

School Report



2016

At the commencement of 2016, the staff and Board of Challis Community Primary School set an ambitious improvement agendato make great strides towards meeting the State mean performance assessed in NAPLAN and to start to close the gap on the Australian mean in all areas assessed.

The information provided in the following report outlines our collective achievements as we continue a relentless focus on improving the outcomes for each and every child attending our school.

I am delighted to present this report to the extended school community as evidence that we are on a march to achieve *better than postcode results....together as a community....the Challis way.*

Lee Musumeci
Principal
December 2016



School Board

Since being granted Independent Public School (IPS) status in 2010 Challis CPS, as it is now known, has been able to direct resources and employ staff to present programs that are directly beneficial to the needs of our students. As a consequence, the school's academic standards have dramatically improved as has the standard of behaviour. This could not have happened without the efforts of our inspirational school leaders, dedicated staff and highly supportive parents.

The focus on explicit teaching and learning where the skills and understandings required to extend student learning enables them to grow and develop as productive learners and socially able responsible citizens. Alongside this is the development of facilities that provide an increasingly safe learning and playing environment. This is a school where students, staff and parents feel safe and valued.

The Board's role in this is to provide direction setting and support, while holding the school to account for its performance on behalf of the Minister for Education, the Director General of Education and the local community. In doing so the Board works closely with the school leadership who actively ensure the best possible academic, creative, physical and social and emotion education and care for each child enrolled at the school.

Although there is still much to be done the trends in the data indicate that the school is making a discernible difference to student learning and over time their life opportunities. Some of the evidence that proves this can be found in this report, which on behalf of the Board I commend to you.

Board Members 2016

Keith Newton	Chair
Dr Lorraine Hammond	Deputy Chair
Alannah MacTiernan	Community Member
Allan Adams	Community Member
Lee Musumeci	Principal
Kristy Tomlinson	Staff
Sherry Egan	Staff
Hayley MacNeall	P & C
Kylie Belcher	Parent
Sabine Huehnerbein	Parent

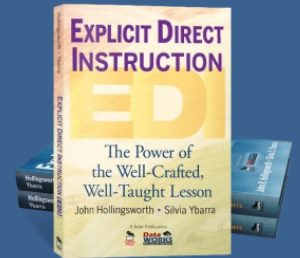
Our Vision:

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.

Explicit Direct Instruction (EDI)



Challis in Focus 2016 outlines continued implementation of Explicit Direct Instruction (EDI) as a key initiative within *Focus Area 1: Effective Instructional Strategies and Common Assessment Practices*. The staff at Challis Community Primary School (CPS) implement EDI based on the model created by John Hollingsworth and Silvia Ybarra from DataWORKS Educational Research. EDI is used to systematically and explicitly teach new concepts by breaking down the content, modelling skills and guiding students to mastery. It is used in conjunction with school wide common Curriculum Plans and school based targets to ensure both 'what to teach' and 'how to teach' are catered for. In 2016, the milestone measure for EDI was 80% of classroom teachers for years 1-6 Challis certified as either level 4, for new staff, or level 7, for existing staff, by the end of the year.

A number of strategies were in place to ensure teachers developed their understanding of EDI and the skills required to effectively plan for and deliver EDI lessons. The new staff induction day placed significant focus on EDI, with all new staff participating in an EDI lesson and gaining an overview of the strategy. Further opportunities for professional growth of all staff occurred throughout the year on school development days. The Team Leader role has evolved to include modelling proficiency in EDI and using modelling, coaching (including triad coaching), observation and feedback to ensure team members are progressing in line with targets. Team Leaders in each year create term pacing calendars to sequentially and logically plan the teaching of new Curriculum concepts through the use of EDI. Team members equally distribute the development of lessons and then share completed EDI lessons to ensure consistency in teaching within year levels. Learning Teams are beginning to utilise common DOTT (duties other than teaching) to collaboratively plan EDI lessons, deconstructing each element of the lesson design and developing a deep understanding of the concept prior to teaching.

With these strategies in place, teachers at Challis CPS have been provided with ongoing Professional Development, numerous opportunities to observe excellent teaching practice and have been given frequent specific and timely feedback outlining areas of strength and recommendations for improvement. This has enabled the achievement of:

- 100% of new staff certified level 4 or higher.
- 85% of existing staff, who are returning to Challis in 2017, certified level 7.

Overall, 85% of all staff achieved the EDI target as outlined in Challis in Focus 2016.

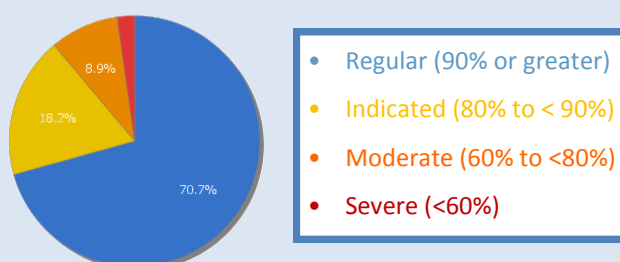
Our moral purpose at Challis Community Primary School is 'To provide excellence in teaching so that our students can achieve skills that maximise their opportunities and outcomes in life.' John Hattie's work on Visible Learning states that effective instruction in the classroom has one of the highest effect sizes on student learning and outcomes. Through the continued use of EDI and ongoing modelling, coaching, observation and feedback we can ensure there is excellent teaching in our classrooms, which enables us to have a positive impact on student progress and achievement.

Attendance 2016

5

Group	Number of students	Total Attendance	Total Attendance Aboriginal
Year K	160	90.45%	81%(26)
Year P	140	90.17%	87.94%(16)
Year 1	119	91.03	84.79%(21)
Year 2	119	91.22%	91.47%(14)
Year 3	126	92.52%	88.53%(9)
Year 4	108	92.54%	86.29%(15)
Year 5	91	92.58%	92.7%(9)
Year 6	88	91.65%	91.55% (14)
Total	951	92.32%	87.67%(124)

Attendance Rate % Regular At Risk Indicated At Risk Moderate At Risk Severe Auth. % Unauth. %



Once again our attendance figures for last year were positive. Our overall attendance rate is 92.32% slightly below our target of 95% .

- Investigation of 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 encouraging.
- 11 out of 15 students in severe category have improved their attendance significantly.
- We have reduced the students in the Moderate category from 20.4% down to 18.2%.
- Attendance of Aboriginal students has decreased slightly but is still above State average.

Student Participation –Attendance-Overall

	Non Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public	School	Like Schools	WA Public	School	Like Schools	WA Public
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%
2016	92.4	92.1	93.7	86.5	84.2	80.7	91.6	91.0	92.6

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%.

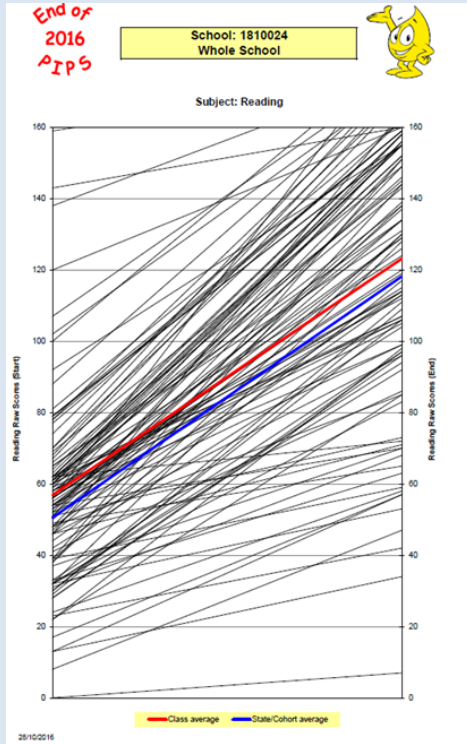
We have also introduced RISE tokens as part of our Positive Behaviour program to encourage students to attend school and demonstrate our four behaviour expectations. Students whose attendance drops below 90% are contacted by mail and follow up letters are sent every five weeks. Home visiting continues 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.

