



ANNUAL REPORT

2018



Challis Community Primary School

An Independent Public School



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An Amazing Year



Class of 2018 Graduation



Don't Stop The Music

*The Perth
Wildcats*



Lego League

In-school Parent Employment Service (IPES)

**IN-SCHOOL
PARENT
EMPLOYMENT
SERVICE**

This project is funded by the
Australian Federal Government,
Department of Social Services



*Joe Ybarra, Explicit Direct Teaching
Workshops*



Ladies High Tea

Principal's message



The progress and achievement outlined in this Annual Report, builds on the rapid momentum and clear direction since the amalgamation of Challis Early Childhood Education Centre and Challis Primary School in 2015 and our relentless commitment to achieve “Better than Postcode Results, Together as a Community, the Challis Way”.

A three part documentary aired on the ABC, a significant improvement in Year 5 NAPLAN results, three additional teachers reaching Level 3 Classroom Teacher status, a new Behaviour and Engagement programme and continued excellent results emerging from the Challis Parenting and Early Learning Centre summarise the extraordinary commitment and achievement for this school community.

Our community partners provide us the much needed additional resources and services that go some way to meeting the needs of the children. We are deeply appreciative to the Minderoo Foundation, Curtin University, the WILDCATS ASPIRE programme, Artemis, the Salvation Army, BeKids, the Sebastian Foundation, Role Models Australia, FOODBANK, the Challis P and C and the Challis School Board for their advocacy, belief and support.

It is time to write a new story for the Challis children. A story that includes high quality teaching, success for all, vastly improved academic and social outcomes, a calm learning environment, all children reading, motivated, happy, inspired learners. We all have a vital role to play in writing their story and how the story ends is up to each of us. We are in this together....as the new Challis story emerges.

Lee Musumeci

Principal

Board Chair's Message

This year the achievements of Challis Community Primary School have been put on display for all the country to see. The success of the 'Don't Stop the Music' program as aired on ABC TV, highlights what is truly possible when dedicated people get together and focus on achieving something that others may discount as 'impossible'.

Challis CPS is a success story that has been in the making for many years. The music program is just one of many programs undertaken at Challis CPS to better the educational and social outcomes for students. This year's NAPLAN data shows that the teaching efforts across the school have made unprecedented impacts to student outcomes.

For the past several years Challis CPS have adopted, implemented and delivered evidence based teaching programs across the school. The outcomes these programs have produced for students at Challis CPS, from pre-Kindy to Year 6, has resulted in these programs being adopted by various schools across Australia. In this, Challis CPS is leading by example.

Challis CPS continues to be led by a truly remarkable Principal, Ms Lee Musumeci, who has been the spearhead for change, a visionary and an inspiration to her teachers and students alike. Collectively, all the staff at Challis CPS provide to the best of their ability, a truly holistic approach to raising a child in a modern day primary school.

A school's success is totally dependent upon the help of others. To this end, on behalf of the Board of Challis CPS, we thank all the partners of Challis CPS from across government agencies, the business community, universities, the many parent volunteers and the broader community. Without your help the social and educational outcomes that the students at Challis CPS experience would not be possible.

With warmest regards

Allan Adams
Chair of the Board

School Board 2018

Allan Adams	Chair
Dr Lorraine Hammond	Deputy Chair
Alannah MacTiernan	Community Member
David Ansell	Community Member
Janine Kremmer	Community Member
Lee Musumeci	Principal
Kristy Tomlinson	Staff
Mark McClements	Staff
Hayley MacNeall	P & C
Shannon Bates	Parent
Deb Adams	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.

Leadership Development Programme

The wide distribution of leadership at Challis has been an evolving and progressive strategy since 2014. In 2018, Team Leaders continued to have .2 release time and carried the responsibility of developing the quality of teaching in their respective team. Their role is to ...

Through modelling of high quality teaching, triad coaching, mentoring, target setting, coaching and feedback, Team Leaders will:

Ensure each member of the team teaches curriculum content consistently and effectively, in line with the whole school curriculum.

Ensure individual planning, monitoring and assessment of children who have additional learning needs.

Identify gaps in school performance and develop appropriate action to improve performance.

Identify and support leadership opportunities for members within the team in order to further distribute leadership.

Contribute to the Independent School Review, School Board and Annual Reporting requirements.

It is expected that Team Leaders will achieve their role through the following evidenced based mechanisms:

Triad Coaching- a minimum of one session per term, focusing on a specific area of need as identified by the teacher who is being observed.

Shoulder to shoulder coaching- providing feedback in real time alongside team members as the lesson is being taught.

Target setting sessions- individual meetings with teachers for 30-40mins, once per fortnight, focusing on the attendance, behaviour and achievement of individual children.

Weekly meetings for collaborative planning and assessment.

Continual open, honest, clear conversations with team members.

High expectations and high accountability.

Collection and analysis of data on a two weekly cycle with a focus on the progress of children at educational risk.



Leadership Development Programme

The team of 19 met with the Principal once per week for 90 minutes to learn a specific aspect of leadership applied to their own team context. The open conversations, collective problem solving and sharing of experiences, grounded in research has enabled the leadership of the Team Leaders to flourish.

As a result of the Leadership Development Programme:

Three staff achieved
Level 3 Classroom
Teacher Status

One secured a
substantive
Deputy Principal
position.

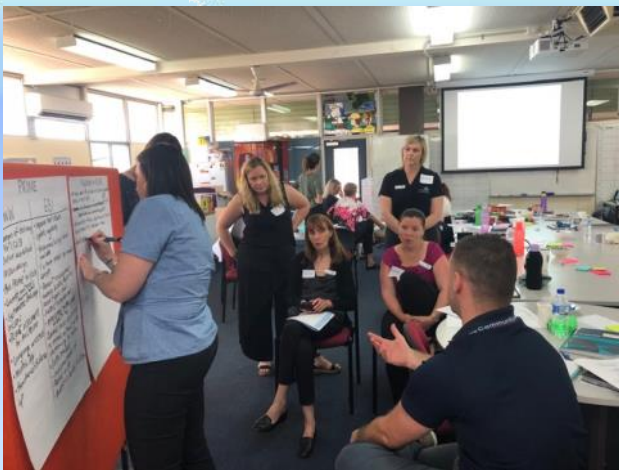
Three staff committed
to following the Level
3 pathway in
2019/2020.

Team Leaders identified
several staff within their
teams who have
leadership aspirations and
actively supported them
to identify potential
leadership opportunities
within school.

We reached our EDI
certification target.

Education Assistants
commenced a
Professional Learning
Programme through
their Team Leaders.

The strategy has been extremely successful in driving the improvement agenda at the classroom level, meaning improving teaching and learning for students.



