



Challis Community Primary School

40 Broomey Street Tel: 9399 3255

ANNUAL REPORT 2019



Challis Community Primary School

An Independent Public School

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Challis Culture

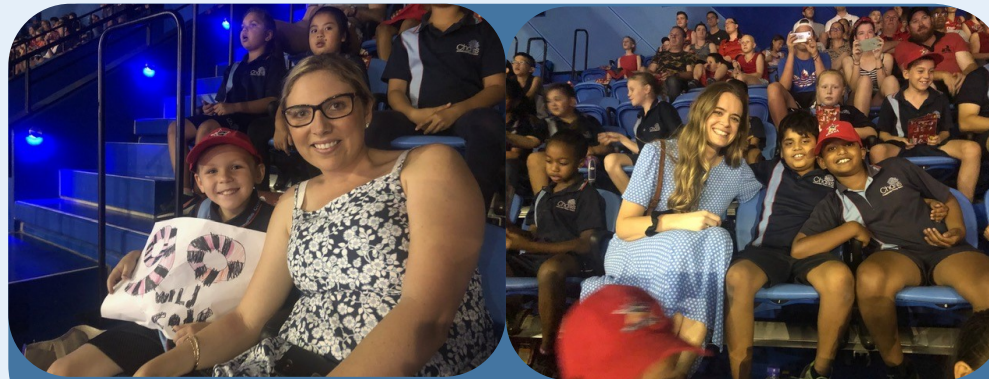
Passionate
Inclusive Valued
Compassionate
Positive
Amusing valued
Helpful
Growth
Caring Confident
High Relationships
Enthusiastic
Exclusive
Expectations
always
Collaborative
Hardworking

expectations
Supportive
Knowledgeable
Nurturing
Friendly
Support
Funny
Innovative
Informed giving
mindset
orientated
Encouraging
Hope Organised
Understanding

An Amazing Year



Visitors from Singapore



Wildcats Aspire Programme



Dymocks Book Drive



Challis CPELC



BOOST
Workshop



School Musical



Successful ISPES
Programme



Year Six Graduates 2019



Continued support for our
Music Programme

Principal’s Message

Board Chair Message

At the time of writing this contribution to the Challis Community Primary School, School Report 2020, the world is in the grip of a global coronavirus pandemic. This global event could very easily overshadow the good work that has been done in the last twelve months at Challis. I will mention this pandemic event here only to congratulate every single member of staff at Challis for their dedication to the wellbeing of our children and their families. The efforts the staff have gone to, and the strategies the school has put in place, is sure to have gone a long way to ensuring the safety and health of the entire community. A big thank you therefore goes out to all the staff at Challis Community Primary School for what they have done.

Since our last School Report, Challis CPS has continued to improve across the diverse range of services it offers to the students, their parents and the community. It must be remembered that Challis CPS provides more than curriculum education for its students. Thanks to the dedication and vision of the Challis Leadership Team, the school has successfully established a student-centred behaviour management approach that has demonstrated winning outcomes in behaviour management for students. As a result, all students at Challis have benefited. This has required a lot of hard work and upskilling on behalf of staff and to their credit, they can honestly say that they have positively influenced the future possibilities and life outcomes for their students.

NAPLAN results continue to impress the Board. The results demonstrate what's possible when an evidence-based model for teaching along with dedicated staff and leadership structures all come together for the benefit of young people.

The positive results and outcomes in all of the service offerings of Challis CPS are too many to list. Challis CPS remains a beacon of light for other schools to follow due to the efforts of all involved with it. It would be neglectful of me in light of all of Challis' successes not to thank and congratulate the staff, volunteers, and parents who all contribute to these successes. To all of you, thank you for making dreams come true, giving hope where sometimes there isn't any and changing lives and futures for so many. You are essential to the continued success of the young people of Challis CPS.

Thank you especially to our Principal, Lee Musumeci and her leadership team for all the extra work you undertake to ensure that the boat keeps sailing in rough seas. Your commitment is unquestionable and is recognised by the Board.

On behalf of the Challis CPS Board, it is, has been and continues to be our honour to be involved with this standout centre for learning in the lives of young people.

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/Community Member
Mark McClements	Staff
Hayes Webb	Staff
Hayley MacNeill	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

Attendance Semester One 2019

Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	89.2%	92	29	13	5	59%	41%
Y01	88.9%	80	35	16	3	52%	48%
Y02	91.1%	86	28	11	1	49%	51%
Y03	90.6%	85	20	14	2	45%	55%
Y04	91.4%	68	20	6	3	43%	57%
Y05	89.6%	69	24	15	5	33%	67%
Y06	90.4%	84	32	10	3	38%	62%

Report

Attendance has dropped well below our target of 75% in regular attendance and we have not achieved our Attendance Rate Target of 95% across all year levels.

This was due to the large numbers of students we had away with the flu during term 2. We usually average 65 students away per day.

During term 2 we had up to 200 students away each day at the height of the flu season. This is our lowest attendance since 2012.

471 students achieved the Attendance target of 95% in Semester 1

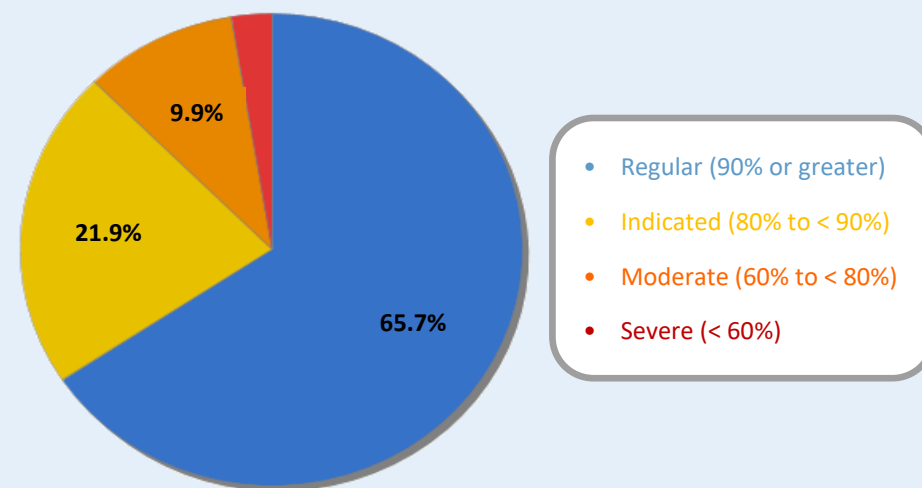
15 out of 18 students in the severe category have improved their attendance.