Many teachers are using Class Dojo to keep in touch with parents as well as regular emails.

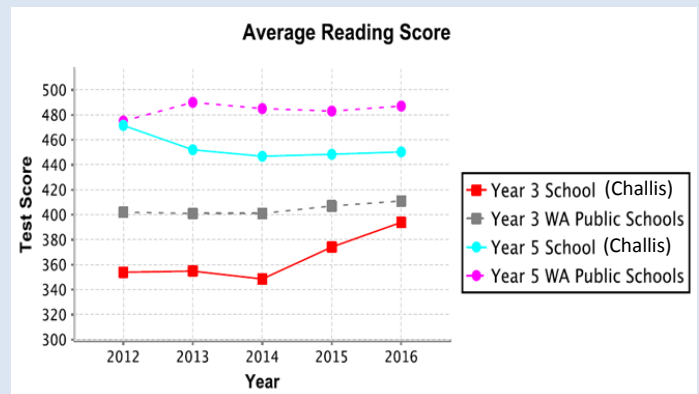
PIPS/NAPLAN

PIPS (Performance Indicators in Primary Schools) and NAPLAN Data for 2016

All students in Pre-primary were assessed in Reading and Maths at the start and end of the year using PIPS. Year 3 and Year 5 students completed NAPLAN assessments in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.



Reading



Reading in 2016

Pre-primary PIPS: In Reading the average score for Challis students was above the state average at both the start and end of the year.

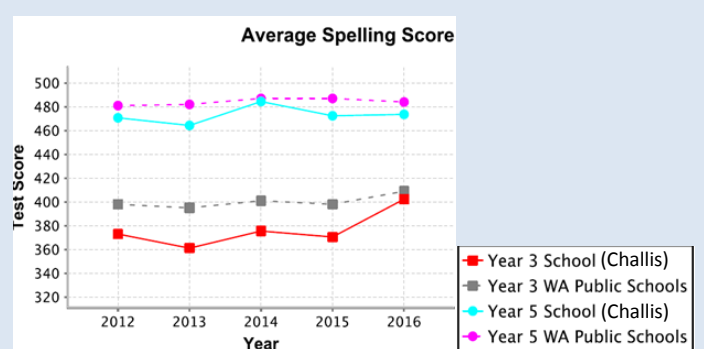
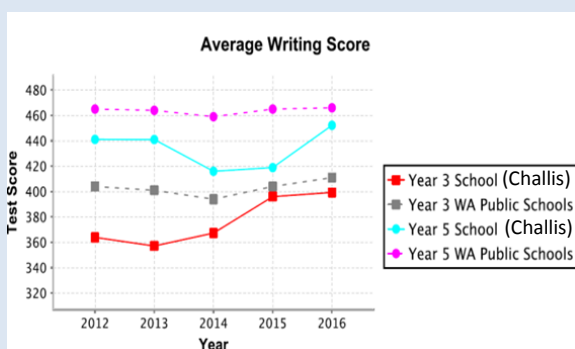
78% of Year 3 students scored above the National Minimum Standard. The mean score for Challis students increased to well above Like Schools and close to the State Mean.

59% of Year 5 students scored above National Minimum Standard. The mean score for Challis students was equal to Like Schools.

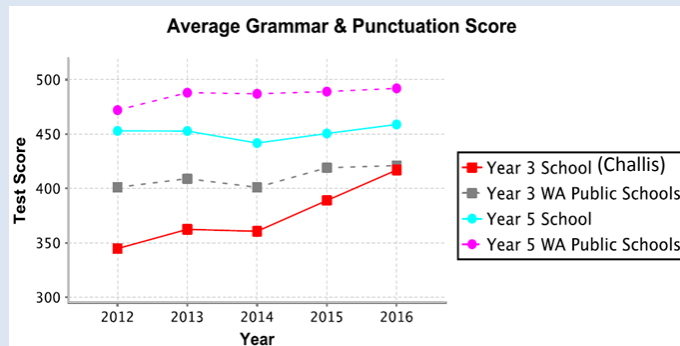
Key Improvement Strategies for 2017

- Increased numbers of students in Years 1-6 accessing intervention through Corrective Reading Groups. (In 2016 this program was only accessed by Year 2 and 3 students.)
- Increased time allocated to literacy teaching in the Pre-primary

Writing, Spelling and Grammar and Punctuation.



PIPS/NAPLAN

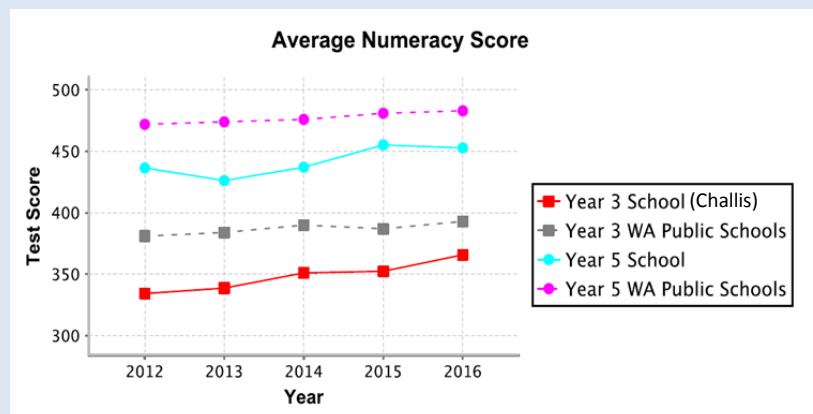
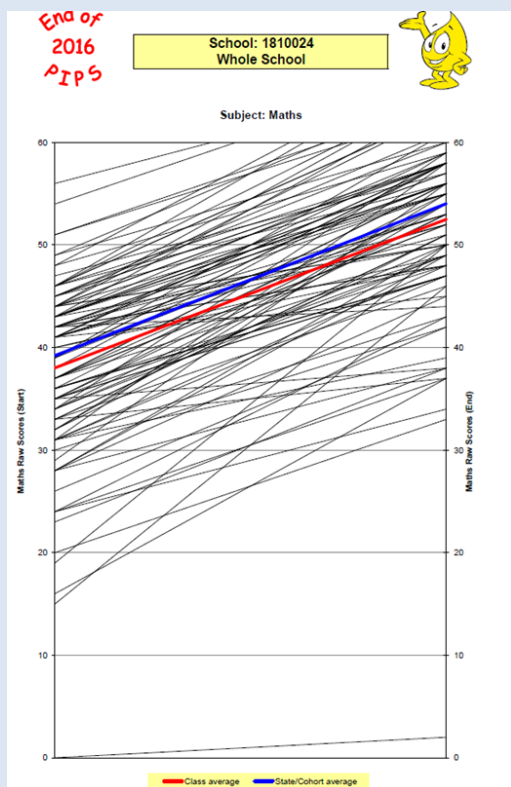


Writing, Spelling and Grammar and Punctuation 2016

In Year 3 the percentage of students scoring above National Minimum Standard was 86% in Writing, 82% in Spelling and 92% in grammar and Punctuation. Mean scores for Challis were close to State Means and well above Like Schools.

