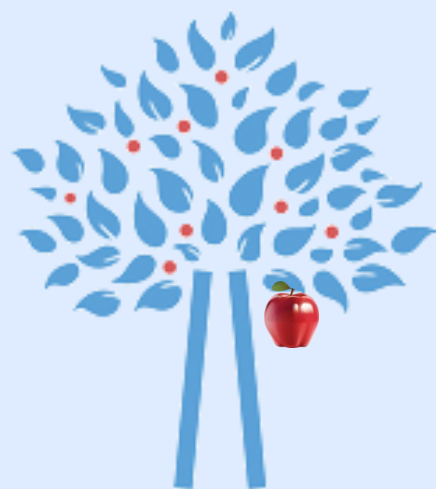


Challis Community Primary School



School Report

2020



We would like to acknowledge the sad passing of our much loved STRIVE teacher, Mrs Paige Dodds, in tragic circumstances in June 2020.

Mrs Dodds served as a loyal Challis teacher from 2016 and was an active contributor to all aspects of school life. Mrs Dodds' vivacious personality and bright smile will always be remembered.



Message from the Principal Mrs Lee Musumeci	1
Message from the Challis School Board	2
School Communication and Facebook	3
Leadership	4
Attendance Data	5
Student Achievement Data	6
Student Achievement Data	7
Student Achievement Data	8
Student Achievement Data	9
Spelling Mastery	10
Corrective Reading	11
Social Thinking	12
Behaviour and Engagement	13
Student Services Team	14
Strive	15
Nurture	16
Education Assistants	17
Science	18
Simply Strings	19
Simply Strings	20
Simply Strings Governor visit to Challis	21
Simply Strings Governor visit to Challis	22



Simply Strings visit to Government House	23
Simply Strings visit to Government House	24
Sport	25
Aboriginal Education	26
Girls Academy	27
Girls Academy	28
The Always Club	29
R.O.C.K. Buddy Programme	30
Challis Parenting and Early Learning Centre	31
Challis Parenting and Early Learning Centre	32
Challis Parenting and Early Learning Centre	33
Challis Parenting and Early Learning Centre	34
Pre Kindergarten	35
Highlights of Pre Kindergarten	36
Curtin Interprofessional Practice Programme at Challis in 2020	37
Curtin Interprofessional Practice Programme at Challis in 2020	38
Curtin Interprofessional Practice Programme at Challis in 2020	39
Wildcats Aspire	40
The Smith Family Partnership	41
Challis Finance	42



Message from the Principal



2020 was a year like no other and, despite its uniqueness, this School Report reflects the vast opportunities that were created by the school for the school community. As a staff committed to improving the outcomes for the Challis School Community and the Armadale community more broadly, our focus remained on meeting the academic, social, emotional and physical needs of every student in our care. Additionally we increased our focus on engaging with families in a meaningful way and provided multiple opportunities for connection and feedback.

Within the bounds of the restrictions that maintained the strictest of hygiene and health practices, we managed to continue with most school events, albeit some in a modified manner. For every challenge that the staff faced, we found a solution. Through our grief, we found comfort in one another and through our connection to our purpose.

Our work with our many partners continued and made a real difference to the lives of children and families, whether through additional funding provided by Minderoo to supply essential items on a weekly basis to vulnerable families during COVID-19, or through Just Brass and the Salvation Army, provision of Allied Health Services through Curtin University's Health Clinic, the WILDCATS Aspired Programme, FOODBANK's ongoing supply of breakfast items, Role Model and Leaders Australia Aboriginal Girls Academy or The Smith Family's programme designed to provide financial assistance to support families with education expenses, or the Sebastian Foundation's generosity in providing funds to the school to purchase Christmas hampers for families in need, each and every one of our partners supported the school to make a meaningful difference to the school community. Our sincere thank you to each one of our valuable partners.

The introduction of a NURTURE class to support engagement, literacy skills and self regulation along with The Always Club, that acknowledges and rewards children who consistently follow The Challis Way, were but two, new and successful initiatives in 2020. The R.O.C.K buddy programme continued providing individualised support to children in need while STRIVE was well resourced to expand to include more students with additional needs. The attendance, engagement and achievement of the students enrolled in Aboriginal Girls Academy continued to improve and the NAIDOC opening Assembly was a source of pride for all cultures.

Despite the uniqueness of the year, school life not only maintained its flow but enhanced and improved on previous practices. I remain incredibly proud of the growth mindset, the spirit of cooperation and the relentless desire shown by every staff member to improve the academic and social outcomes for every student.