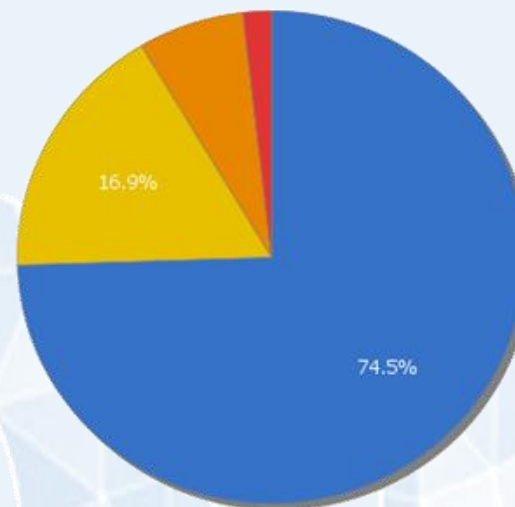
“A movement exists only when people choose to work together in one direction. The leader's job is to inspire the people to move.”

Simon Sinek

Attendance

Group	Number of students	Total Attendance	Total Attendance Aboriginal
Year K	139	91.5%	87.85%
Year P	134	92.2%	88.37%
Year 1	130	92%	88.56%
Year 2	124	92.4%	90.59%
Year 3	98	91.8%	86.67%
Year 4	116	92.6%	89.73%
Year 5	121	94.2%	87.84%
Year 6	105	93.5%	91.48%
Total	967	92.7%	88.94%

Once again, attendance figures for 2018 were positive. The school's **overall attendance rate** increased to 92.7%, slightly below our target of 95%. Investigation of data indicated that our overall attendance figures were negatively impacted upon by a very small number of students. A concerted effort was—and continues—to be made to get these students to attend school regularly, and early results are encouraging. Twenty three out of twenty seven students in the 'severe' category for attendance improved their attendance significantly.



- Regular (90% or greater)
- Indicated (80% to < 90%)
- Moderate (60% to < 80%)
- Severe (< 60%)

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
2016	92.4%	92.1%	93.7%	86.5%	84.2%	80.7%	91.6%	91%	92.6%
2017	93.8%	92.8%	93.8%	89%	83.6%	81.2%	93.1%	91.5%	92.7%
2018	93.6%	92.5%	93.7%	88%	83.6%	80.8%	92.7%	91.4%	92.6%

Strategies

We used a variety of strategies to improve student attendance rates over the year. Strategies used included: Attendance articles in the newsletter, weekly class attendance targets, Individual Attendance Plans and letters for students whose attendance is greater than 95%. We also introduced RISE tokens as part of our Positive Behaviour Program to encourage students to attend school and demonstrate the four behaviour expectations. Parents of students whose attendance dropped below 90% were contacted by emails and follow-up letters were 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 continue to use 'Class Dojo' to keep in touch with parents as well as regular emails. In addition, we continue to offer a variety of clubs during school and after school, including Breakfast Club to encourage students to attend school regularly. We have also introduced the Girls Academy as a strategy to improve Aboriginal Girls attendance. Aboriginal attendance has hovered around 88%-89% for that last two years, which is below our target of 90%

Highlights:

Above expected progress in Yr5 Writing, followed very closely by good progress in Yr3 Writing, Spelling and Grammar & Punctuation, as well as Yr5 Numeracy and Grammar & Punctuation.

In Yr3, no educational gap exists between Aboriginal & Torres Strait Islanders in Reading, Numeracy and Grammar & Punctuation. Within this Yr3 cohort, some Challis ATSI students exceeding the Australian mean and placing within the Top 20% of Year



Writing:

In Year 3, 92% of students at or above NMS, with students reducing the gap between the school mean and WA mean.

In Year 5, 88% of students at or above NMS, with students increasing our school mean above the WA mean.

Numeracy:

In Year 3, 91% of students at or above NMS, with the gap between the school mean and WA mean increasing.

In Year 5, 95% of students at or above NMS, with students reducing the gap between the school mean and WA mean.

Reading:

In Year 3, 84% of students at or above NMS, with the gap between the school mean and WA mean increasing.

In Year 5, 85% of students at or above NMS, with the gap between the school mean and WA mean increasing.

Spelling:

In Year 3, 91% of students at or above NMS, with students reducing the gap between the school mean and WA mean.

In Year 5, 90% of students at or above NMS, with students reducing the gap between the school mean and WA mean.

Grammar & Punctuation:

In Year 3, 94% of students at or above NMS, with the gap between the school mean and WA mean increasing.

In Year 5, 97% of students at or above NMS, with students reducing the gap between the school mean and WA mean.

Explicit Direct Instruction (EDI)

The Power of the Well-Crafted Well-Taught Lesson

At Challis we strive to ensure consistent, outstanding teaching practice in every classroom. Instructional leaders maintain a relentless focus on improving how students are taught. The role of the Challis Teacher-Leaders is to close the implementation gap and, ultimately, the achievement gap.

EDI is the key instructional strategy used at Challis, as it aligns itself with best practice as well as the Challis vision; striving for excellence in teaching to ensure that all students are given the opportunity to succeed and to achieve 'better than postcode results'.

Regular contact with DataWORKS has been essential to the success of the school's ability to lead change. Challis is working in partnership with Joe Ybarra to promote and demonstrate best practice in the delivery of effective instruction, and quality teaching.

The capacity to demonstrate and model excellence as a lighthouse school in conjunction with DataWORKS is an opportunity that can spread effective EDI implementation across Perth by establishing collaborative forums both within Challis and beyond.

With our growing partnership with DataWORKS and Joe Ybarra, Challis CPS hosted various EDI Workshops in February of 2018. Schools who have been interested in EDI or at the beginning of their journey were invited to the workshops. The first session was "EDI Fundamentals" which was held at the Armadale Christian Centre due to the large number attending. The Sabbatical team (Kelly, Hayes, Mark, Nicole and Maxine) worked alongside Joe in presenting this workshop. The following week consisted of "EDI Advanced" workshop and Lesson Demonstration and Classroom Coaching which was conducted at Challis. Selected Challis leaders and staff used this opportunity to improve their understanding of how to teach EDI and to be certified by Joe Ybarra. It consisted of the teachers completing a prebriefing of a lesson with Joe, moving into the classroom and teaching the lesson with Joe supporting and giving real time feedback, returning and debriefing the lesson and discussing strategies. Over three days, there were up to 30 educators daily observing and being part of the classroom observations whilst the Challis staff were able to showcase their teaching and knowledge of EDI. Joe then stayed on for the following week and continued the certification process. Within the two weeks, 10 teachers were able to be certified and received a certificate from DataWORKS.

Joe Ybarra returned in August and within a week he again certified another five more teachers. This was a fantastic opportunity for the Challis staff. We were trained by a DataWORKS consultant, gained further practical teaching skills and improved our student engagement for more effective classroom management.