In Year 5 the percentage of students scoring above National Minimum Standard was 75% in Writing, 79% in Spelling and 66% in Grammar and Punctuation. Mean scores were above Like Schools and significant improvements were made in Writing scores.

Key Improvement Strategies for 2017



Numeracy 2016

Pre-primary PIPS: In Maths the average score for Challis students was below the state average at both the start and end of the year.

69% of Year 3 students scored above the National Minimum Standard. The Challis mean score was just above Like Schools.

69% of Year 5 students scored above the National Minimum Standard. The Challis mean score was equal to Like Schools.

Significant changes are required in Numeracy teaching to achieve improvements in this area.

Key Improvement Strategies for 2017

- Introduction of Pr1me Maths in Years 1-6.

Education Assistants

Education Assistants at Challis Community Primary School are expected to work alongside teachers as paraprofessionals and are an integral part of the classroom and school culture. They are expected to know and understand EDI at level 1, using Engagement norms and Tapple in the classroom. Under the teachers guidance EAs can teach small groups using differentiation, low key behaviour management and phonics international skills. They also implement individual and small group intervention programmes to improve student outcomes within their classrooms. Unfortunately we have not been able to have a wave 2 and 3 intervention specialist EA in K-3 this year and we feel it has impacted on the results.

We encourage our EA's to access and attend professional learning both within the school and through outside agencies. Some of the PL attended by our Assistants this year has been:

- * a five week on-line course by Mrs Sue Larkey - *Understanding Autism & Aspergers Disorder: Teaching Strategies & Behaviour Solutions*
- * *Fine Motor and Drawing Skills (Armada Child Development Service O.T.)*
- * *Sensory Processing (Armada Child Development Service)*
- * *Visual Perceptual Skills and Handwriting in the classroom (Armada Child Development Service O.T.)*
- * The Alphabetic code and the Challis Phonics Journey – Run by Louise O'Donovan
- * Selective Mutism
- *

We have been improving our accountability through our ISMART goals. The EAs are now writing practical and measurable ISMART goals and we are working on how they are achieved and establishing a self-reflection sheet that is then shared in a group performance management meeting with Lee.

2016 Team Leaders

Leadership Development Programme

The aim of the Leadership Development programme is to develop leadership skills in a broad range of aspiring leaders in order to significantly progress the improvement agenda across our large school. Aspiring leaders are provided with classroom release time and they focus this time on observing teachers within their year level team and providing feedback, coaching and individualised support as required. Their focus is on instructional leadership and, to enhance their understanding of how to lead people and manage change, they participate in a two hour weekly session where they continue to learn about educational leadership.

In 2016 we were very fortunate to have the services of Beyond IQ who developed a bespoke programme based on the identified needs of our leaders. With a strong focus on developing awareness of the importance of emotional intelligence, the Consultants built the capacity of our leaders to understand behaviour and to be equipped with the skills to interact and respond accordingly.

The school will continue to invest in future leaders with the intention of adding further aspirants to the programme, providing high quality professional learning experiences and encouraging wider input to the direction of the school.

With a large, strong group of leaders all focussed on instructional leadership, the pressure to improve is balanced with copious amounts of targeted support and many examples of excellence.

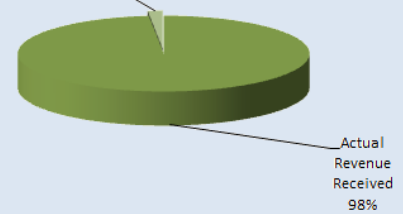


Financial Summary

Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 781,670.96
Current Year Budgeted Revenue	\$ 1,028,324.25
Actual Revenue Received	\$ 1,045,832.50
Revenue Shortfall/Surplus	-\$ 17,508.25
Revenue Collected as a % of Current Budget	101.7%
Total Funds Available	\$ 1,827,503.46

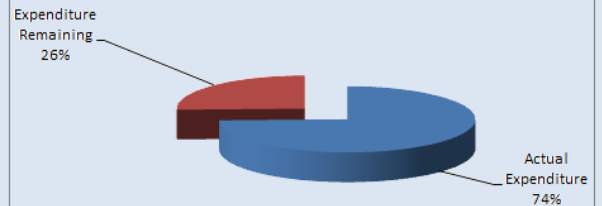
Revenue
Revenue Shortfall/Surplus -2%



Cash Expenditure:

Current Year Budgeted Expenditure	\$ 1,718,264.25
Actual Expenditure	\$ 1,279,634.31
Expenditure Remaining	\$ 438,629.94
Cash Budget Variance	\$ 91,731.00
Variance as a % of Total Funds Available	5.0%
Actual Expenditure as a % of Budgeted Expenditure	74.5%

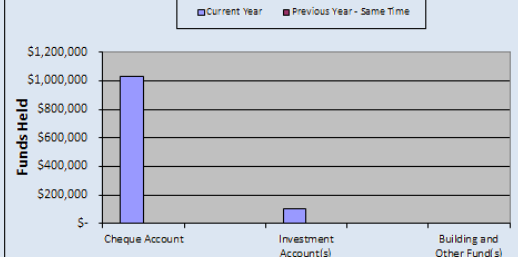
Expenditure



Reconciled Bank Balances:

	Current Year as at: 0/01/1900	Previous Year - Same Time
Cheque Account	\$1,031,777.37	
Investment Account(s)	\$ 102,055.82	
Building and Other Fund(s)	\$ -	
Total	\$1,133,833.19	\$ -

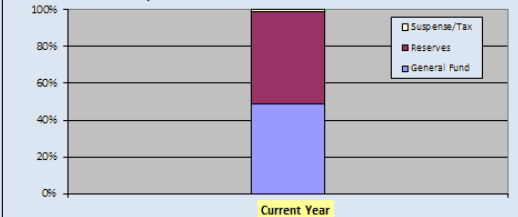
Bank Balances



Bank Account Composition

General Fund	49%
Reserves	50%
Suspense/Tax	1%

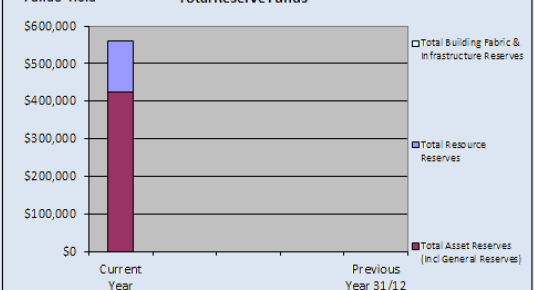
Bank Account Composition



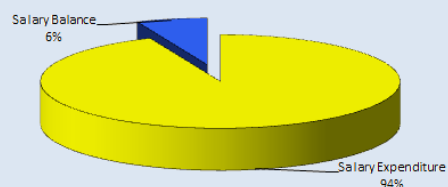
Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Inc General Reserves)	\$ 423,063.15	
Total Resource Reserves	\$ 138,262.99	
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 561,326.14	\$ -
Current Year Reserve Transfer Funds Included above	\$ 25,000.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

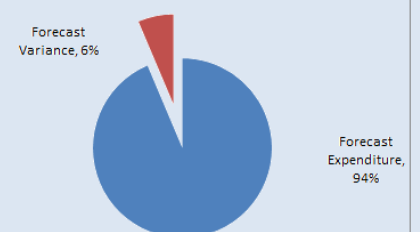
Yearly Comparison
Total Reserve Funds



Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance



Aboriginal Education , Health and Well-Being

2016 has been a busy year for staff involved in Aboriginal Education.