Aboriginal Average Attendance 85%

Whole School Average Attendance 90.27%

LBOTE Average Attendance 91.26%

Attendance Profile 2019 Semester 1



Strategies Semester 2

- ® All students with an attendance rate below 90% will be contacted by a Deputy.
- ® Attendance case conferences will be established with students whose attendance is below 80%.
- ® Regular home visits by our Family Support Officer.
- ® Individual and Class Attendance rewards will be established.
- ® Attendance certificates to be handed out for students over 95%.
- ® Letters sent home every 5 weeks reminding parents about attendance.
- ® Girls Academy
- ® Breakfast Club
- ® Afterschool clubs
- ® Regular phone calls and emails by class teacher.

NAPLAN Literacy/Numeracy

Highlights:

When comparing student progress and achievement with 'Like Schools' in 2019, Challis students had 'Higher Achievement' across all domains, with 'Higher Progress' also achieved in four of the five learning areas. For the second year running, in Writing, Year5 students achieved above expected progress and outperformed the WA state mean. 100% of Challis Aboriginal girls achieved AT or ABOVE National Minimum Standard in Reading. When analysing progress between Year 3 & 5 NAPLAN for Challis Aboriginal girls, progress scores were above the Australian mean in all learning areas.



Writing

In Year 3, 93% of AT or ABOVE National Minimum Standard. ✓

In Year 5, 92% of AT or ABOVE National Minimum Standard, with the Challis mean above the WA state mean. ✓

Numeracy:

In Year 3, 81% of AT or ABOVE National Minimum Standard.

In Year 5, 98% of AT or ABOVE National Minimum Standard. ✓

Reading:

In Year 3, 97% of AT or ABOVE National Minimum Standard. ✓

In Year 5, 89% of AT or ABOVE National Minimum Standard.

Spelling:

In Year 3, 84% of AT or ABOVE National Minimum Standard.

In Year 5, 88% of AT or ABOVE National Minimum Standard.

Grammar & Punctuation:

In Year 3, 87% of AT or ABOVE National Minimum Standard.

In Year 5, 87% of AT or ABOVE National Minimum Standard.

Challis Parenting and Early Learning Centre

2019 was a momentous year for the Challis Parenting and Learning Centre with our relocation from our previous home in the small blue building to the building that formerly housed the Challis Child and Parent Centre. Considerable planning took place resulting in the seamless relocation of the CPELC, with thanks to our dedicated and hard-working team. A welcoming space, filled with family-friendly décor, was created to reduce the clinic look and feel of the new space. Every family also receives a friendly and timely welcome with a School officer being repositioned to the CPELC to meet this need.



Early in the year we experienced a period of transition due to staff changes. This saw a replacement coordinator and a new part-time social worker join the team. Challis CPS's most experienced Early Childhood teacher was also appointed as the Pre-K teacher. Additionally, an evidence-based distributed leadership structure was introduced to align support systems, structures and practices.

Despite these changes, there was a seamless continuance of CPELC programmes and services.

Most notably in the following occurred;

- The Developmental Groups (Move and Groove, Stay and Play and Storytime) sustained consistent engagement rates with many families attending multiple sessions each week.

- Pre-K classes were at capacity and an extensive waitlist was building from the beginning of the year. Additional funding was secured and Pre-K 5 commenced early Term 3. Aboriginal children have continued to be offered 2 full days of Pre-Kindergarten despite KindiLink funding ceasing.

- A comprehensive and collaborative review of the Pre-K curriculum has been finalised.

- A joint consent form between Challis CPS, Child and Adolescent Health Service – Community Health's Child Development Service and Curtin University has been developed and received cross-sector approval for the students in the Pre-Kindergarten programme. The joint consent will improve communication within Pre-K team and streamline referral procedures.

- Considerable meetings were conducted to review and revisit the Health Department Partnerships.

- An aided language stimulation tool has been integrated into *Storytime* and *Pre-K* to support the development of an enriched language environment.

- A Family Forum was held to establish a further insight into the school community needs and wants. Based on feedback, an action plan was devised.

- Elevate sessions (Triple P and Boost) were very well attended. The provision of a crèche enabled more parents to participate. Sessions met the needs identified by parents at the Semester 1 Parent Forum and developed attendees' understanding of child development and behaviour strategies.

- Curtin University Medical Students commenced placement for the first time.

- The onsite Minderoo In-school Parent Employment Services (IPES) has had rapid success with an additional Case Worker being employed. 22 Challis parents are engaging with the programme and 7 are in gainful employment.

- A CPELC-based Volunteer Programme was launched.

- The Womb to the Workplace initiative has progressed to the next phase of development. Substantial consultation work was carried out in this reporting period.



Challis Parenting and Early Learning Centre - Parent Forum 2019

Families and partners were invited to participate in the discussion on the CPELC programmes and services. There were 16 parents, 1 partner representative and 5 school staff members present. 3 parents also called to advise that they were sick and unable to attend.

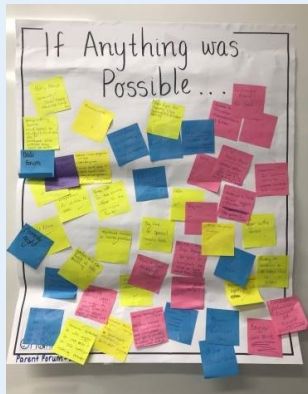
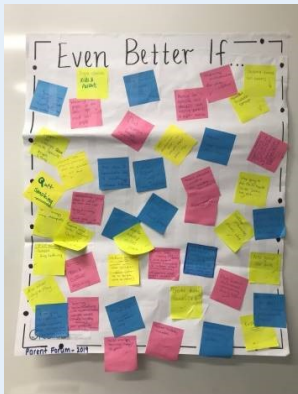
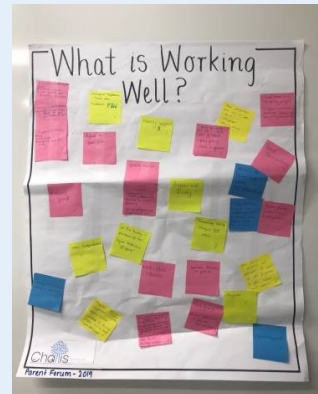
The forum was centred upon 3 focus questions;

What are we doing well?