Explicit Direct Instruction (EDI)

The EDI professional learning emphasised the need for periodic review. By regularly reviewing taught concepts, teachers can address the 'curve of forgetfulness' in students. Many educators who employ Direct Instruction methods show students how to apply a skill and offer a practise period before moving on to the next concept. It is essential that students regularly review and practise concepts to provide the opportunity for transference of knowledge. The theory is that if a student is repeating a concept they are memorising it ... and if they can put a concept into their own words they understand it. EDI involves teaching new concepts before practising the associated skills. Enhancing the effective teaching of new concepts at Challis, combined with regular concept review, will allow more students to achieve success.

This year, Lee Musumeci appointed Kelly Plunkett and Maxine Galante as the inaugural full time Academic Coaches. Their role was based on the implementation of EDI within the classrooms, facilitating real-time coaching focused on improving and refining implementation strategies and performance.

Rigorous analysis of teacher practice and effectiveness, combined with a refinement of lesson delivery, will ultimately maximise student outcomes.





Three successful Talk for Writing open days held, in which 60 visiting teachers benefitted from observing lesson delivery and hearing the Challis story of T4W.

- In Year 5 Writing NAPLAN, Challis mean was above the WA state mean.
- Above expected progress in Year 5 Writing, with 88% of students at or above National Minimum Standards.
- 20% of Year 5 students placed in the top 20% of students nationally, an increase on 2017, and compares to 6% of students in 'like' schools.
- In Year 3 Writing NAPLAN, gap reduced between Challis mean and WA state mean.
- Good progress in Year 3 Writing, with 92% of students at or above National Minimum Standards.
- 16% of Year 3 students placed in the top 20% of students nationally, compared to 56% of students in 'like' schools.
- Brightpath implemented from PP to Year 6, with a whole school assessment completed. Brightpath is a moderation tool that allows teachers to compare their students' work to calibrated exemplars to arrive at a scaled score. The process of comparing students' work to the calibrated exemplars promotes reliable teacher judgements.



Education Assistants

Education Assistants at Challis CPS continue to work alongside teachers as paraprofessionals and are an integral part of the teaching and learning process in classrooms. They 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.

Education Assistants are involved in implementing the following whole school programs:

- Corrective Reading
- Spelling Mastery
- Maths Intervention
- Drumbeat
- Initial Lit

An Education Assistant supports the two Behaviour Coaches four days per week, in the RISE Up zone.



STRIVE (Structured Teaching Reinforced In a Visual Environment)

Continued in 2018 and is co-ordinated by a teacher and three Education Assistants.

STRIVE is an opportunity for students identified with additional learning needs to receive targeted instruction focused on achieving their potential in literacy, numeracy, social and life skills. It currently caters for students from Pre-Primary to Year 4.

RISE Up Zone

At the beginning of 2018, Mrs Robinson had .4 release time, as there was a core group of children who were often disengaged, which disrupted the learning of the classroom. The role of this teacher was to minimise behaviour escalation, encourage behaviour change and foster self-regulation. Classroom teachers were also provided with strategies for enhancing behaviour and engagement.

In semester 2, Mrs Musumeci acknowledged the positive impact and sought ways in which to meet the needs of more students and support more teachers. So, Mrs Robinson's release time was raised to .6 and Mr Nolan joined her in the same role as Behaviour and Engagement Coaches.

In order to maximise engagement within the classroom, the BC coaches believe that first and foremost, every student needs to feel safe. As a result, Challis CPS created a new space to address the social and emotional needs of our children. Efforts were spent on developing and reinforcing skills to enhance student engagement within the classroom.

*"No one thinks punishment will teach a kid math or to read.
Why we put behaviour in a different category of development delays is beyond me."
(Dr Ross Greene)*



Moving forward into 2019, the Behaviour and Engagement Coaches will continue to support students who have difficulty engaging in learning. Having a consistent approach among all staff members allows students to feel safe and accountable. After completing a number of professional learning opportunities throughout the year, the coaches will run professional learning school wide, coach teachers in classroom management strategies, and conference teachers to promote the level of active participation in the classroom.



We are continuing to develop stronger links between student services, parents and teachers.

Curtin Interprofessional Practice Program at Challis in 2018



The Curtin Interprofessional Practice Program worked with families living within the Challis catchment offering free, accessible, on-site Allied health services that are of a high quality.

Curtin students from speech pathology, occupational therapy, physiotherapy, counselling psychology, professional psychology and social work, worked in Interprofessional teams delivering child/family centred health care.

Children receiving these services this year ranged in ages from infancy through to Year Six.

Assessment, individual intervention, group work and whole class lessons, parent sessions and school holiday programs were all available and were delivered in close collaboration with parents, the child health nurse and teachers ensuring individualised services.

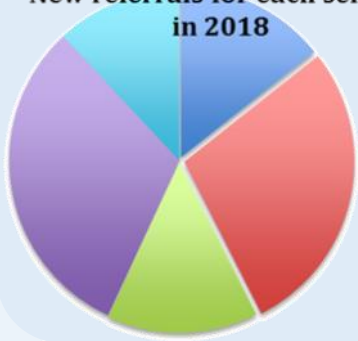
Working collaboratively with all other service agencies involved with Challis families our focus was to provide a holistic and comprehensive program delivered with joint planning involving the whole team around the child.

An open Referral system via student services ensures that families, teachers and even students themselves are able to refer to the clinic. Regular student services triage meetings mean that school and the Curtin clinic team work together closely regarding potential referrals to the program and monitoring progress and discharge from the clinic.

The team offered interdisciplinary sessions and delivered those sessions into the child's environment, whenever possible rather than withdrawing children from class both to minimise loss of teaching time and to ensure new skills transferred easily.

Curtin Interprofessional Practice Program at Challis in 2018

New referrals for each service
in 2018



24 children referred for psychology services (Friendship issues, self-esteem, grief and loss, confidence, resilience)

47 children referred for occupational therapy (Handwriting, fine motor skills, attention in class, sensory regulation)

20 referred for Social Work (Social skills, identifying emotions)

52 children referred to speech pathology (Complex communication/AAC, articulation/speech, language, literacy and fluency)

20 children referred to physiotherapy (gross motor, physical wellbeing, coordination, delayed development)

In total, 163 new referrals were received in 2018. All children new or already known to us received at least one term of service with some children receiving multiple terms of service from the interdisciplinary student team.



Challis Parenting and Early Learning Centre

2018 saw the Challis Parenting and Early Learning Centre (CPELC) continue to offer free programmes and services that are designed to meet the needs of our school community. This was all made possible through the continuous generosity and support of our partners – Minderoo Foundation, Department of Health and Department of Education's Kindilink Initiative.