As a school staff, we remained firmly committed to achieving *Better than Postcode results.....together as a community....the Challis Way.*

Lee Musumeci

Principal

December 2020



Board Chair Message

Message from Chair of the Challis School Board, Mr Allan Adams

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 CPS 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 2020

Allan Adams	Chair
Dr Lorraine Hammond	Deputy Chair
Alannah MacTiernan	Community Member
David Ansell	Community Member
Lee Musumeci	Principal
Mark McClements	Staff
Hayes Webb	Staff
Casey Klaproth	P & C
Hayley MacNeall	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.

School Communication and Facebook

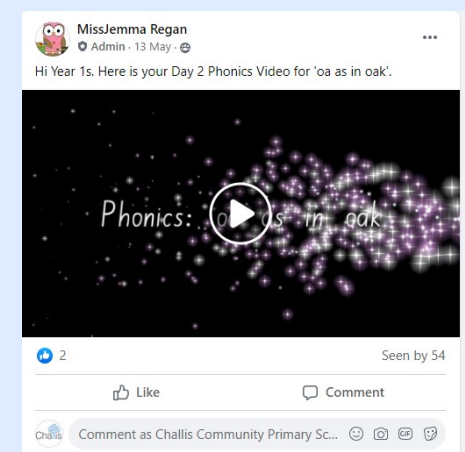
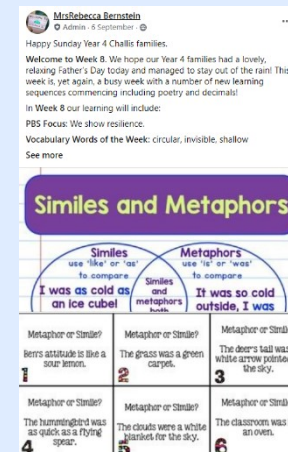
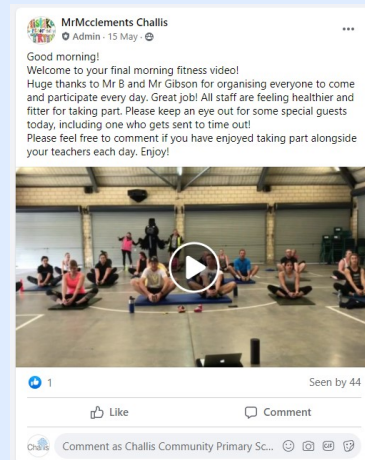
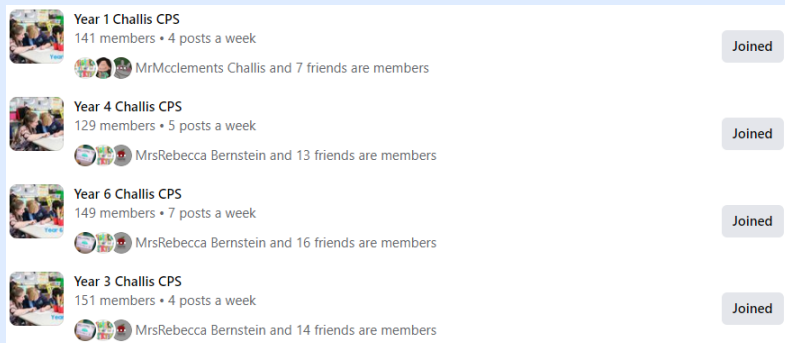
A global pandemic challenged the education system in 2020, and sent many schools into disarray. The staff at Challis knew how important it was to act swiftly and made it their mission to ensure every child could still receive an education. Here began our journey with Facebook.

Challis Facebook Page: Whole school platform to keep parents and the wider community updated on important news, events and messages. A special feature has been regular video updates from Mrs Musumeci.



Year Level Groups:

Private groups created for every year level so families can join and access home learning videos, resources and regular updates from teachers.



Leadership Development

Excellence in Leadership is one of the five strategic intents at Challis Community Primary School, as outlined in the School Business Plan, to ensure we realise our school vision and mission. To achieve this, school leaders participate in a regular Leadership Development program designed by the Principal. The aim of the Leadership Development program is to develop leadership skills in a broad range of aspiring leaders in order to significantly progress the improvement agenda across our large school. Leadership sessions encourage reflective practices, sharing of experience and planning for individual leadership pathways/direction. The sessions deliberately create time to discuss and consciously implement all the leadership strategies, tools, techniques and research that have been learned in previous years. Leaders are encouraged to regularly reflect on their leadership capabilities, and are supported to develop a personal leadership plan to set goals and review their performance as a Leader through mentoring sessions and performance management meetings with the principal.