Even better if ...

If anything was possible ...

There was plenty rich conversation and a real buzz in the room. Families freely shared their ideas, adding on to others and learned more about the needs of the community. An Ease Impact Graph was used to create action plan using the “Even better if ...” responses.



HIGH IMPORTANCE		E A S Y T O I N T R O D U C E	H A R D T O I N T R O D U C E
Able to do Immediately Welcome Morning Tea (people new to the area) Advertise programmes and services Staff to build positive relationships Regular Surveys Parent Workshops	Consultation, Research or Additional Large Amounts of Funding Required Curtin students – Quality and experience Introduce Support Groups (Dad, Mums and Dads, Siblings with Special Needs, Special Needs and Grandparents, Young Adult (puberty, social skills) Immunisation clinic – extended hours Additional Staffing – Speech Therapists, Counselling (postnatal depression, role model figure program for Single Parent families) Crèche		
Staff or Community Volunteers, Research and/or Small Amounts of Funding required Art class for kids After School Stay and Play Yoga classes (child and parent) Second Hand Uniform Tutoring Money Knowledge for Kids Class Little Book Library/Toy Library Baby Massage Clinics	Considerable Staff or Community Volunteers, Research and/or Large Amounts of Funding required Before and after school care Support High School Students Additional Staffing – Family Support Workers Sports Clubs Offer developmental groups on alternative days		
LOW IMPORTANCE			

Curtin Interprofessional Practice Programme

This year the Curtin Interprofessional Practice Program worked with families living within the Challis catchment area offering free, high-quality, accessible, on-site Allied health services.

Curtin University third and fourth year students from speech pathology, occupational therapy, physiotherapy, counselling psychology, professional psychology, social work and medical students worked in Interprofessional teams delivering child and family centred interventions. They used an interprofessional practice model demonstrated both in joint working with individual clients and in group therapy utilising joint planning to ensure a holistic and client centred focus.

Children receiving 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. The programmes were delivered in close collaboration with parents, the child health nurse, family support workers, school social work, school psychologist and teachers ensuring individualised and routine based services. We worked collaboratively with all other external service agencies involved with our Challis families. Our targeted focus was to provide a holistic and comprehensive program delivered by the whole team around the child.

An open referral system is offered here at the clinic, with oversight from the student services school team. This ensures that families, teachers and even students themselves are able to refer themselves or their child to the clinic to receive services. Regular student services triage meetings mean that school and the Curtin clinic team work together closely discussing potential referrals to the clinic whilst also monitoring progress and discharges from the clinic. University Students regularly attend and update the student services team on their work affording them an excellent collegial and collaborative professional experience. While in-class sessions and delivery of sessions into the child's own environment, class-room, play-group or playground ensured a routines-based and inclusive engagement by all of the team around the child. Opportunities were also maximised to provide modelling and integrating interventions into everyday child and family routine based sessions. This supported minimising loss of teaching time and ensured carryover of newly acquired skills learnt into the child's own familiar settings. Examples of the different areas the students work into are the physio led program, "Grasshoppers" which is structured with a clear emphasis on physical skills while also addressing executive function skills e.g following complex instructions and inhibitory control.

The Curtin Students were all involved in the programmes delivered across school including working into STRIVE (special Educational needs) classes, the pre-Kindy classes and the Pre-primary classes in particular where they completed joint planning and delivery across whole class activities.

Over this year, the students have benefitted from Professional development delivered by external providers e.g. Therapy Focus & Dept. of health, Occupational Therapists & Speech Pathologists who also work with pupils in school.

Reportable incidents and the introduction of a joint school/clinic flowchart for reporting any incidents of concern was developed last year with input both from the university students, the school Psychologist and senior teaching staff. This robust team approach continues to work well with a consistent approach using ethical templates for reporting across the clinic and school team.

Respectful interdisciplinary discussion is supported within the clinic by the adoption of a safe and structured peer supervision tool which emphasised the use of authentic reflecting with no "advice-giving." An introductory training in the "Power of Peer supervision" at each student induction means that peer learning and support is scaffolded in as safe an environment as possible, challenging the students to support each other and learn from each other. This has resulted in increased ownership of topics under discussion at team times and increased engagement from all members of the team. The popularity of this approach has been further evidenced in consistently good feedback from the students in clinic feedback questionnaires.

The impact of the clinic is more clearly measured when stakeholders offer insight through their experience of the services delivered. E.g. a Pre-Kindy teacher recently emailed to say, "So, basically I just want to say thank you to you and the Curtin students for teaching me how to utilise this in the classroom. I admit at first, with it being this huge piece of paper around my neck I was unsure at first, however, now I cannot imagine teaching without it - ESPECIALLY in Early Childhood. My whole class know the key signs/symbols that we have received each week as our 'word of the week' which is fantastic." Parents have also reported that they value and are delighted with their child being seen in their own classroom environment.

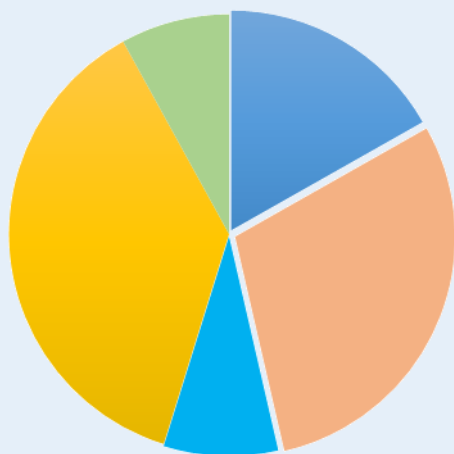


This year parents were invited to take part in an informal survey and the parents generally were very appreciative of the service with selected comments such as, “Great interaction with the kids and great selection of the tasks. I felt they were learning good skills”, “Great fun!”, “I liked the way you interacted with kids and parents, the positivity created in the playroom/ story time and the parenting tips”, “Me and my little one will really miss you all” , “good care I am happy with the services.”

As we approach the end of the year it is clear the clinic continues to be very popular across the school community as the referrals and projects that the students are involved continues to grow in number.