Highlights this year have been:

- Regular attendance at weekly Aboriginal homework classes with an average of 50 students attending each week. Students from the "Follow the Dream" programme supported the Aboriginal Homework Classes by mentoring the Challis students and assisting with supervision/ intervention.
- Improved literacy and numeracy opportunities of Aboriginal Pre-Kindergarten students due to participation in the KindiLink initiative.
- An Aboriginal and Islander Education Officer working within the Pre-Kindergarten programme.
- A week-long NAIDOC celebration throughout the school. This included a strong collaboration between parents, Challis Community PS and Cecil Andrews 'Follow the Dream' staff and students. Twenty-five parents joined in for a NAIDOC morning tea with some special invited guests.
- Hosting staff, family members and students from Tjuntjuntjara Remote Community School for a morning to exchange cultural experiences and language.
- Save the Children have provided school and family support for some students to increase school attendance and educational attainment.
- Students have had regular hearing, sight, skin and general health assessments and follow-up from the GEO (Good Educational Outcomes) Bus that comes to the school.
- Curtin IPE students supported the Aboriginal Homework Classes by mentoring the Challis students and assisting with supervision/ intervention.

We have great plans for 2017 to see all students having a high attendance rate as well as making academic progress.



Save the Children
Australia

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

Curtin¹² Interprofessional Practice Program

IPP Program Overview:

The Curtin University Interprofessional Practice Programme at Challis Community Primary School provides interprofessional practice placements for Curtin students from speech pathology, occupational therapy, physiotherapy, counselling psychology, professional psychology and social work. Students work in interprofessional teams to deliver client centred health services to children ranging from infancy through to Year Six, as well as parent and teacher education and consultation. The Curtin students offer a range of health services, including assessment and individual intervention for children referred to the programme, group and whole class lessons, lunch time activities, parent education, teacher workshops and the development of resources.

The Curtin Interprofessional Practice Programme provides 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 programme aims to develop parent and teacher capacity to a) advocate for the health needs of children, and b) embed health practice into daily activities. Simultaneously, the purpose of the Curtin Interprofessional Programme is to provide Health Science students with authentic, 'real world' learning experiences leading to graduates with the interprofessional practice capabilities required to meet the needs of the health system locally, nationally and internationally.

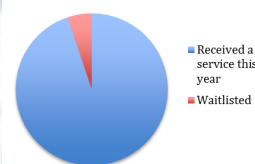
Services Delivered

There were over 5,200 occasions of service provided to the school community by the Curtin students in 2016.

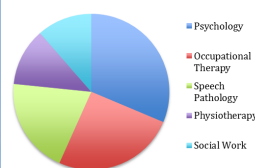
Individual sessions

In 2016 the Curtin team received a total of 136 referrals from the Challis Student Services team. Of these 136, 95% of the referrals were actioned and seen by the team. Seven children remained on the waitlist at the end of the year as their referrals were received too late into Term 4 to be actioned. The 129 children who received individual assessment and intervention were seen by one or more Curtin students and most for more than one school term. The most frequent referral was for Psychology, however there was a need for all services available at the clinic. In total this year, approximately 3,400 individual assessment/intervention sessions took place at the Curtin clinic. Throughout the intervention process, parents and teachers were kept informed of the child's progress and home and school therapy programs were developed and explained to parents and teachers to facilitate ongoing progress.

Service status of children



Proportion of referrals for each service



Group Interventions

In addition to individual intervention, there have been a number of group and whole class sessions in order to meet the health needs of a greater number of children. The sessions have included a kindy group which required social work, occupational therapy and speech pathology students to work together to plan and deliver weekly sessions for a group of children in kindy who had all been identified as having poor fine motor skills, and difficulties with language and social skills.

Another group that took place twice a week for all pre primary children was 'Grasshoppers' which was an outdoor obstacle course aimed at developing the children's gross motor skills. The programme was coordinated by the physiotherapy students and involved all other disciplines attending and embedding their own goals into the activities such as language targets, fine motor skills and turn taking. It was an excellent opportunity for the Curtin team to come together and learn from one another whilst helping more than 100 pre primary children every week.

A number of students provided whole class interventions that looked at mental health, attention and sensory regulation in partnership with the Challis classroom teachers.

Students were also involved in lunchtime and after school stalls that looked at Harmony week and cultural diversity, sun safety in summer and oral hygiene. The students also provided a first aid stall at the school's two sports carnivals.

In the term one school holidays the physiotherapy, occupational therapy and social work students who were on placement ran a two week school holiday programme for the Challis children. The programme had a focus on developing the children's gross motor, fine motor and social skills as well as providing an opportunity for parents to network with one another and learn how to play with their children. This was a huge success and there are plans to run a similar school holiday programme for next year.

Education for teachers and parents

The Curtin students had multiple opportunities this year to provide education sessions to teaching staff and parents. There were a number of teacher workshops on fine motor skills and sensory regulations that were led by the occupational therapy students. All students worked together to develop parent education sessions that were provided through the Challis Parenting Centre at the weekly 'Tots Time' session. These sessions were for new mothers and their babies and looked at infants' development in the first year across the domains of cognition, social skills, gross motor, fine motor, language, play and attachment. A physiotherapy clinic was also offered once a week throughout the year for infants with possible developmental delays. The infants received targeted intervention and the parents received education on how to support babies' development.

Summary

In 2016, the partnership between Curtin University and Challis Community Primary School has benefitted more than 129 individual children, other children throughout the playgroup and school community, and families and teachers at the school, while concurrently providing a learning opportunity for 45 Curtin students.

Future Direction

The programme will continue at Challis in 2017 with the support of The Tenix Foundation and Curtin University's Faculty of Health Sciences.



Challis Parenting and Early Learning Centre

2016 has seen the Challis Parenting & Early Learning Centre (CPELC) grow from strength to strength. We were fortunate to receive continued support from the Minderoo Foundation, which allowed Challis families to access a wide range of free health and education programmes and services.

These services include:

- Child Health services (e.g., drop-in sessions, new mother's groups)
- Playgroup
- Challis Chimps
- Tot's Time
- Pre-Kindergarten
- Kindilink



The Pre-Kindergarten programme continued to attract a high number of children and families throughout 2016, with 108 children enrolling. These children made impressive gains in 'school readiness' skills, such as understanding sounds and letters, naming basic shapes and colours, and following classroom routines. Pre-Kindergarten students were able to by-pass the waitlist and access free and immediate services from a speech pathologist and occupational therapist because of our partnership with the Health Department. Furthermore, this year has seen an innovative developmental curriculum be developed for use in the Pre-Kindergarten programme for 2017, together with an improved parent engagement strategy.

Our 0-3 services continued to attract high numbers of children and families. Sixty-one children enrolled in Playgroup this year, in addition to a high number of families attending Challis Chimps (14 enrolments), and Tot's Time (nine enrolments). Approximately 190 new babies were born in the Challis catchment this year, with each of them receiving timely and holistic services from our Child Health Nurse and CPELC team.

The introduction of a **full-time Coordinator** in January 2016 facilitated the operational running of the Challis Parenting and Early Learning Centre services and generated opportunities for deeper strategic planning and a revived quality improvement agenda. The commencement of a second Family Support Worker significantly increased the amount of support this service was able to provide – with record numbers of families receiving prompt, accessible and individualised support services.

