early childhood education centre students' senses will be delighted after construction began on a playground this month.

Dubbed the ultimate nature playground, designed by two Curtin University physiotherapy students, the project was kicked-off with a soil turning event.

During research as a part of a fourth year project the Curtin students discovered playgrounds designed by adults were increasingly unsuccessful.

The playground was developed with help from feedback and moved away from traditional playground design by focusing on components that developed sensory-motor skills.

Challis preprimary teacher Rebecca Limpus said open grassed areas in kindergarten and pre-

primary were not being used to their full potential.

"Our dream is to provide a multi-sensory outdoor environment that fosters creativity, imagination, team work and provides opportunities for students to take risks," she said.

"Two physiotherapy students from Curtin University were given the opportunity to research and design an ultimate nature playground that would cater for our needs as part of their fourth year project.

"This soil turning event marks the start of the journey to build our nature playground.

"We can't wait for our children to explore, discover and engage with their new outdoor environment."

The playground was expected to be completed by November.



Sam Retailack from Independence Group at the soil turning event earlier this month. Photograph — Matt Devin.

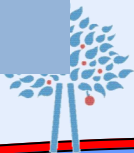
In 2015, Challis Community Primary School completed the Nature Playground installment in the Kindergarten play area. In 2013, teachers were becoming increasingly aware of the impact the outdoor environment was having on students' gross motor and social development. Teachers had a blank canvas with an open grass area and would fill this area with many toys, however they found that students were not engaged in activities and behaviour was at times an issue. In 2014, two Curtin University students interviewed the children in Kindergarten and Pre-Primary and designed a Nature Playground based on the needs of the children at our school. The two Curtin University students proposed the plan to our school and we gained funding from Independence Group to begin works on the playground.

This year we started creating and installing the Nature Playground in Kindergarten. Parents, Teachers and Volunteers helped to build parts of the project such as the stepping stones, tunnel, musical instruments, teepee, balance beam and sensory wall. At this point Nature Play Spaces joined our Nature Playground

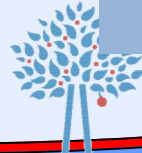
journey and built on the terrific plan created by the Curtin University students. Nature Play Spaces helped expand the design to incorporate a flowing creek which encourages the children to explore and experiment with water.

In October 2015, we completed the works of the Nature Playground in the Kindergarten area. Our goal of providing excitement, encouraging investigation and providing opportunity to partake in reasonable risk taking has been achieved. Feedback from teachers and parents has been one of awe and appreciation. Students love exploring their area and are excited to experience something new and stimulating.

Our future goal is to continue the fantastic work of the Curtin University students and extend our Nature Playground into the Pre-Primary play areas. The joy and happiness we see on the children's faces as they explore the Nature Playground is a delight to see and one that makes our vocation of teaching even more wonderful. We could not have completed this project without the assistance of the Independence Group and Curtin University. We are very grateful for your support.



Provision of Learning Environments that cater for the Social, Emotional, Academic and Physical Developmental needs of our Students



English as an Additional Language or Dialect (EAL/D)



In recent years there has been a significant increase in the number of students enrolled at Challis Community Primary School who come from homes where English is an additional language or dialect (EAL/D). In 2015 we embarked on a process to respond to this diversity in our school community.

Our initial step was to contact expertise within The Department of Education and an EAL/D Senior Consultant was invited to visit our school to support us in beginning to develop a plan to address the needs of our school and the EAL/D students and their families.



Professional learning was organised for school staff with the senior consultant delivering an 'EAL/D Progress Map' presentation to the team leaders from each year level. This resource can be used to support teachers when teaching, assessing and reporting to EAL/D students and their families. A whole staff 'Introduction to EAL/D' presentation was also delivered by the consultant which covered cultural sensitivities, misconceptions, resources and ways to support EAL/D students and their families.

In 2016 we will continue to work with the senior consultant to develop our EAL/D plan. Our focus will include supporting new EAL/D families in the enrolment process, using the Progress Map in the classroom and providing additional support for EAL/D students.

Recruitment of High Quality Male Teachers

Over the past three years, there has been a successful strategic approach to attracting and recruiting male teachers to our school. In 2015, we had 14 male teachers placed in Pre Primary to Year Six classrooms and Physical Education. The increase in male teachers provides important role modelling for both male and female students and adds to the pool of skills and talents of our staffing profile.



Graduating Students

At Challis Community Primary School we have a total Year 6 student body of 77 children. This being their final year in primary school, a variety of programs are planned and implemented throughout the year.

The first opportunity provided to our senior students is that of leadership. This is organised by children nominating to become student leaders, delivering an oral presentation and finally all senior students voting for their favourite candidate via a preferential voting system. At Challis we have ten student councillors and eight faction leaders (captains and vice captains). The student leaders are responsible for a variety of jobs; setting up sports equipment, announcing messages, greeting important guests and representing the school at various out of school functions.

Our student leaders start the year by attending the Halogen Young Leaders Day in order to discover the challenges of leadership and learn about the characteristics of a good leader and how to conduct themselves when in positions of leadership. All Year 6 children are also provided with the opportunity to attend 'Adventure Week'. This is a weeklong series of excursions that allow the children to immerse themselves with other members of the public by being part of various activities. These activities help the children develop interpersonal skills, public awareness / public relations skills and improve on their problem solving abilities while gaining historical, scientific and mathematics knowledge.

The year ends with a graduation ceremony, where all children are recognised for their achievement of completing primary school.