There are many exciting plans ahead for 2020, including the possibility of a large increase in the number of Curtin students coming to Challis on placement. The continued supportive and productive links now well established with school who in July this year took over the management of the Child and Parenting Early Learning Centre where the Curtin clinic is situated, ensures an even closer working relationship with school which will continue to result in even better outcomes for our families.

New referrals for each service in 2019



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

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

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

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

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

In total, 172 new referrals were received in 2019. All children received at least one term of service (8-10 weeks) with some children receiving multiple terms of service from the interdisciplinary student team.

Total weeks students at school	42 weeks (4 x 10 week terms and 2 week school holiday program)
Average number of Curtin students per week	8 Curtin students
Total Curtin student placements	49 placements
Disciplines attending:	Occupational therapy, speech pathology, physiotherapy, counselling psychology, professional psychology, social work and Medical students

Education Assistants

Education Assistants at Challis CPS continue to work alongside teachers as allied professionals and are an integral part of the teaching and learning process in classrooms. They are required to know and understand year level targets, expected literacy and numeracy outcomes and any individual goals 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

Education Assistants are also involved in several focus groups (PBS, IT, Loose Parts Play) across the school.



STRIVE (Structured Teaching Reinforced In a Visual Environment)

Continued in 2019 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 5.



Performance Management

Throughout 2019, Education Assistants continued to work towards achieving their ISMART goals as part of their annual performance management process. In Term 4, each Education Assistant gave a 10-minute presentation outlining the new skills they had developed and shared the information with the Principal and their fellow EA team.

Some of the presentations included work done on:

- Selective Mutism
- Use of Key Word Signs and vocabulary Core boards to improve communication between students and staff.
- Improved communication between EALD families and school staff.
- Anxiety and resilience
- Social Thinking
- Improving attendance within the classroom.

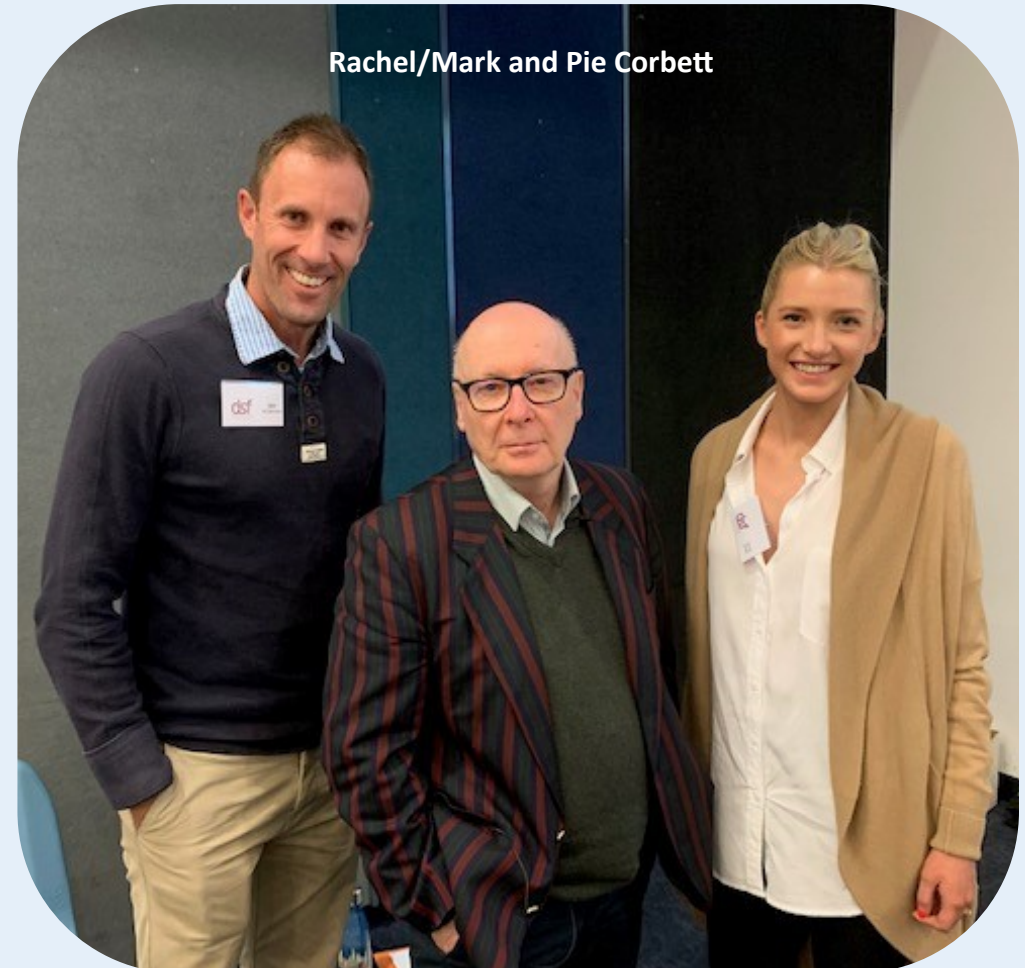
Talk for Writing Highlights

- For the second consecutive year, in Yr5 Writing NAPLAN, the Challis mean was above the WA state mean.
- Above expected progress in Yr5 Writing, with 92% of AT or ABOVE National Minimum Standard.
- 15% of Yr5 students placed in the top 20% of students nationally, compared to 9% for 'like' schools.
- Good progress in Yr3 Writing, with 93% of AT or ABOVE National Minimum Standard.
- 18% of Yr3 students placed in the top 20% of students nationally, compared to 4% for 'like' schools.
- Three successful Talk for Writing Open Days held to support the implementation of Talk for Writing in surrounding primary schools. Open Days consist of lessons observations, 'book looks' and a reflective conversation around the effective implementation of Talk for Writing. Visiting teachers are always invited to leave feedback:

'Thank you for yesterday, I really enjoyed seeing you and your staff in action. I loved the 'realness' of the open day and I came away with more confidence and ideas for the classroom and also in our whole school journey. I think all of your staff should be commended and the students too. It is clear that there is mutual respect between staff and students which can be very challenging, especially in your transient setting.'

'Thank you so much for yesterday. Observing your staff was incredible. My brain went home full of ideas to take away and put into my classroom and school. I've already put some aspects into practice today.'