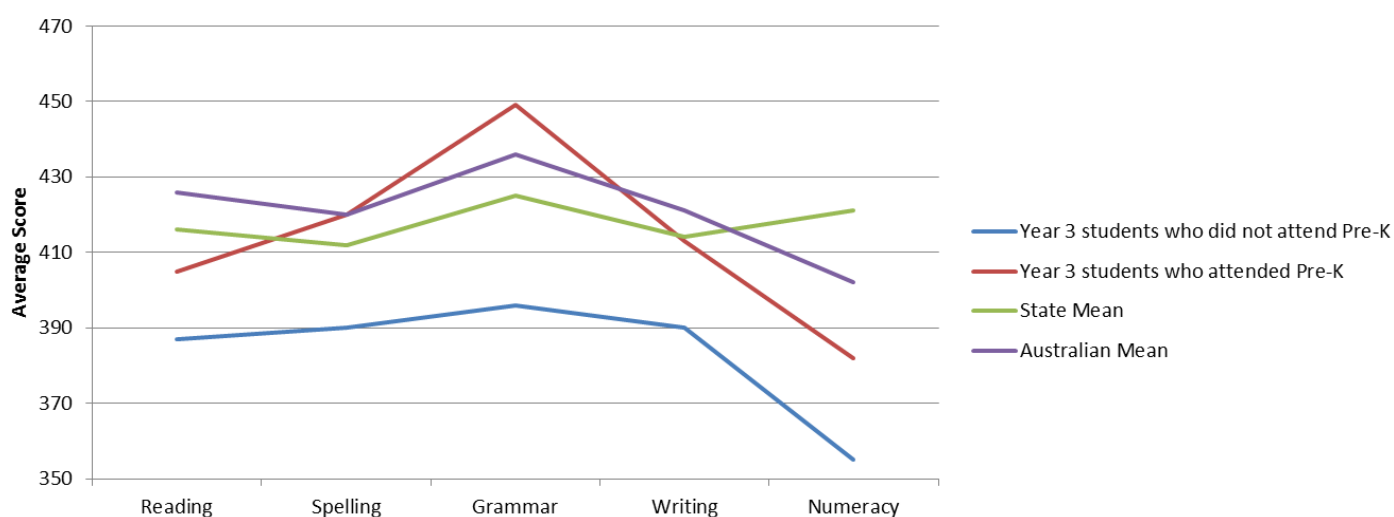
The operational partnership between the **Curtin Interprofessional Practice** programme and the Challis Parenting and Early Learning Centre has broadened and deepened this year, with additional support being provided to Playgroup programmes (manpower as well as clinical interventions and parent education strategies). A very successful school holidays programme was run between Term 1 and Term 2 by Curtin students, offering additional playgroup sessions and targeted early intervention groups in the areas of fine-motor, gross-motor and social skills development.

Challis Parenting and Early Learning Centre

2016 has seen the CPELC improvement agenda reach a stage of operational planning. Rigorous reflection and evaluation of existing programmes and services resulted in new concepts being explored – and agreed upon – for 2017. These new ideas include three separately themed developmental ‘playgroups’, the introduction of regular (weekly) parent workshops, and a revised Kindilink programme structure.

The success of the Challis Parenting & Early Learning Centre in 2016 has been a result of generous philanthropic donations, high-quality school leadership, effective teamwork, dedicated family involvement, and collaborative interagency relationships between the department of Education and Health.

2016 Year 3 NAPLAN results were consistently higher in all subject areas for students who attended Pre-Kindergarten



2016 NAPLAN Results:

There were notable differences in the scores between those Year 3 students who did attend Pre-Kindergarten and those who did not.

Across all 5 learning domains, the students who attended Pre-Kindergarten scored higher (on average) than the overall Year 3 cohort.

Students who attended Pre-Kindergarten had the highest achievement results in grammar as compared to the entire Year 3 cohort and equalled or outperformed the state average in spelling, grammar and writing.

Science Programme 2016

The Science program is taught for 1 hour every week from Pre Primary to Year 6 by 2 Specialists teachers. The programme is based on the WA Science curriculum. The focus of the science programme is to develop the Science Inquiry Skills (Questioning and Predicting, Planning and Conducting Investigations, Processing and Analysing Data, Evaluating and communicating the results) and Science Understanding (Concepts are taught in the areas of Chemical Science, Biological Science, Physical Science and Earth and Space Science) amongst students.

The lessons are taught through a variety of strategies that include direct instruction, the inquiry based model and through hands on science investigations.

Science

Science is celebrated every year through Science Week. Each year a special theme is chosen to be the focus throughout Australian Schools. This year the theme was Drone, Droids and Robots. Students learnt about robots and their functions in the world. Science lessons that week were tailored increase student awareness and appreciation for the importance and role of Science in our world. A daily science quiz was held for that week that involved Years 1 to 6. SCITECH donated mini prizes for this initiative. Science trivia facts were announced daily so that students and teachers could learn interesting facts about Science. In pre primary, a fun science day was organised where students had the opportunity to engage in hands on science activities. There was a slime station, a M&Ms investigation station, a kinetic sand station, an observation of objects from nature station and a bubble mixture making and blowing station. Parents were invited and there was a good turnout.

Science Club

The Challis Science Club was first formed in 2012 as an after school programme. It was run as an extension programme for enthusiastic and interested Year 2 science students. It is now in its fifth year of running. In 2015 for the first time, participation was opened up to students from Years 3 to 6 as a result of parents' feedback in 2014.

The Science Club is run by the 2 Science Specialists on Mondays for one hour from week 2 to week 9 of a term. We had 57 students participating over two terms from Year 3 to Year 6. This year's focus was on STEM (Science, Technology, Engineering and Mathematics) challenges. The Coding Club was launched this year in conjunction with Science Week for Year 5s and 6s.

Coding at Challis

In the Coding Club, students explored coding and robotics. The students were guided to individually and collaboratively work through the "Lightbot hour of code" application. When they completed all levels they received a certificate at the end. The students then were able to transfer this knowledge of coding when working with the LEGO robots. They constructed their own robots in teams using LEGO and then controlling the robot by using the wifi connection to transmit the coded instructions that they programmed. There was a high level of interest, engagement and creativity shown in Coding.



Digital Technology at Challis 2016

2016 has seen the school take its biggest step in embracing technology and ensuring our students are equipped with the skills to thrive in this digital age. The successful use of iPads in our school has led to the purchase and roll out of 200 new iPads. This considerable investment was accompanied by the Minister of Education visiting Challis to launch The Department of Education's new technology initiative in June. The schools Technology Team created a strategic plan for the purchase and use of this new technology which has meant Challis students now have access to iPads with a 1:1 iPad to student ratio. Research suggests students using iPads in a 1:1 context is the most effective use of iPads to improve student outcomes in an educational context. Purchasing models and App purchasing procedures have been streamlined and updated to better manage and maintain the high volume of iPads at Challis. This year the Technology Team has undergone up to date professional development to ensure coaching and support will continue to be given to staff and to make certain iPads are used in a meaningful way that reflects Challis' educational values.



For 2017 a new Digital Technology program has been created and will run for all year groups throughout the year. It ensures that all students benefit from learning about, and working with, traditional, contemporary and emerging technologies that shape the world in which we live. The program will build student's knowledge and practical skills when using technologies and other resources. Students will create innovative solutions, independently and collaboratively, to develop knowledge, understanding and skills so they can respond creatively to current and future needs.

Positive Behaviour Support (PBS)

In 2016 the Challis Community Primary School continued Positive Behaviour Support (PBS) as the framework to address the behavioural needs of our students. In 2015, the process was more of implementing PBS, however 2016 was PBS defining and cementing our expectations within the school community. 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.** Through our Positive Behaviour Support program, we expect our students to “R.I.S.E Up” with the values of respect, responsibility, safety and excellence. We instil these values in each student to inspire them to become a valued member of the community. Our inclusive environment creates opportunities for all students to succeed. 2016 has shown results beyond our expectation.