Challis Community Primary school focuses on the creation of leadership opportunities of varying size, scope and complexity with matched professional learning at every stage. Aspirant and existing leaders are provided opportunities to lead an area of importance to Challis such as Maths, PBS, Health and Wellbeing, IT, Aboriginal Education, Parenting Centre and many more. Focus area leaders report directly to an assigned Deputy Principal or Principal and are responsible for curriculum, planning and improvement, across the school. They develop operational plans for their specific area, to identify key performance indicators and outline what actions need to be taken, who is responsible, and more importantly a timeline against each action. Focus area leaders facilitate meetings three times a term and provide professional learning opportunities during CIP (Curriculum Improvement Programme) or LTT (Lead the Teacher) sessions as the need arises.

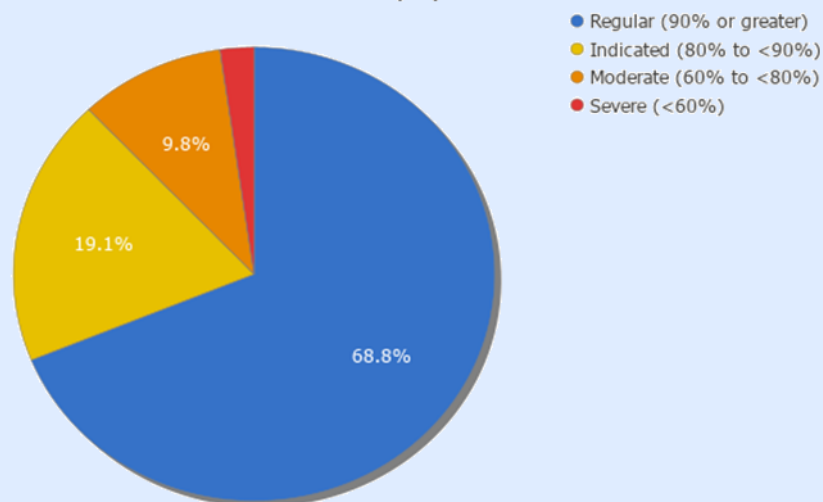
As outlined in the school Business Plan and Challis in Focus, Challis Community Primary School actively seeks to identify and support aspiring level 3 classroom teachers. Aspirant Level 3 applicants are identified through our quality performance management sessions and are mentored by the Principal and fellow successful Level 3 applicants to apply and address the competencies in both stages. They use supported to use the L3CT Competency Framework and the AITSL Standards to self-reflect and to assist others to reflect and seek professional growth. Aspirant Level 3 applicants are encouraged to attend PL sessions, paid for by the school, with release time provided to write their portfolios. In 2020, three teachers applied for Level 3 status, with one applicant successfully achieving Level 3 status.

The leadership development provided at Challis Community Primary School, ensures all school leaders, whether they are DP's, IC, Lead teachers or Focus area leaders, are given the tools to lead cohesive and collaborative teams using the knowledge of evidence-based research taught during leadership development sessions, led by the Principal.



Attendance Data

Attendance Profile 2020 Semester 2
DRAFT - 23/11/2020



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	91.5%	89	21	10	4	53%	47%
Y01	91.5%	88	29	11	4	46%	54%
Y02	90.3%	84	27	17	3	41%	59%
Y03	90.9%	87	25	13	3	37%	63%
Y04	93.7%	92	17	7	1	42%	58%
Y05	92.1%	72	17	8	1	41%	59%
Y06	89.1%	64	24	16	3	46%	54%

2020 has been a very difficult year with attendance being affected by COVID 19 in the first half of the year. Semester 2 has shown a return to more normal rates of attendance.

Semester 2 Attendance

Attendance has dropped just below our target of 70% in regular attendance achieving 68.8% and we have achieved an Attendance Rate average of 91.23% across all year levels just a little below our target of 92%

469 students achieved the Attendance target of 95% in Semester 2

576 students achieved a regular attendance rate in Semester 2

106 students achieved a 100% attendance rate in Semester 2

We have achieved our target of 91% for K-Year 1 achieving an attendance rate of 91.1%

Aboriginal Average Attendance was 85.7% falling below our target of 88%

Whole School Average Attendance 91.23%

LBOTE Average Attendance 95.07%

Strategies 2021

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

Regular phone calls and emails by class teacher

Attendance raffle at the end of the year for all students with attendance above 95%