'The feedback of the morning for you and the teachers is all positive. It was a comprehensive and realistic approach to the program; T4W has always daunted our staff and the belief and collaboration that your school has displayed has inspired me to 'sell it' to our teachers. To be patient with them and our students and to have a shared approach to the planning, implementation and resources to ensure maximum effectiveness and efficiency is invaluable advice. Please thank your wonderful staff!'



Rachel/Mark and Pie Corbett

BOOST Workshop

In weeks 3 and 4, Challis hosted a BOOST parent workshop in the staffroom. Once again we received a very high parent interest (42) in attending a workshop held here at Challis. After a few phone calls (thank you Claire) we got the number down to the required 30 participants. These very committed parents, completed 6 hours of PL on information about how children best learn to read and write. *Boost* focused on empowering parents to support their child's literacy development when they are just beginning school in order to reduce academic difficulties throughout their schooling and beyond.

A big thank you to Fiona Brown, Christie Bryne, Kaliea Trapp and Sharon Wilson who ran the crèche with up to 18 children from ages 1-4 so parents could attend. Lauren from DSF, who ran the workshop, said that our parents were attentive, engaged, focused and committed to their child's learning and how best they can support.

This year the parents have proven to us that we can never underestimate the power of parent knowledge, passion and commitment when it comes to their children.



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 3 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 in 2019, for one hour as an extension STEM program to curious learners from Year 5 and Year 6. It provided 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 making mixtures, making objects life off the ground, rocket balloons, testing how sound travels and a bubbles challenge



Health 2019

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 lifestyle, relationships, cyberbullying, puberty, resilience, protective behaviours and First Aid.

2019 is the first year where two specialist Health teachers were working in specific age groups throughout the whole year. Where previously, only one health teacher was working a specific age group for one semester.

Students have developed skills and enhanced their knowledge of healthy lifestyles and strategies on how to keep themselves safe.

Highlights for 2019

Ladies High Tea attended by students and their mothers or closest female care givers from Year 4 to Year 6 totaling 210 guests.



Year 6's (126 students) attended a free incursion which was run by the Armadale Police Youth and Crime Intervention Office.



Year 1's (130 students) attended a free incursion over two days presented by St John Ambulance on how to handle emergency situations by calling triple zero.

Every Year 1 students 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 2's (123 students) attended a free puppet show incursion presented by 'Beat the Bugs' puppet show which delivers the vaccination message as part of normal healthcare.



A small group of Year 6 students attended a cooking class over 6 weeks presented by the health teacher promoting healthy meals.

Year 5 and 6 students attended a puberty lesson presented by Ms Jane Skoll the school nurse.

Year 3, 4, 5 & 6's (446 students) attended a free incursion over 3 days presented by St John learning how to give first aid and how to manage an emergency.

Year 1, 2 and 3's (180 students) attended a free Constable Care puppet show incursion 'First Aid Heroes'. Which introduced to students the DRSABC and First Aid.



Year 5 & 6 students created a 'smoking is history' poster and 20 were chosen to be displayed at the Kelmscott Agricultural Show.

SPORT



At the beginning of 2019 John Brighthouse joined the Physical Education team and taught primarily in the early grades, including Pre-Primary.

He continued to develop the children's fundamental movement skills through drills and modified games with a clear progression through the grades. The senior students worked on applying their previously learnt fundamental movement skills in a variety of sports across the year which included Hockey, European Handball, AFL, Volleyball and training for the Athletics Carnival.

Challis participated in several interschool events which included; the Summer carnival where senior students could play either Flag Belt, Modcrosse or Ultimate Frisbee; the Winter Carnival which included Hockey (hosted here at Challis), Netball, Soccer and AFL; the Cross Country and Interschool Athletics. A highlight and much anticipated event was the Girls Multisport Carnival where girls from years 4, 5 and 6 competed against a range of schools in matches of AFL, Netball and Cricket.

As an extension of Physical Education lessons, lunch time competitions of Faction Football (AFL), Faction Netball and a 3 vs 3 basketball competition were held throughout the year. Thanks to a grant from Sporting Schools, an after school netball and soccer club was run with external coaches while the Physical Education team ran afterschool clubs for Cricket, Athletics and another Soccer club. A school wide fundraiser, Lapathon for Telethon was held throughout Term 2 and culminated in a group of Challis students presenting a check at Telethon. The first ever Great Challis Relay was held in Term 3 with teams of students, siblings, parents and teachers competing to run laps of a 3km course around the school. As a now annual tradition, Challis was once again a part of the Wildcats Aspire program which involved students from year working with players on achieving goals they set themselves.

Challis School Musical 2019

The Challis School musical in 2019 was a very special event. The Musical, titled “The Tough Get Going”, was written by our very own Hayes Webb, and music was added by Jocelyn Campbell.

Children from Years 4-6 were encouraged to showcase their acting expertise and auditioned for the main characters in the play. Once our dedicated musical team had decided on our talented cast, we got to rehearsing every Tuesday afternoon – learning lines and creating scenes.

The Junior and Senior Choirs also got busy learning the songs in the musical, and memorised them for the performance.

The four performances ran over two days – two day-time performances and two night-time performances. The students were very excited, nervous, but well-prepared. There were many challenges that the students faced, but we were so proud to see them try new things and witness their successes.

It wasn't only the students on show- the Parent Choir and volunteer staff members also got up on stage and wowed audiences with their singing talent. This was an amazing demonstration of community and support- exactly what Challis Community Primary School is all about.



Girls Academy

Girls Academy is an in-school mentoring and leadership program for young Aboriginal and Torres Strait Islander girls. Developing strong and educated young women who can bring about change in their communities is the goal of Girls Academy. This happens through equipping the girls with tools to increase school attendance, achieve academic results and personal achievements as well as developing a plan to graduate Year 12. We work closely with Cecil Andrew's Girls Academy to organise transition to High School sessions for our Year 6 students.