2016 welcomed new members to the PBS team. The need for more team members was evident as the initiative was becoming more successful. The PBS team put out an expression of interest and received a good response in applications. Through discussion we asked five staff members to come on board, which included 3 new teachers to Challis and our school Psychologist.

From the start of the year Challis Community Primary School continued on with teaching identified specific behaviours from our Behaviour Curriculum Matrix. This was done by looking at available data and determining where the priority is for the term. Each behaviour is taught and reinforced every fortnight through whole school, buddy class and own class lessons.

The Whole School Reward model, which is still based on Generosity, was in full swing this year. Tokens were handed out fast and frequently from all staff members, and tallied each week to go towards a specific level of reward given to the entire faction. By the end of Term 3 each faction had worked towards placing 3 “Friendship Benches” throughout the school, which will be installed throughout the school holidays. The charity reward for the end of 2016 will be donating money to the Oncology Ward at PMH, as one of our little Pre Primary boys – Beau Anderson - is the face of PMH. Through crazy hair days and favourite sport team dress ups we were able to donate \$1000.00.

This year the PBS leadership attended Day 4, which is also the last, of the professional development for PBS. This was based on understanding function of behaviour and how teachers deal with behaviour within the classroom. It was also the introduction of “The Dashboard”. The Dashboard provides a generic set of SIS behaviour sub-categories and actions to encourage schools to collect “fine grained” behaviour data to assist with effective school level decision making.

The follow up was for the PBS leadership team to lead the staff with the information we had received from Day 4. Jeremy Kirkham, Challis School Psychologist, presented the information to the staff. Michael Morgan, Deputy Principal and PBS member, then introduced the Dashboard to the staff and how to correctly enter data, showed the many options Michael had changed on Integris and how we can now graph which areas are the problem areas and which teacher has been entering the most behaviours.

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

Year	Suspensions	Withdrawal	In School	Major (playground)	Buddy Class
PP	0	1			113
1	1	5	1	22	159
2	0	12	5	37	79
3	4	4	1	62	116
4	2	4	11	67	97
5	2	1	21	60	125
6	8	3	12	52	89
TOTAL	17	30	51	300	778
2015	68	45	61	265	873

This means:

Behaviour has improved across most categories

Suspensions have decreased by 75%

Withdrawals have decreased by 33%

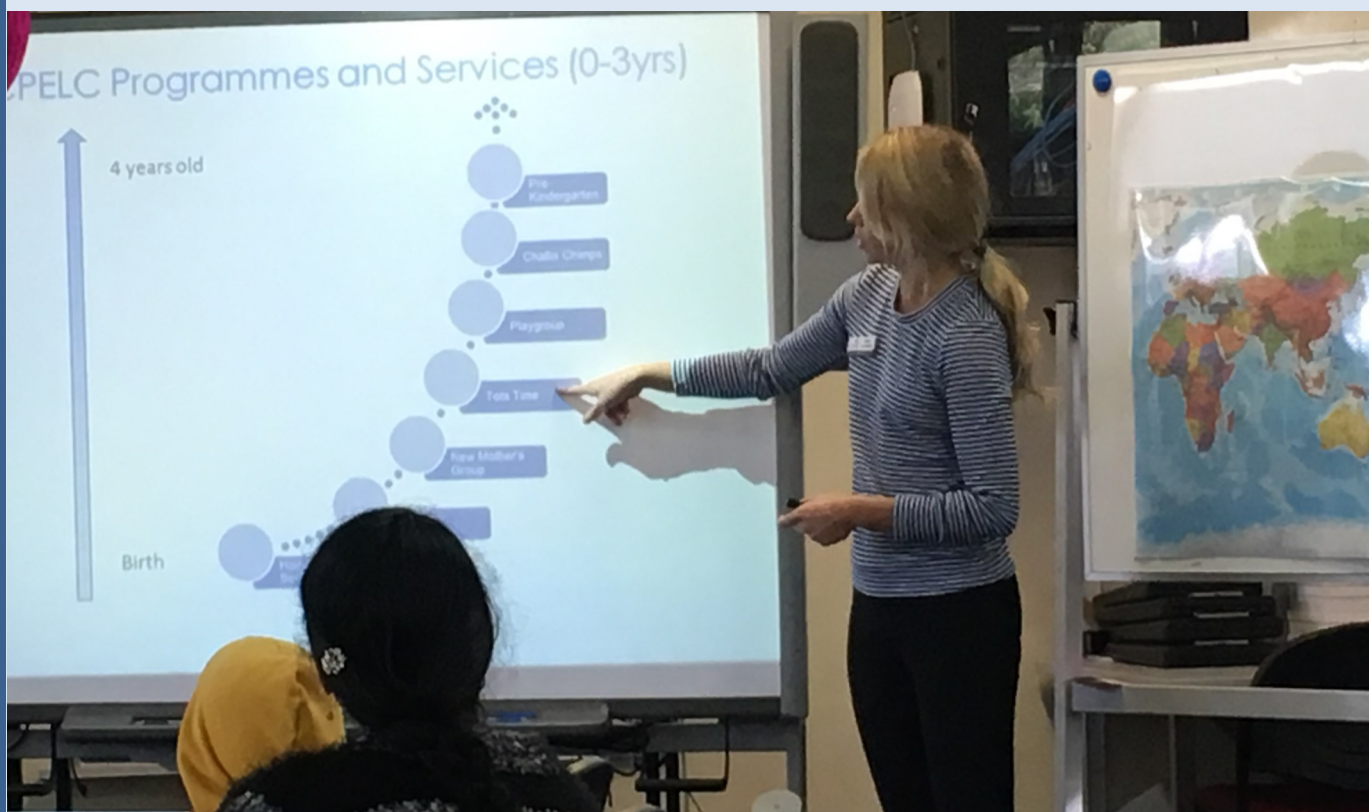
In school suspensions have decreased 16%

Buddy Class have decreased by 11%

There has been an increase of 12% in playground behaviour, due to increased student numbers.

Moving forward into 2017 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. The PBS team will be updating the Whole School tiered reward system and breaking down the specific behaviours taught by only teaching 2-3 a term. This is to ensure the behaviour has been taught with rigour and the children have instilled the value taught.

English as an Additional Language/Dialect



The number of EAL/D students enrolled at Challis continues to increase and in recognition of this the inaugural EAL/D Challis Community Primary School Parent Forum was held in August to support the development of an ongoing meaningful family-school partnership.

This forum provided a timely opportunity for staff to present an overview of Challis Community Primary School, services offered by the Student Services Team, the Challis Parenting and Early Learning Centre and to answer any questions.

Parents then worked in groups to discuss, write down and share their group's responses to questions relating to what is working well for them at Challis and in the community, what challenges they face at Challis and in the community and what are some solutions and ideas to support them.

Parents gave positive feedback about services and programs at Challis including Playgroup, Pre-K, Chimps, the Child Health Nurse, and the Curtin University Interprofessional Practice Program. They commented on the support they receive from teachers and staff at Challis and acknowledged the local community library as an important community service. Suggestions for ways to support families included more information on the curriculum, additional homework, extracurricular activities and an annual Challis Talent Show.

This feedback was presented to staff and will assist in planning for 2017. The request for an annual Challis Talent Show was acted on immediately and was held in November 2016.