In 2018 CPELC maintained a focus on establishing strong relationships with families from birth. Our Child Health Nurse welcomed 185 new babies born in our school catchment area. Our Bubs Group remained popular this year with 49 families eagerly taking part in the programme. 35 families also participated in our New Parent group. Our Developmental groups (Stay and Play, Move and Groove and Storytime) were again strongly supported with 174 families attending throughout the year.

The Pre-Kindergarten was again in high demand with four full classes commencing in Term 1. The programme's popularity and reputation saw our waitlist continue to grow throughout the first semester. With the support of the Minderoo Foundation, we were able to start a fifth Pre-K class in Term 3. This meant that 99 children had access to the programme in 2018.

The Pre-Kindergarten programme testing showed a significant improvement in overall development of participating children. At the beginning of 2018 there were 37% of children at risk of academic/developmental delay, 61% within normal limits and 2% considered gifted and talented. By the end of 2018 there were 17% at risk, 71% within normal limits and 12% gifted and talented. This data indicates the effectiveness of the Pre-K programme in adequately supporting the children's readiness for formalised schooling.

Our Pre-K students were also able to by-pass public health waitlists and access free and immediate services from a speech pathologist and occupational therapist because of our partnership with the Health Department. Additionally, we were able to identify, refer and support three families to receive a diagnosis for their children. Thus, enabling the families to access early intervention services from Disability Services Commission and funding through the NDIS to meet their children's individualised needs.

The impact of the CPELC was further validated in the excellent 2018 Australian Early Development Census (AEDC) results. The AEDC indicated a significant reduction in vulnerability of our children across all five domains – physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based) and communication skills and general knowledge. This indicates that the programmes and services offered in the CPELC are meeting the needs of and positively influencing families in the Challis community. In 2018 we were able to further support our families through the integration of the parent employment service (IPES) within the existing CPELC services. The initiative resulted in 4 Challis parents securing paid employment.

The Challis Parenting and Early Learning Centre would like to acknowledge and thank our generous funding and service partners for their contributions to our Challis community.

Challis Parenting and Early Learning Centre



Digital Technology

The students are now using their skills learnt in digital technology specialist classes in the classroom with all of their teachers. We have a 1:2 iPad ratio allowing a high level of integration of technology into the classroom.



We have a good range of apps which include:



Scratch Junior



Pick Collage



Book Creator



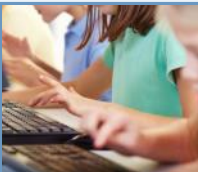
Seesaw



Chatter Kid

Students are well versed in these and know how to use them to present a wide range of skills and classwork on these platforms.

Challis Community Primary School have offered the students the opportunity to attend STEM clubs afterschool including Robotics, media and Lego League.



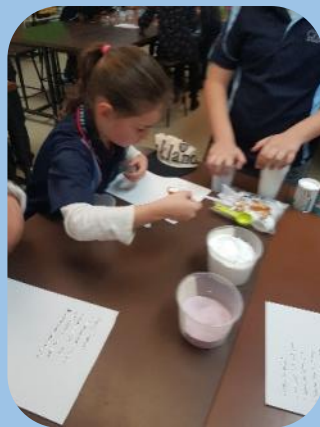
In 2018 we participated in NAPLAN Online with the Year 3 and 5 students completing in all NAPLAN Testing on Ipad. This was successful and will continue in 2019.

Science

The Science program at Challis CPS is taught as a specialist subject. Students receive an hour of Science learning each week based on the WA Science Curriculum and incorporates the Primary Connections framework. The three strands of the Science curriculum which are Science Understanding, Science Inquiry Skills and Science as a Human Endeavour is delivered to students from Pre-Primary to Year 6 through highly engaging, interactive and hands on activities. Science skills and concepts are taught explicitly and reinforced through practical investigations at every lesson. Incursions are organised to consolidate and reinforce learning.

An after-school Science Club was offered once a week for one hour as an extension STEM program to curious learners from Year 4 to 6. It provided further opportunities for students to wonder, question, create, problem solve and practise cooperative learning in a safe and fun filled environment.

During Science Week, the Science rooms were open during lunch and recess for student to participate in a variety of activities that included building newspaper towers to hold a tennis ball, bubble challenges, activities relating to friction and force and making wonderful mixtures. Students also learnt the importance of honey bees and the dangers facing the Great Barrier Reef. They researched these topics in teams and made dioramas. This project culminated with a presentation from teams to their peers.



Positive Behaviour System Summary (PBS)

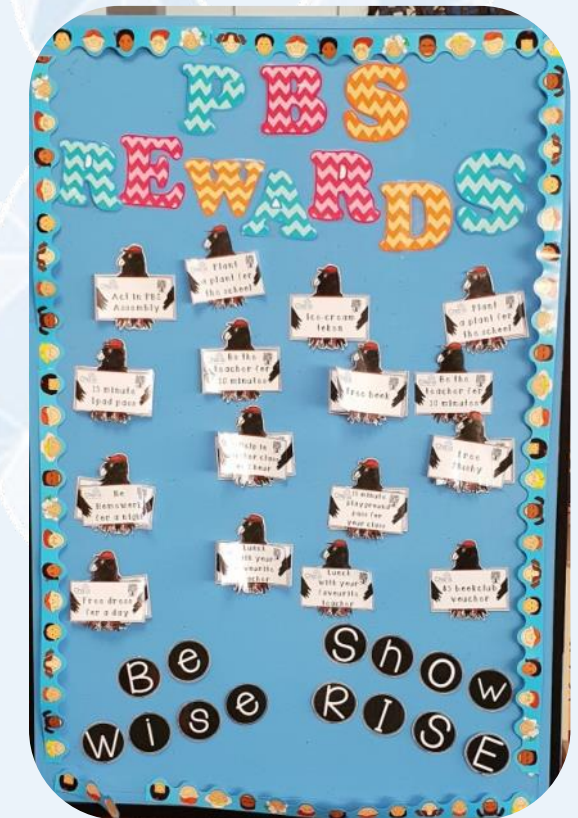


In 2018, Challis Community Primary School continued to improve and grow the PBS (Positive Behaviour Support) program. The team expanded to include a representative for all year levels as well as two behaviour coaches. In Term 2, the fresh team reflected on a SET (school evaluation tool) which was carried out in Term 1. The PBS team modified our program to better suit the school. Term 3 saw our program relaunch with a new mascot revealed, Ngooly the Black crested red tailed Cockatoo. Students spent an hour rotating through activities that promoted problem solving, team work, co-operation and physical movement. New rewards were revealed, allowing students to choose a reward from a reward board and giving teachers rewards too!

Our whole school matrix was reflected on during the year and the new matrix was implemented in Term 3 along with a poster to demonstrate our new mascot showing 'the Challis way'. Throughout the year, explicit assemblies were held every second Monday to ensure behaviour expectations were well delivered. Classes reinforced these skills through weekly lessons and RISE tokens (positive reinforcements).