20 students in Years 4/5/6 were enrolled in the Challis Girls Academy in 2019. Weekly "check-ins" with the students were successful in keeping attendance high and ensuring girls were reaching their academic potential. Throughout the year, we continued to fine tune the Challis Girls Academy Curriculum in line with the required Program Overview. The Curtin students who partner with Challis Community Primary School have continued to contribute to facilitate relevant workshops for Girls Academy. The Girls Academy curriculum areas covered by Curtin students was, "I am Me, I am Beautiful." And "Healthy Bodies. Healthy Minds". Students participated in Workshops focusing on developing Life Skills, goal setting and building resilience. In Term 1 and 2, the girls learned Noongar Language and Culture from Miss Rita. Drum Beat with Miss Shani was another popular workshop throughout the year.

Events we participated in during 2019 were:

Girls Academy Induction Day at Cecil Andrews College which 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, and a whole group mural. Friendships were developed with the older students during the activities and at lunchtime. Students gained a deeper understanding of the Girls Academy Program and the values of Girls Academy.



International Woman's Day. On Friday the 15th of March Challis Girls Academy celebrated International Women's Day. We invited parents and the girls to be a part of this wonderful celebration. Together we watched a PowerPoint of the highlights from 2018 Girls Academy at Challis. We participated in some whole group ice breakers and listened to our guest speaker Rita Lusted talk about valuing our Elders and some of the people that have influenced her life. Adults and students decorated a piece of bunting with Aboriginal symbols which we joined together and hung in the Girl's Academy. We shared a delicious Afternoon Tea. 3 generations of women come together at this event, enjoyed being with each other and celebrated the power of being a strong yorga (woman).

A Partnership with the local Champion Centre has allowed the girls to participate in Weekly Cultural activities with Aboriginal staff members. Healthy cooking, Dance and Cultural workshops were enjoyed by the students. A highlight was seeing the students confidently perform traditional dances at the school 2019 NAIDOC Assembly. Students from the Girl's Academy confidently led the Assembly and spoke proudly about the 2019 NAIDOC theme: Voice Treaty Truth. Many parents and community members attended.



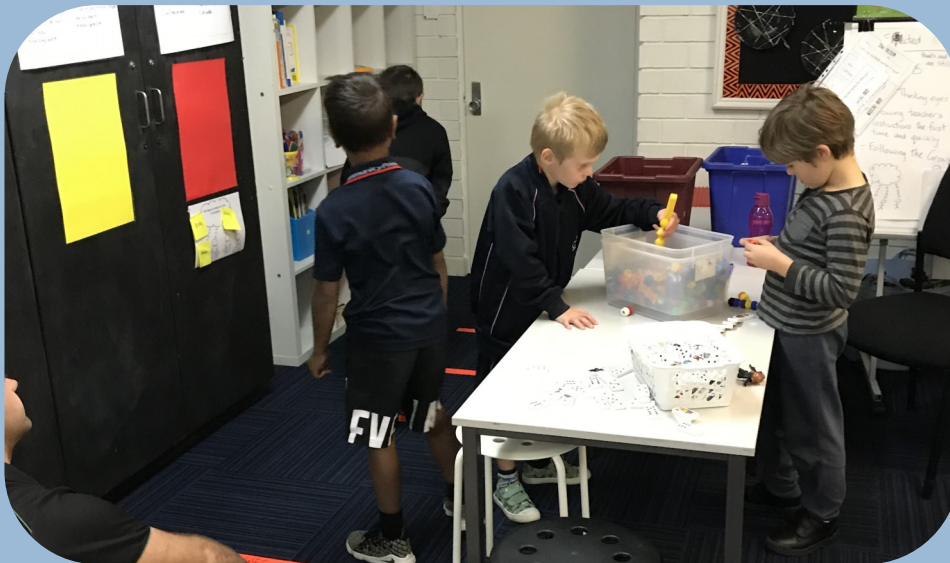
2019 Annual Showcase: In July, we headed to Geraldton with students from Cecil Andrew's Community College for a 3 night Showcase camp. We spent time at Geraldton Senior High School meeting and doing activities with students and staff from their Academy. We visited the Yamaji Art Centre and Language Centre as well as the Greenough Wildlife Park. The girls returned understanding more about the diversity of Aboriginal culture and languages as well as forging stronger friendships with each other and the Cecil Andrews girls.

2019 Awards Ceremony. The End of Year Girls Academy Awards Ceremony was a highlight and proud parents and family members attended. We celebrated the successes of each girl and farewelled the Year 6 students.



Behaviour Management

Even after the initial success of our two Behaviour and Engagement Coaches in 2018, upon review of the data, the need to better support our students emotional and social growth was clear. As a result, Mr Nolan and Mrs Robinson were both released to fulfill the role full time in 2019. Alongside this, a Special Needs Assistant was allocated to support them in their role to minimise behaviour escalation, encourage behaviour change and foster self-regulation. These staff, alongside Mr Webb, formed the Behaviour and Engagement Team. In 2019 the previously established “Rise Up Zone” evolved into a Challis community hub, a safe place for students to emotionally regulate and positively connect daily with staff they trusted. The Behaviour and Engagement team based themselves in The Rise Up Zone (RUZ) and supported a multitude of students who sought out the RUZ as a safe place they could go, to receive the support they required, on a daily basis. Parents regularly visited the RUZ to check in with the Behaviour and Engagement Team and discuss their child’s social and emotional needs and progress.



The team’s priority in 2019 was to build our teachers capacity using low key classroom management skills (CMS) to ensure clear and consistent boundaries and positive relationship building in Challis classrooms. Through-out the year the Behaviour and Engagement Team provided a number of professional learning opportunities for teachers as a whole school and in year groups. The Team provided on-going in-class support for individual teachers conducting numerous coaching and conferencing sessions with teachers. 2019 data strongly indicates the support provided by the Behaviour and Engagement Team led to improved classroom behaviour management specifically relating to improved CMS skills. 77% (733 students) of students did not receive a single behaviour referral in 2019. 84% (804 students) of students received a maximum of 1 behaviour referral in 2019.

PBS Positive Behaviour Support

In 2019, 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). Teachers claimed prizes during the year too in a teacher raffle held fortnightly.

Through out the year, we fundraised through Wacky Hair day and a money chain drive. Students were invited to bring coins from home to add to our chain. This year our chain reached a massive 107.45m! We raised over \$600 and donated it to the Kaarakin Black Cockatoo Conservation Centre. Kaarakin rescue the endangered Red-Tailed Black Cockatoo as well as other native birds. They release birds back into the wild when they are able- just like our school mascot Ngooly. Next year we aim to measure an even longer chain!