Health

Health is taught to students from Pre-Primary through to Year 6. Each student participates in 20 weeks of Health throughout the year. They are taught the Protective Behaviour program. This is a preventative program that encourages children to become proactive in keeping themselves safe. Students learn about Feeling Safe and Unsafe, their Network people, Safe and Unsafe Touch and Assertiveness. This is taught through stories, use of puppets and role playing.



Visual Arts Program 2016

In the 2016 Visual Arts program the contact time was changed to a one semester program per year group.

This was to allow all the students at Challis Community Primary the opportunity to experience the whole variety of specialist subjects. With the time given, it was decided to simplify the Arts program to focus on sculpture and ceramics as this was the speciality of the Arts teacher.

Two major projects were completed by all students. Each project began with a visual stimulus in the form of a picture book by international award winning local artist Shaun Tan. The students visually analyzed and responded to the book before being guided to design an encouragement tree wind chime using the concepts from Shaun Tan's "The Red Tree". For the second project students made a piece of unusual crockery after reading the book "The Arrival" and listening to the Chinese language and culture lecturers from UWA communicate differences between ours and foreign cultures. These ideas were then turned into ceramic glazed tableware that had a foreign appearance or purpose.



These sculptures and others have been on display in the Art room and classrooms throughout the year and a competition was conducted for a full tea set design for a photo series.

YEAR SIX CAMP

2016 saw the reintroduction of the Challis Year 6 camp. The rationale behind holding a camp for our Year 6 students was to encourage independence, safe risk taking, further develop social skills and to provide the opportunity to form new friendships. Students participated in a wide range of activities including bell ringing at the Perth Belltower, watching a gold pour and finding out their worth in gold at the Perth Mint, participating in team building activities, discovering new skills in search and rescue, hitting the target in archery, reaching new heights in rock climbing, flying along the flying fox and lots of falling down and getting back up again at ice skating. The success of this year's camp was beyond our expectations. Student behaviour and attitude was outstanding, students supported each other to try new things and move out of their comfort zone, and children who would not normally socialise with each other bonded. Student reflections included comments such as 'The best thing about camp was we learned we can have fun without our phones and games...' and 'Wow! I've finally found something more fun than the Xbox!'

It was noticed by the Year 6 teaching team that students were more considerate of their peers needs and emotional wellbeing after the camp experience.

Staff collaboration and morale on camp was extraordinary, despite the exhaustion. Teachers from all across the school are already asking if they can give up their own time next year to experience the joys of Year 6 camp.



YEAR 6 Transition to High School

The Year 6 students this year have been visited by both Armadale Senior High School and Cecil Andrews Senior High school to learn about the programs offered in year 7. There has been the opportunity to ask questions so that they can get a clearer picture of what year 7 may be like. Both high schools have run successful orientation days for Challis students and extension programs in subjects such as art, computer and ICT, performing arts, science, robotics and AFL. Students have also taken part in the Parkerville Transitions program learning about conflict resolution, making positive choices and looking after themselves. They were visited by Jonathon Bennica from The Right Track programme too and discovered how one decision can change their lives forever.



From dressing up as Little Red Riding Hood to sticking wolf's ears on a hair dryer to blow down his students' pop-stick houses, Mark McClements is prepared to work hard to inspire his Year 1 class.

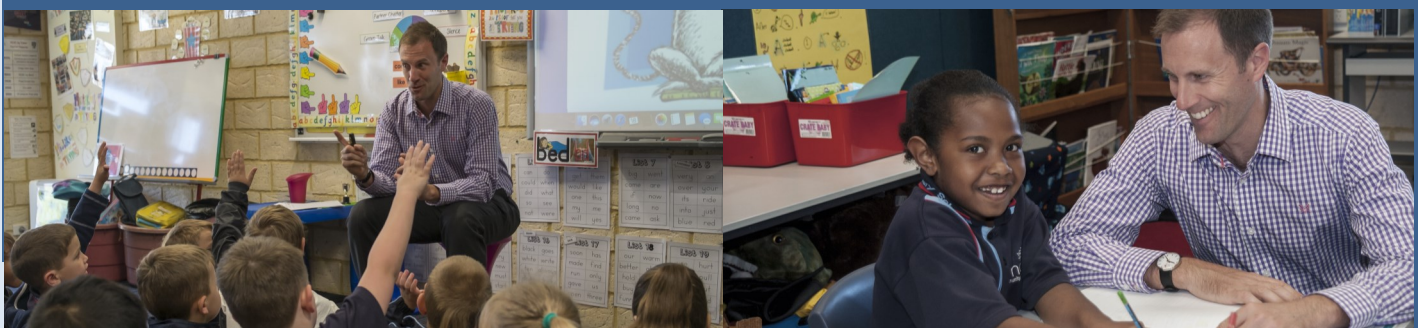
The former Arsenal Football Club coaching team member was yesterday named Beginning Teacher of the Year at the WA Education Awards for public schools. After moving to Australia five years ago, Mr McClements worked for Perth Glory before changing careers.

Though he has taught at Challis Community Primary School in Armadale for just three years, Mr McClements led the introduction of a program called Talk for Writing which builds children's vocabularies using fun activities.

"They're excited about writing," he said.

"And if you excite them about the things they're going to learn, my job's really easy."

Challis principal Lee Musumeci said the program had helped lift Year 3s' NAPLAN writing results, with 84 per cent of the students achieving above the national standard last year.



Challis Community School Report: The Shed -2016

In 2016 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 once a term in an effort 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. These children also demonstrate greater ability to take initiative and evidence self-control.



Our goal is to provide a positive environment where Fathers can be challenging, prodding, loud, playful, encourage risk taking, and be physical with their sons. We feel this is an ideal opportunity to model a balance of protection and reasonable risk taking amongst the boys. If a positive male role model is not present in the life of a child there is a void in this area.



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 2016 we have seen a large increase in Fathers attending all 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 2017 as our school works hard to continue to foster positive male role models in our student's lives.

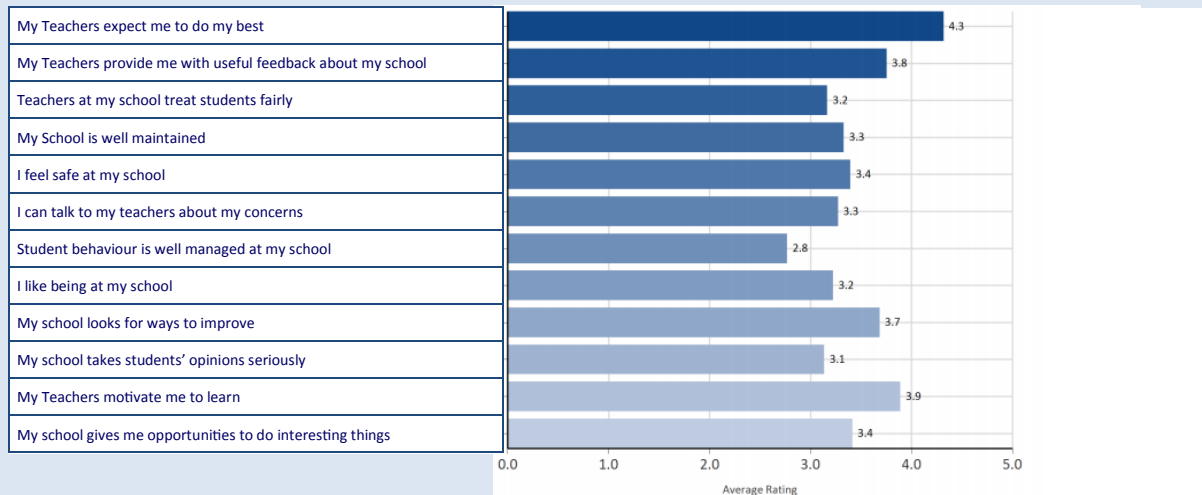
Parent Survey

The National School Opinion Survey was issued at the end of 2016 and **116** were received from parents, **21** from staff and **120** from children in years **4,5, and 6**.