All Challis Community Primary School members are expected to demonstrate the following behaviours expectations towards themselves, others and the school.				
Challis The Challis Way	RESPECT	RESPONSIBILITY	SAFETY	EXCELLENCE
	<ul style="list-style-type: none"> We show respect to everyone We follow instructions the first time We use whole body listening We use good manners and greet people politely We use appropriate language, voice and tone We wait for our turn 	<ul style="list-style-type: none"> We wear our school uniform with pride We take responsibility for our own behaviour We treat the property of others with respect We ensure our actions have a positive impact on others We speak kindly to and about others 	<ul style="list-style-type: none"> We help others in need We stay in our allocated groups and areas We are aware of our surroundings We act responsibly on the bus We keep our hands and feet to ourselves 	<ul style="list-style-type: none"> We always try our best We are good role models to others We take pride in our work and our abilities We are willing to participate in all activities We are in the right place at the right time, ready to learn
	Learning Areas	<ul style="list-style-type: none"> We use everyone's property and equipment appropriately We support everyone's right to learn We line up quickly and quietly, ready for learning 	<ul style="list-style-type: none"> We start work when asked We ask teachers for help We work co-operatively with others We have our equipment ready 	<ul style="list-style-type: none"> We set learning goals and strive to achieve them We complete all tasks to the best of our ability We aim to improve our personal best
	Play Areas	<ul style="list-style-type: none"> We respect school property We use equipment appropriately and for its purpose We cooperate with others and include everyone 	<ul style="list-style-type: none"> We play in our own areas We return to class promptly after breaks and are ready to learn 	<ul style="list-style-type: none"> We report safety issues to the duty teacher We use equipment appropriately We are sun smart
	School Grounds & Buildings	<ul style="list-style-type: none"> We walk around school areas calmly, quietly and sensibly We look after the school grounds We respect school property 	<ul style="list-style-type: none"> We put rubbish in the correct bin We stay in the correct boundary We walk our bikes and scooters in and out of the school grounds We use drink fountains appropriately We clean up after ourselves 	<ul style="list-style-type: none"> We walk on pathways We follow instructions the first time We line up in an orderly fashion
	Assembly	<ul style="list-style-type: none"> We show good manners to all guests, speakers and performers We celebrate the achievements of our peers 	<ul style="list-style-type: none"> We use whole body listening We enter and exit the assembly quietly, calmly and sensibly 	<ul style="list-style-type: none"> We leave our school grounds looking presentable We sing the National Anthem and say the Challis creed
	Toilets	<ul style="list-style-type: none"> We ask permission to go to the toilet We use the correct toilet area 	<ul style="list-style-type: none"> We walk quickly and directly to and from the toilet We keep toilets, sinks and floor clear of mess We use the toilet at 8.30 and at break times 	<ul style="list-style-type: none"> We always wash our hands We flush the toilet We eat food away from the toilets



Sport

Throughout 2019, Pre-Primary, Year 1 and Year 2 continued to focus on developing fundamental movement skills and applying those skills to a variety of modified games. The senior year levels built upon their fundamental movement skills knowledge base with context specific skills and applied this knowledge to a range of sports including cricket, netball, soccer, ultimate Frisbee, European handball and athletics.

The interschool events started with the Girls Multisport Carnival where two teams were entered. As part of the Dale Districts Sports Association, Challis competed in the reintroduced Summer Carnival, as well as the Winter Carnival, Cross-Country and Athletics. The children looked spectacular in the new sport uniforms that were first unveiled to the sporting community at the interschool Jumps and Throws day in Term 4.

As a part of community engagement with sport, children in Year 4 participated in the Fremantle Dockers Welcome to Freo programme, which included visits and lessons conducted by players, as well as a tour of the new team facility at the Cockburn ARC. There was also had a visit from Eagles players to support the school's participation in the Eagles' Faction Footy competition. Once again, Challis participated in the Wildcats' Aspire programme and hosted a highly successful match between the Wildcats and Challis Leopards.



Health

The Health program has been developed from the Australian Curriculum Framework and the Protective Behaviour Program.

Children from Pre-Primary through to Year 6 have participated in a range of lessons including healthy foods, relationships, resilience and protective behaviours.

Students have developed skills and enhanced their knowledge of health and keeping themselves safe.



Highlights for 2018

- * Ladies High Tea attended by students and their Mothers or closest female care givers from Year 4 to Year 6 totaling 200 guests, including our guest speaker Mrs Hayley McNeall. Hayley grew up in the local community, shared her personal story of the trials and triumphs of being a single parent and how she has achieved a higher education beyond the expectations of her local environment.
- * Every Year 1 student completed two lessons on how to look after their teeth. Each student was given a dental pack which included a toothbrush and toothpaste donated by Colgate.
- * Year 5 and 6 students attended a puberty lesson presented by Ms Jane Skoll the school nurse.
- * Year 6 students attended an incursion which was run by the Armadale Police Youth Crime-intervention office.

Ladies High Tea 8th May 2018



Every year (4th High Tea) we invite Year 4,5 and 6 girls to attend a high tea with a special guest who is a significant female in their life.
The theme of the high tea this year was 'Together we can...'

Our guest speaker, Mrs. Hayley Macneall, who grew up in our local community, shared her personal story of the trials and triumphs of being a single parent and how she has achieved a higher education beyond the expectations of her local environment. She finished with the theme 'Together we can..... Achieve Anything.'

Special guests included Diane Thoomes, Sherry Egan and Louise O'Donovan – all valued ex Challis staff who were delighted to return to this much anticipated yearly event.

There was lots of excitement building up to the event from students and parents, with many discussions on what to wear and who to bring.

With approximately 200 guests attending, the staff transformed the undercover area into an outstanding venue. Not only did the staff provide numerous door prizes and amazing culinary delights, they also donated their valuable time to run some wonderful bonding activities such as;

- * Photo booth
- * Hair glitter table
- * Outdoor games
- * Biscuit decorating
- * Nail polish table
- * Making of Dream Catchers
- * Decorating of stones



The smooth running of the kitchen, the organised activities, and the set up and clean up could not have been achieved without the assistance of Challis's amazing staff and community.

"Together we can..."

Don't Stop The Music Celebration Concert 'How Music came to Challis'



At Challis Community Primary School, we are driven by a relentless desire to create opportunities for every child in our community. Opportunities that inspire big thinking, opportunities that provide choice, opportunities that lead to a healthy life style and opportunities that create belief in a bigger, brighter future.

The opportunity to learn a musical instrument and experience singing in a Choir has been embraced excitedly by the children, their parents and the school staff. The Don't Stop the Music Documentary, "How Music came to Challis," is an amazing opportunity for the children to be immersed in a musical experience that may kick start some big dreams and open endless possibilities.