As a part of our PBS focus of generosity, we have now sponsored our very own Red-Tailed Cockatoo called Randy. He has already visited Challis!



Dymocks Book Drive

Last year, in conjunction with Dymocks Children's Charity, we secured a match funding agreement to raise funds for the purchase of new school books. Through the efforts of the P&C, a sponsored Readathon, movie night and community contributions, we were able to raise \$18 000 to spend on new books. A tremendous result for a crowd funding project that was only open for 10 weeks. The money has been spent and we received over 1000 new books! The money was utilised for more whole class reading sets, book club books, a greater variety of non-fiction text books and many, many library books. Reading for pleasure has never been more accessible!



Wildcats Aspire Programme

This year saw Year three classes Mallee 2 with Miss A and Wattle 6 with Miss Dunmill continue Challis' relationship with the Perth Wildcats. They were privileged to be a part of the 'Wildcats Aspire Programme' and helped students meet their goals to attend school regularly and show the 'Challis Way' through a high standard of behaviour.

For the first five weeks of Term four Clinton Steindl and Rhys Vague worked with students from M2 and W6 during afternoon activities. This included team building, reading and the importance of caring for your friends. Students who had met their goals for attendance and behaviour received a special surprise from the players and even had a chance to play a game of basketball outside with them.

Highlights

Term 4: Regular visits and rewards for attendance and behaviour goals

26th August: Challis vs Wildcats game at the Salvation Army Hall. Students were from M2 and W6 that had shown consistent good behaviour and attendance were chosen to play a game against the wildcat's players at the Salvation Army. This was a great community event that saw parents and the other year three classes join together to cheer on the Challis Cougars.

6th December: M2 and W6 visited Perth Arena to watch the Wildcats play a home game as a reward for maintaining good standing and achieving attendance above 95%. The students also enjoyed pizza before leaving school and popcorn on arrival to the game.



The outcome of this programme saw students encouraged to come to school and attend regularly as well as improve their personal goals in their behaviour. This was encouraged by Clinton and Rhys who would check in with not only the whole class but also individual students and encourage them to meet their goals and show them again the following week. Students love of team activities and basketball also grew and was evident during group activities in the classroom and during recess and lunch breaks.

In-School Parent Employment Service

The 2019 period of service delivery for IPES has seen a steady increase in parent and stakeholder numbers from 2018 through solid relations and engagement with schools and the local community. A total of 75 parents were formally engaged on a voluntary basis into our program (2018-2019) from participating schools within the Armadale area. 23 of these parents were in cohort (28 years and under), with an additional 6 parents engaged outside of cohort (29 years and over) referred via Challis Community Primary School and Child and Adolescent Health Services.

Through the high demand for parent employment services, a second Case Manager was appointed in 2018 to assist with the growing number of parents now being referred through word of mouth and increased awareness across local playgroups, community and employment providers (ParentsNext).

86 jobs were pledged by employers, 30 parents (in cohort) commenced paid employment with an additional 23 parents ready to commence employment as at December 2019 partaking in up-skilling to improve employability including driving lesson funding assistance.

14 parents from Challis PS and Child and Adolescent Services commenced paid employment in 2019, with 7 parents achieving a 26-week outcome.

School Relationships.

IPES continued to strengthen relations in 2019 with local primary schools Challis Community Primary School (main service delivery), Neerigen Brook, Grovelands, Gwynne Park, and new outreach service delivery base through a Department of Education led Full-Service Pilot based at Armadale Senior High School.

Playgroups, Sports Carnivals, Kindy Orientation Day's and other events became more regular for IPES staff, giving Case Managers the opportunity to link in again with families that were familiar with our service. On top of this IPES provided a very warm approach to newly engaged parents around IPES employment services based at each school.

It is important to add that the Challis model provided a very seamless 360-degree approach to cross referral services offered on site.



Stakeholder Engagement:

Cross-referral pathways through Communicare and other local ParentsNext Providers, Armadale Early Years Network and Health Services remained steady in 2019 and proved to work successfully. This also brought co-funding opportunities to parent employment needs as they transitioned into new pathways. IPES held a first time 'Advisory Forum' at Minderoo HO, with over 15 employers attending on the day to provide feedback on shared learnings and take part in our evaluation efforts with Telethon Kids Institute. In November 2019, IPES held a celebratory event to share the successes of our program over the year with our parents and stakeholders.

Media:

Media coverage was captured both from the IPES Advisory Forum (May 2019), IPES Fest 2019 (November 2019) and local Community Newspaper coverage from the Full-Service Youth Hub.



Reporting:

All reports (activity work plan and financial acquittals) were submitted by the due date and to the satisfaction of the Department of Social Services including keeping DEX parent data current and to quality.

Telethon Kids Institute (TKI) have produced Wave 1 and 2 of the evaluation reporting to Minderoo/IPES and Challis PS staff, with Wave 3 final report due in 2020 highlighting parent, stakeholder and education feedback to support future lobbying and roll out efforts.

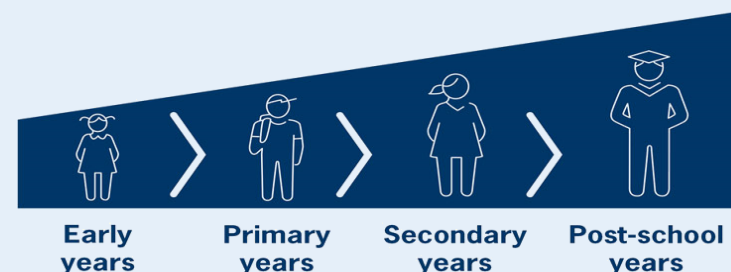
The Smith Family

Learning for Life Program

Our *Learning for Life* Program provides emotional, practical and financial support to help children and young people with their education. Our support starts in the early years of learning development and continues through primary and high school. Learning for Life can provide eligible families and students with some financial assistance for educational costs, support around educational outcomes for their children, and programs to help students build skills, knowledge, motivation, and confidence.

Intervention begins early and continues throughout a child's education.

We provide targeted support that begins early in a child's life and continues in a balanced long-term way throughout their first two decades.