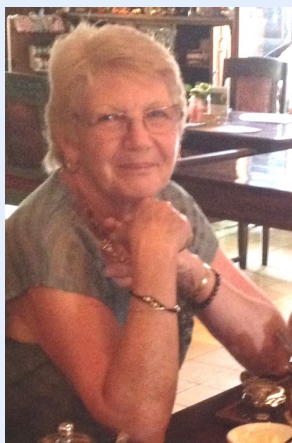
I began going to Challis Primary in Year 1, I will always remember receiving my first book award in Year 2 for being an excellent student. (Keerthick Senthil-Kumar Yr6)

I have really enjoyed going to school at Challis Primary and my favourite memory at Challis was when my name was announced as a student councillor. (Payton Swinwood Yr6)

I have been at Challis Primary since kindergarten and I will always remember the time when I took part in the Georgie Girl production. (Georgia Fraser-Fisher Yr6)

Challis Primary has been my school since Year 1 and my most memorable moment at Challis was being part of the Wizard of Oz production. (Rubi Bates-Waltham Yr6)





Testimony to Mrs Farmer

Mrs Sue Farmer is an icon of Challis Community Primary School. Mrs Farmer has served 40 years of her life as an Education Assistant at Challis and is the only current staff member who was also an original staff member. Known by everyone as Mrs Farmer, Sue has educated hundreds of children and influenced perhaps thousands. Many current parents at our school were taught by Mrs Farmer when they were in Pre Primary and are now entrusting the education of their children to Mrs Farmer. We even have some young grandparents who were taught by Mrs Farmer, and so were their children and now their grandchildren!

Throughout her 40 years at Challis, Mrs Farmer has been an outstanding Education Assistant who has been focused on giving every child the very best start to their education. She is notorious for never sitting still, rarely taking a lunch break and spending weekends looking in stores and garage sales for books to add to her fabulous array of resources.

Although Sue spent years as an Education Assistant she more recently has been appointed to roles such as a literacy intervention assistant where she provided additional assistance to children who required support to reach the expected reading level. For many years, Mrs Farmer has coordinated the PIPS assessment at the start and at the end of the PP year. She conducts this assessment on over 100 children each year, tracks and graphs the results and celebrates with the team when our PP results are better than the State average.

Mrs Farmer has tried to retire several times but has been convinced that there is too much work still for her to do. For several years she has been our extraordinary Playgroup Leader and has developed an indoor/outdoor programme for toddlers and their parents. When our playgroup numbers became too high because of the popularity of the playgroup, Sue opened another playgroup. She initiated the Challis Chimps music to movement programme and is an integral part of our much celebrated Challis Parenting and Early Learning Centre.

Sue is the first to roll up her sleeves and help with any event that the school is involved in and when our 40th Anniversary was imminent, Sue took on the task of putting together a booklet to capture her memories and the memories of Mr Desmond Challis. She was well supported with this compilation by Mrs Denise Bibby, Education Assistant and former P and C President.

In her 40th year of serving our school community, I applaud Mrs Farmer for her outstanding commitment to improving the lives of little children at Challis. I am grateful for her loyalty, dedication and service and although I will continue trying to convince her not to retire, when the time comes, she will be forever etched in the memories of our proud school community and all those with whom she worked.

Lee Musumeci

Principal



WA State School Registrar Association 2015 Award.



This year I was proud to nominate **Heather Lewis**, Business Manager of Challis Community Primary School for the WASSRA 2015 Outstanding Administrative Support Officer Award.

Heather has been the Registrar of Challis ECEC for the past 4 years and has recently won promotion to the position of Business Manager of the newly amalgamated Challis Community Primary School. As a result of the amalgamation we have over 800 children, more than 100 staff and, due to extended partnerships with a wide range of Government and non-Government agencies on site, we have an additional 110 children attending a Pre K programme and approximately 40 toddlers and their parents attending playgroups three times per week. It was within this vibrant and demanding context, Heather was nominated for outstanding practice in the pivotal role of Business Manager.

Heather displays outstanding professionalism in all aspects of her role. From the preparation of a very complex one line budget involving additional external funding to the complex management of HR of over 100 staff, to her management of sensitive conversations with staff, to the operational management of the school.

Heather is serious about her professional learning and considers herself to be on a continual learning journey. Heather is part of the wider Leadership Team at Challis and is highly involved in planning meetings where priorities are set for the following year, strategies designed, KPI's established and resources are identified.

From my position as Principal, I can completely rely on Heather to provide me with accurate and timely information, financial or otherwise. I have absolute confidence in her ability to prepare and manage a complex budget, which is free from error, allows flexibility, has considered all of the potential risks and has been developed with a view to future growth.

Heather does not behave as though this is simply a job; she invests time, energy and emotion in to the improvement of the school and the culture that is developing.

I am extremely grateful to have Heather Lewis as the Business Manager of Challis Community Primary School. She performs her role at an exceptionally high level of proficiency and is a key person at our school. I strongly believed that she was an exemplary candidate for this award which would be some acknowledgement of how much she is appreciated.

Heather was one of approximately 20 nominees for the award. Three finalists were selected and Heather was announced as the winner of the 2015 WASSRA Outstanding Administrative Support Officer award for 2015. This award was announced and presented at the WASSRA annual conference in the Grand Ballroom at the Crown – Burswood in August. I was very proud to be present at the award announcement along with Heather's husband, Jeff Lewis.