Filming continued well into 2018 in preparation for Episode One which aired on the ABC and ABC iView on Sunday 11th November. Challis music teachers, Simon Blanchard and Jocelyn Campbell, continued to be mentored by Micheàl McCarthy. One of Australia's leading music educators. Micheàl worked tirelessly with Simon and Jocelyn and our Challis Performance Choir, preparing them for the "Don't Stop the Music Celebration Concert." The results were evident during their amazing performances on the night of Wanjoo My Friend, I am the Earth and Siyhamba. accompanied by Micheàl's very own WAPPA Choir "Eneskis." Micheàl continues to mentor Simon and Jocelyn with weekly visits to the school and via skype sessions. Micheàl has played an integral part in guiding Challis staff through the introduction of morning music each morning and afternoon in place of the siren and community singing to each classroom.

Challis music teachers and classroom teachers were also visited and mentored by Dr Anita Collins on several occasions over the course of 2017 and 2018. Anita is an award winning educator and academic in the field of music education. In particular, the impact of music on cognitive development. Anita left a lasting impression on all Challis staff and children, leaving staff with many tips on how to introduce music into their daily classroom activities.

Challis children were fortunate enough to receive visits from music mentors Dr Anita Collins, Guy Sebastian, James Morrison and George Walley in preparation for the DSTM Celebration concert held at the Perth Concert Hall, on 25th May. The concert was an astounding success and the children overcame their fears, showed resilience and embraced the opportunity to perform with professional musicians in front of their families, teachers and special guests.

Weekly lessons in brass with Ms Michelle Wilde, violin with Mrs Rachel John, cello with Ms Stephanie Jefferies and guitar with Mr Ziggy Atwell continued throughout 2018. Whilst the Salvation Army continue to provide all brass lessons, the strings component was funded by Bekids for the remainder of 2018. The wonderful team of Joan Peters and Julia Hayes are working with us and, to secure sustainable funding for the strings program to continue and expand in 2019 and beyond.

As the documentary aired, we were inundated with messages of praise, instrument donations and cash donations from all over the country.

These are just a few of the many well wishes received;

Maya a 13-year-old girl from Tasmania wrote;

"I seriously can't believe how talented you all are! I've never seen kids with such determination as you guys and I'm sure you've inspired children all over Australia. I want to tell you that you are all super awesome and special in your own individual way, and never stop finding the joy of music."



Luceille Hanley emailed;

Dear Choristers and Musical Instrument Students who Performed at the Concert Hall, Congratulations. What an interesting television series, concluding with your performance.

On the last night I watched all your faces - each one beautiful in it's own special way - and listened to you play and sing while hardly breathing I was so excited by you all!

By the time you finished your playing at the Concert Hall I was still sniffing tears. I was emotionally moved by the performance, your interviews, during which you expressed yourselves so honestly, including your tears of anxiety which showed how sensitive and brave you were, and the excitement of your teachers.

Please will you congratulate your school teachers, the two famous teachers, your interviewer and photographic team for me. The whole series was a triumph of education for us all.

One more thing: I wonder if any of you realise how your effort has contributed to the world? Your families of course, your friends of course, but total strangers who don't know you personally, or the school? Here is one example -

I am eighty-three years old. After watching you all do what you did so earnestly and well, I went to my computer, looked up your school and then some research on the importance of Singing and playing an instrument for the health of our brains, no matter what our age. The next day I decided to join a choir and take up playing a keyboard. What a thrill.

I wonder how many other youngsters or oldies were triggered to do something, be something, support someone or something, because of watching you. And how many, because of what they did, then also were triggered to do something and so through the community. My experience tells me there will be many about whom you will never learn. But that's what each one of you did - gave to the world.

You terrific young students! Thank you, thank you, thank you.

I can't really say 'Love to you all' - the boys especially might object

- but when a heart is full of delight, that means love of what or who caused it, don't you think?

Betty Star from NSW wrote;

Dear Lee,

Congratulations on an amazing presentation to launch "Don't Stop the Music". It was wonderful to see those beautiful children and to hear the profoundly significant things you had to say. If only we could have more principals with vision. I look forward to seeing the next 2 programmes and hearing about the impact this must surely have.

Good Luck



Girl's Academy



Girls Academy is an innovative national program working towards better education outcomes for Aboriginal and Torres Strait Islander girls. It is focused on creating strong and educated young women. The aim is to increase school attendance, advance academic and personal achievement, improve graduation rates and facilitate post-school transitions.

18 students in Years 4/5/6 were enrolled in the Challis Girl's Academy in 2018.

In 2018, we developed a Girl's Academy Curriculum in line with the Program Overview.

Challis Community Primary School has a partnership with Curtin University Students. Curtin students who ran weekly sessions in Girl's Academy called "A Day in the Life of..." . Curtin students talked about their particular discipline; i.e. Social Work, Occupational Therapy, Education. This was followed by opportunities for the Girl's Academy students to participate in hands-on activities that demonstrated skills used in this area.

Another Girl's Academy curriculum area covered by Curtin students was, "I am Me, I am Beautiful." Girl's Academy students participated in Workshops focusing on developing Life Skills and Goal setting.

Other events we participated in during 2018 were:

Girl's Academy Induction Day at Cecil Andrews College. Induction Day was attended by 18 students and 2 staff members. Elder Viv Hansen welcomed the girls and spoke about making good choices and being strong Aboriginal yorgas. Girls participated in team sports, obstacle course, rock painting activities. In the afternoon, everyone made some body scrub using bush essences, coconut or macadamia oil, natural colourings and raw sugar. The students enjoyed forming friendships with the older students during the activities and at lunchtime. Students gained a deeper understanding of the Girls Academy Program.

International Woman's Day. Girls and their mothers or a significant woman enjoyed lunch together and participated in a ladies pamper session. Ladies had a hand massage, manicure and painted their nails talking and strengthening relationships.

10 girls participated in a Healthy Food Session with Nutritionist Collette Lappin from ARCHE Health. The girls made healthy pizzas and learnt some easy options they can chose to live a healthy lifestyle.

Girls participated in Cultural activities with Aboriginal staff members from the Champion Centre.

The last session was a Cultural Walk at Point Walter with Greg Nannup.



Girl's Academy

ShowCase: 11 enthusiastic students and 2 staff members set off to the beautiful Kings Park and started our showcase by attending the Indigenous Veteran's Commemorative Service. This was held at the W.A.State War Memorial. Dr.Sue Gordon shared stories with us about some brave young Noongar men from Sister Kates Home went to war and served our country. After the service we sat in the gazebo overlooking the Swan River and had Morning Tea. There was lots of questions and discussion about the Indigenous veterans and how life must have been for them.