The Smith Family's partnership with Challis Primary School

This partnership commenced in August 2017 and has grown exponentially over the last 2 years. The Smith Family now supports 92 students from Challis through the Learning for life Program with more scholarships being offered in 2020. In addition to the financial support, the Smith Family offer a Suite of Learning for Life programs for both educators and students from years 3 to 6. Challis Community Primary School has participated in the Passports to Success program, which prepares students for High School and addresses their concerns in relation to the transition to High School.

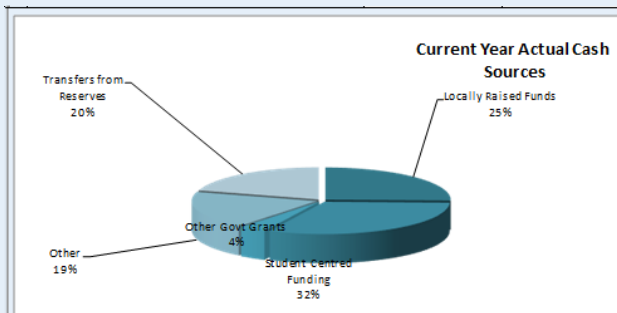
As a new year is about to begin, we look forward to continuing our partnership.

Managing our Resources and Finances

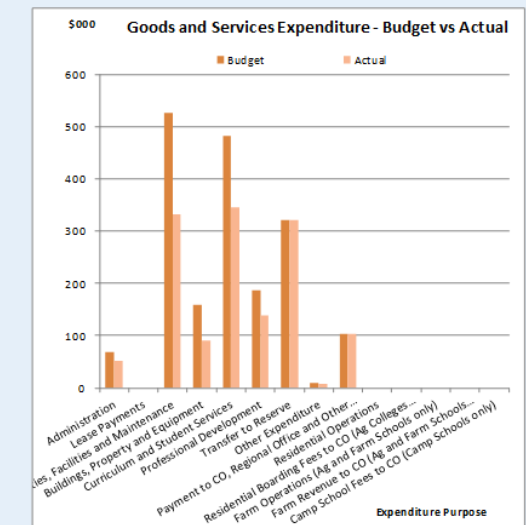
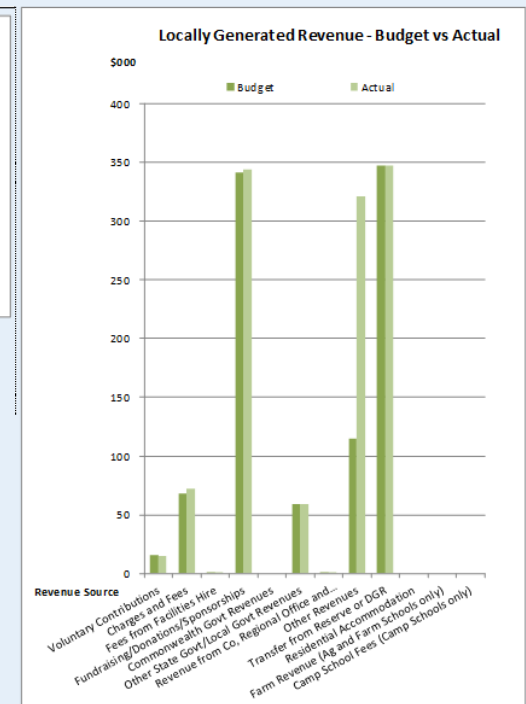
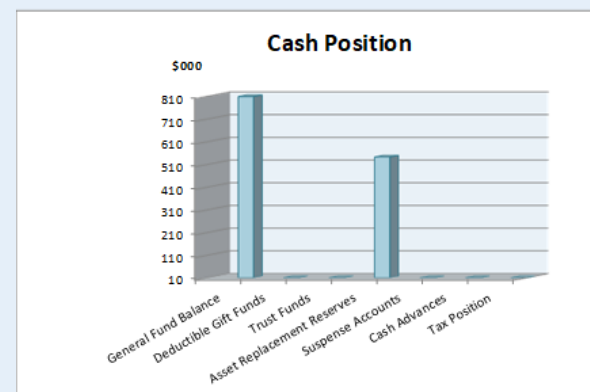
At Challis Community Primary School we judiciously manage and target the resources at our disposal to generate the optimal outcomes for our students and school community. The following graphs and tables demonstrate our sound financial position.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 15,783.00	\$ 15,272.90
2	Charges and Fees	\$ 68,223.00	\$ 72,476.09
3	Fees from Facilities Hire	\$ 250.00	\$ 250.00
4	Fundraising/Donations/Sponsorships	\$ 341,858.00	\$ 343,982.36
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 58,985.00	\$ 58,985.00
7	Revenue from Co, Regional Office and Other Schools	\$ 860.00	\$ 860.38
8	Other Revenues	\$ 114,898.00	\$ 320,860.24
9	Transfer from Reserve or DGR	\$ 347,000.00	\$ 347,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 947,857.00	\$ 1,159,686.97
	Opening Balance	\$ 499,007.00	\$ 499,007.60
	Student Centred Funding	\$ 538,914.00	\$ 538,914.15
	Total Cash Funds Available	\$ 1,985,778.00	\$ 2,197,608.72
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,985,778.00	\$ 2,197,608.72

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 68,249.47	\$ 50,961.18
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 526,926.91	\$ 332,815.68
4	Buildings, Property and Equipment	\$ 158,355.37	\$ 89,984.93
5	Curriculum and Student Services	\$ 481,747.22	\$ 344,586.77
6	Professional Development	\$ 186,182.84	\$ 138,345.35
7	Transfer to Reserve	\$ 321,000.00	\$ 321,000.00
8	Other Expenditure	\$ 8,756.00	\$ 8,173.16
9	Payment to CO, Regional Office and Other Schools	\$ 103,117.00	\$ 103,117.24
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	\$ 1,854,334.81	\$ 1,388,984.31
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,854,334.81	\$ 1,388,984.31
	Cash Budget Variance	\$ 131,443.19	



Cash Position as at:	
Bank Balance	\$ 1,364,061.35
Made up of:	
1 General Fund Balance	\$ 808,624.41
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 542,373.14
5 Suspense Accounts	\$ 3,942.80
6 Cash Advances	\$ -
7 Tax Position	\$ 9,121.00
Total Bank Balance	\$ 1,364,061.35



Year Six Graduates 2019



Challis Community Primary School

An Independent Public School

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