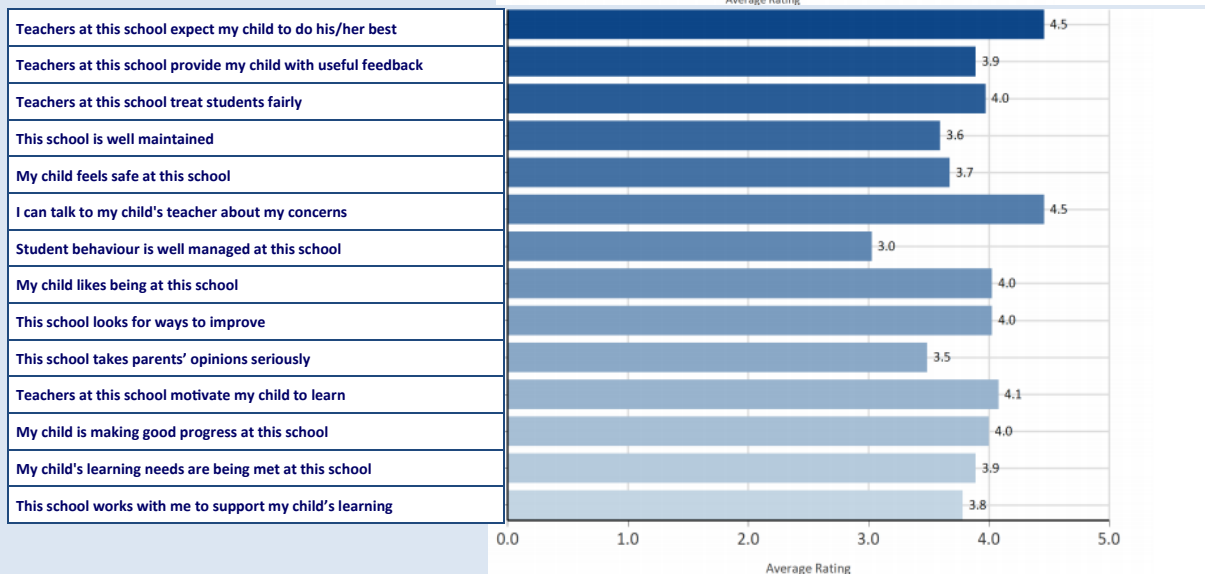
A range of opinions were expressed and data continues to be analysed and matched with the *Tell Them From Me* Survey to look for patterns, trends and areas of improvement.

As a school we value the opinions by all members of our community and do not shy away from challenging ourselves to continue to improve across all areas. There appears to be alignment between parents, staff and children about the high expectations held for children to do their best. Similarly there is alignment between staff, students and parent opinion about the way behaviour is managed at the school. Ensuring consistency in managing behaviour will continue to be a focus as we implement our behaviour expectations in a consistent manner.

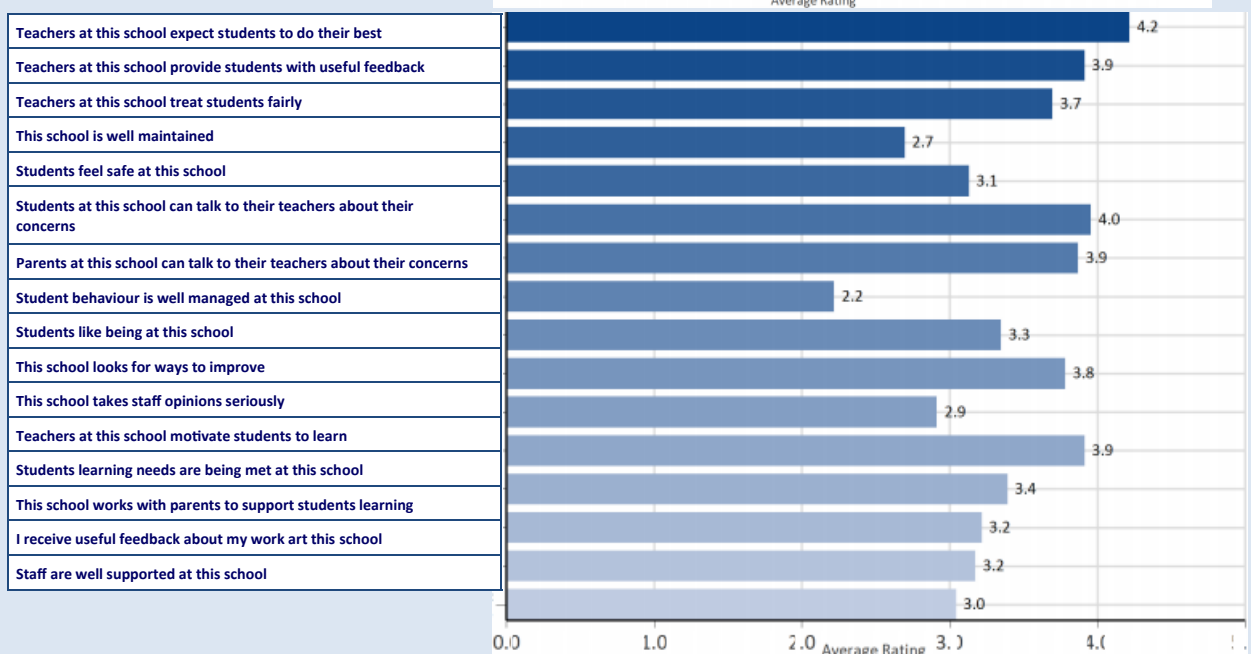
Student Opinion Survey



Parent Opinion Survey



Staff Opinion Survey



Student Improvement

2016 Measures of Success –

	Year 3	Year 5	Whole School
Attendance			<p>2017—Track each year <u>regular</u> attendance</p> <p>Increase percentage of children in the regular attendance from 70% to 75%</p> <p>Aboriginal attendance -Increase percentage to 92% to match 2015 regular attendance rate.</p> <p>Pre-Primary attendance percentage will be greater than or equal to overall school attendance.</p> <p>LATENESS? Is it a factor?</p>
Behaviour			<p>Excellence?</p> <p>Reduce total suspension days by 10%</p>
Reading	<p>80% over NMS- equal to state average</p> <p>78%</p> <p>Almost!</p>	<p>70% over NMS- equal to state average</p> <p>59% (55 in 2015)</p>	<p>80% of all children will achieve the relevant PM year target</p> <p>PIPs- increase the percentage of children with above average value added</p>
Spelling	<p>75% over NMS – above like schools</p> <p>82%</p>	<p>75% over NMS- above like schools</p> <p>79%</p>	
Writing	<p>85% over NMS – above state average</p> <p>Achieved 86%</p>	<p>75% over NMS- above like schools</p> <p>75% (52% in 2015)</p>	
Grammar and Punctuation	<p>80% over NMS- equal to state average closing the gap on state mean</p> <p>92%</p>	<p>70% over NMS above like schools</p> <p>66%</p>	
Maths	<p>75% over NMS -well above like schools</p> <p>69% (68% in 2015)</p>	<p>75% over NMS -well above like schools</p> <p>69% (63% in 2015)</p>	On entry Maths



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