We spent the rest of the morning walking the woman's trail of the Boodja Gnarning Walk and learnt about the traditional roles and responsibilities of Noongar women. The students were amazed at how hard the women had to work and provide for their families. At the end of the day there was a strong sense of being proud to be Aboriginal and proud to be a woman.



On Thursday each fortnight, Girl's Academy students had opportunity to "give back" to the community by spending time at "RISE" Community Services. Students from the Girls Academy at a local primary school have teamed up with Rise! The girls attend Rise Community Network and participate in the Moorditj Art and Craft Group. The students interacted with the Elders and learnt about their family connections as well as assisted with craft activities.

Challis Community Primary School Girl's Academy have been participating in Basketball Workshops with Coach Steph. Steph is an experienced basketballer and is a positive role model for the students who has been teaching the students new skills and giving them opportunity to practice them on the basketball court. The girls are also learning about Good sportsmanship, being a team player and treating each other with respect.

Weekly Drum Beat group is facilitated by Miss Shani.

Awards Ceremony

The End of Year Girls Academy Ceremony was a highlight and well attended by parents and family. Each girl received an award which was followed by a smoking ceremony which everyone participated in.



Kartajin Danjoo

Homework Class: Over 70 students attended weekly Homework Classes. The students practiced their reading and sight words, did team building and cultural activities and ate Afternoon Tea together.

KindiLink: Improved school readiness skills for 8 Aboriginal Pre-Kindergarten students due to participation in the KindiLink initiative, which included an Aboriginal and Islander Education Officer working within the Pre-Kindergarten program. Children were encouraged to attend two full days instead of two half days

2018 saw continuation of **Aboriginal Cultural Standards Framework** being implemented across the school.

Parent Afternoon Tea to celebrate NAPLAN results was well attended. Parents were very encouraged to hear that some Aboriginal students had scored above the National Mean in Reading and Spelling.

Smith Family have engaged with the school this year. Families who met the selection criteria were referred for the Smith Family Scholarship program.

A whole school Incursion to introduce **NAIDOC week** was held in June with Marissa Verma from Bindi Bindi Dreaming. The presentation focussed on sharing cultural knowledge about Noongar people, history and connection to country. We learnt about the Noongar Six Seasons and deepened our knowledge about each of the seasons by learning names, and traditions and movement of people in each season.



The Sebastian Foundation



THE
SEBASTIAN
FOUNDATION

In 2018, Challis Community Primary School were once again privileged to be supported by the Sebastian Foundation. The Sebastian Foundation donated gift vouchers which allowed us to offer some of our most deserving families within the Challis School Community a Christmas Hamper, consisting of food items and toys to help out at Christmas time.

The nominated Challis Families who were lucky enough to receive a hamper were overwhelmed with joy and extremely grateful with the generosity of the Sebastian Foundation and the hard working staff at Challis Community Primary School, who worked tirelessly putting the hampers together.

A special thank you to the Managers and Staff of Armadale Woolworths and Big W Stores who assisted Challis staff with purchasing, delivery and special offers that contributed to each hamper overflowing with food and gifts.

A wonderful way to end the 2018 school year.

A huge THANK YOU to The Sebastian Foundation for their support.



The Shed



In 2018 Challis Community Primary held a series of events targeted at Year 2, three and four male 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 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 2018 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 2019 as our school works hard to continue to foster positive male role models in our student's lives.

Wildcats Aspire Program

In 2018 our partnership with the Perth Wildcats continued. Year 4 students from Mrs Page and Mrs Jones's classes were chosen to take part in the **'Wildcats Aspire Program'**. This program encourages students to engage in activities that promote a healthy lifestyle and rewards students for maintaining regular attendance, high standards of behaviour and for reaching personal reading goals of reading to an adult five days per week and improving their fluency rates.

For the first five weeks of Term three, for one hour each Thursday and Friday, Greg Hire and Tom Jervis from the Wildcats visited M4 and M6. They joined in with the classroom activities, supporting students and talking to them about their interests, goals and ambitions.

Highlights of this program have been:

Regular Visits and Rewards: Players coming into the classroom, children receiving rewards and autographs.

Challis Leopards V Perth Wildcats: On 24th August two teams of five students formed the **Challis Leopards** and played against the **Perth Wildcats** in an event to simulate a real game atmosphere, with Years 4-6 students forming the audience.

Home Game: On 9th November, 2018 all children who achieved their personal goals attended a home game at Perth Arena to watch the Perth Wildcats V Brisbane Bullets game.

The outcomes of this program can be seen in the attitude and efforts of the children involved. For example:

Constantly asking for their reading to be assessed to see if they have moved up a level and reached their goal.
Concern about taking a day off because it may impact on their opportunity to get a reward or attend the home game.

Significant increase in the amount of children playing basketball at lunch and recess.

Greater interest and awareness of the Perth Wildcats.

Reduction in minor behaviours on specialist day as the children who tend to get timeout or buddy class are more focused.



Principal Partner
alcoholthinkagain



IPES Highlights June to November 2018:

Parent and Employer Engagement.

Although the program needs to more rapidly engage with in-cohort parents and employers over the next reporting period, during this period: 6 employers signed letters of intent, with an intake of over 30 parents, 6 parents commenced employment pathways, and 2-3 parents were placed into paid employment.

School Relationships.

IPES established new relationships with additional primary schools in the Armadale area (Neerigen Brook, Grovelands, Gwynne Park, and Westfield Park), and we strengthened existing relationship with Challis and Willandra Primary Schools (including their support staff).

IN-SCHOOL PARENT EMPLOYMENT SERVICE

This project is funded by the Australian Federal Government, Department of Social Services



Stakeholder Engagement. Established good connections and some cross-referral pathways with stakeholders (Communicare ParentsNext, Jobactive, Headspace, Armadale Early Years Network, etc). Also connected with other Minderoo initiatives to support the program during engagement events (Western Force and Harvey Beef).

Media. Capturing video footage and photos of program activities, including: participant interviews, sports carnival days, and photos of presentations at community events/forums.

Reporting. All reports (activity work plan and financial acquittals) were submitted by the due date and to the satisfaction of the Department (including keeping DEX current). There has also been good engagement with the IPES evaluation team (TKI) around refining SCORE and improving case management processes.

IPES Highlights June to November 2018:

IPES Good News Story:

The Minderoo Foundation was successful in its Try, Test and Learn Fund Grant application to deliver an In-school Parent Employment Service (IPES) – a two year Pilot Program.

The In-School Parent Employment Service (IPES) is designed to assist young parent's connected to Challis Community Primary School's in creating meaningful pathways to employment.

With the service located on site at the school for ease of access for parents IPES is able to provide a person centred, strength-based approach to supporting parents with their employment and training goals. IPES has supported a number of Challis parents who are now in paid employment. The service looks beyond simply placing a person in a job but looks holistically at a person's life to identify any areas that could impact them from engaging in employment. A recent example of this was a supported interview arranged for a parent on site at Challis, this allowed them to be interviewed in a safe, familiar, and supported environment. Once the parent was successful in gaining the position IPES was able to work alongside the parent to identify any possible barriers that may make it difficult to have a job. Financial hardship, food insecurity, and an expired car registration were raised as the main obstacles for this parent to get a job. IPES was able to provide the parent with supermarket and fuel vouchers, links to support services providing free food, as well as assisting the parent in accessing additional funding through a ParentsNext provider which covered the cost of their car registration enabling the parent to attend their first day of their new job.

IPES is committed to making a positive difference to the livelihood of families connected with Challis Community, other participating schools within the local area of Armadale and community through excellent service delivery.

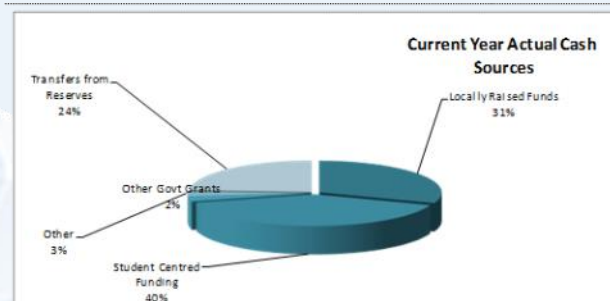


Managing our Resources and Finances

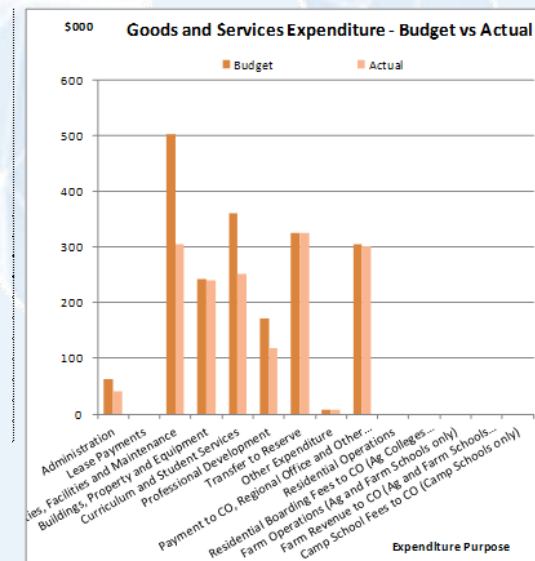
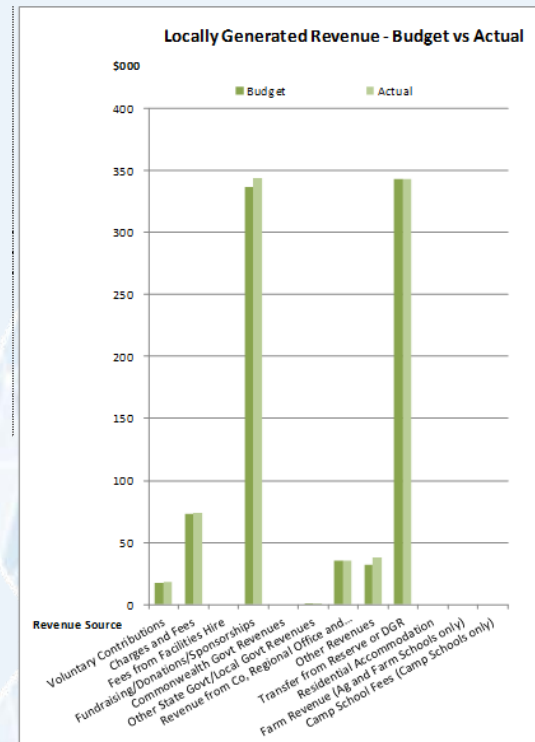
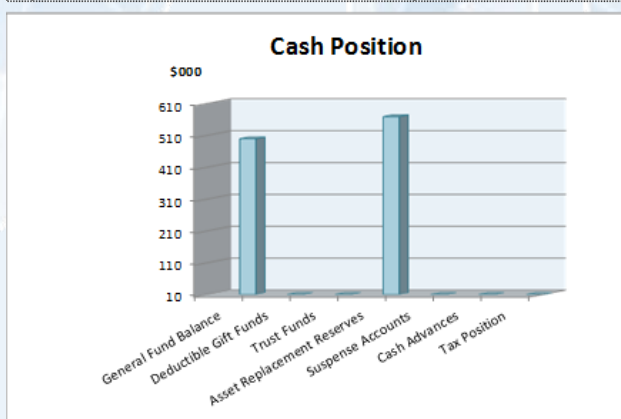
At Challis Community Primary School we judiciously manage and target the resources at our disposal to generate the optimal outcomes for our students and school community. The following graphs and tables demonstrate our sound financial position.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,406.00	\$ 17,875.80
2	Charges and Fees	\$ 73,010.00	\$ 74,176.31
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 336,551.00	\$ 344,314.18
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from CO, Regional Office and Other Schools	\$ 35,182.00	\$ 35,181.92
8	Other Revenues	\$ 32,124.00	\$ 37,696.23
9	Transfer from Reserve or DGR	\$ 342,953.00	\$ 342,953.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 838,226.00	\$ 853,197.44
	Opening Balance	\$ 658,958.00	\$ 658,958.12
	Student Centred Funding	\$ 574,781.00	\$ 574,780.59
	Total Cash Funds Available	\$ 2,071,965.00	\$ 2,086,936.15
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,071,965.00	\$ 2,086,936.15

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 62,575.54	\$ 40,308.57
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 501,248.86	\$ 305,069.91
4	Buildings, Property and Equipment	\$ 242,413.88	\$ 239,158.71
5	Curriculum and Student Services	\$ 360,806.85	\$ 250,661.11
6	Professional Development	\$ 171,830.00	\$ 118,877.86
7	Transfer to Reserve	\$ 325,000.00	\$ 325,000.00
8	Other Expenditure	\$ 7,933.00	\$ 7,716.63
9	Payment to CO, Regional Office and Other Schools	\$ 303,813.00	\$ 301,135.76
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,975,621.13	\$ 1,587,928.55
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,975,621.13	\$ 1,587,928.55
	Cash Budget Variance	\$ 96,343.87	



Cash Position as at:	
Bank Balance	\$ 1,070,551.96
Made up of:	\$ -
1 General Fund Balance	\$ 499,007.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 568,373.14
5 Suspense Accounts	\$ 6,845.22
6 Cash Advances	\$ -
7 Tax Position	-\$ 3,674.00
Total Bank Balance	\$ 1,070,551.96



Class of 2018



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