Targets 2021

To increase attendance to 70% in the regular attendance category

Increase Aboriginal attendance to 60% in the Regular category

Increase Aboriginal attendance to 88%

Increase Year P-4 attendance rate to 92%



Student Achievement Data



Kindergarten

Kindergarten Targets:

60% of Kindergarten Students (*stable cohort*) score at or above 8 in first sound fluency (*Acadience Progress Monitoring 6*)

64% (72/112 students)

All Kindergarten Students (*stable cohort*) improve their phoneme segmentation fluency score by 3 to 5; depending on their starting point (*Acadience Progress Monitoring 6*)

40% (45 out of 112 students) improved their PSF score by 3+

Pre-Primary

On Entry: Pre-Primary Aboriginal Targets:

80% of Aboriginal Students (*stable cohort*) increase their scale score by **78** in Speaking & Listening.

63% (12/19 students)

75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Reading.

95% (18/19 students) increased their score (89 points on average).

75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Writing.

95% (18/19 students) increased their score (213 points on average).

75% of Aboriginal Students (*stable cohort*) increase their scale score by **100** in Numeracy.

67% (12/18 students)

Pre-Primary

Pre-Primary Targets:

75% of Pre-primary Students (*stable cohort*) score at or above **40** in phoneme segmentation fluency (*Acadience Benchmark Test 2*)

88%

75% of Pre-primary Students (*stable cohort*) score at or above **28** correct letter sounds in nonsense word fluency (*Acadience Benchmark Test 3*)

81%

60% of Pre-primary Students (*stable cohort*) score at or above **4** in nonsense word fluency (*Acadience Benchmark Assessment 3*) **Aspirational*

44%

80% of Pre-primary Students achieve their end of term reading targets

78% at end of year target



Year 1

On Entry: Year 1 Aboriginal Targets:

75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Reading.

This assessment did not occur.

75% of Aboriginal Students (*stable cohort*) increase their scale score, at or above the expected progress based on their starting score, in Writing.

This assessment did not occur.

75% of Aboriginal Students (*stable cohort*) achieve the Numeracy median score by ICSEA decile 8-10 of 577

This assessment did not occur.

Year 1

Year 1 Targets:

75% of Year 1 Students (*stable cohort*) score at or above 58 correct letter sounds in nonsense word fluency (*Acadience Benchmark Test 3*)

57%

70% of Year 1 Students (*stable cohort*) score at or above 13 in nonsense word fluency (*Acadience Benchmark Assessment 3*)

58%

80% of Year 1 Students (*stable cohort*) score at or above 47 words correct in oral reading fluency (*Acadience Benchmark Assessment 3*)

47%

60% of Year 1 Students (*stable cohort*) score at or above 90% accuracy in oral reading fluency (*Acadience Benchmark Assessment 3*)

51%

75% of Year 1 Students (*stable cohort*) score at or above 15 words in the retell of oral reading fluency passage (*Acadience Benchmark Test 3*)

46%

80% of Year 1 Students achieve their end of term reading targets

66% at end of year target

2020 NAPLAN

Year 3 & 5 Progress & Achievement Targets:

As a result of Covid-19, NAPLAN assessment was not completed in 2020.



Whole School Targets

Reading:

80% of students in Years PP-6 demonstrate average termly progress in relation to PM Benchmark starting point, excluding students with a diagnosed additional need.

PP – **80%**
 Year 1 – **81%**
 Year 2 – **86%**
 Year 3 – **81%**
 Year 4 – **73%**
 Year 5 – **72%**
 Year 6 – **96%**

80% of students in YrsPP-6 achieve end of term/year PM Benchmark reading target, excluding students with a diagnosed additional need.

PP – **78%**
 Year 1 – **66%**
 Year 2 – **56%**
 Year 3 – **65%**
 Year 4 – **70%**
 Year 5 – **62%**
 Year 6 – **87%**

By the end of 2020, PAT-R targets will have been established.

Completed

There will be a scaled score progression of 10-15 points (PAT-R) for all students by the end of 2020.

Expectations adjusted to 5-8 scale score progression ('good progression'), based on PAT progression trends in 2020.

59% of Yr1-6 students achieved a scaled progression score of 5+

Whole School Targets

Maths:

By the end of 2020, PAT-M targets will have been established.

Completed

There will be a scaled score progression of 10-15 points (PAT-M) for all students by the end of 2020.

Expectations adjusted to 5-8 scale score progression ('good progression'), based on PAT progression trends in 2020.

62% of Yr1-6 students achieved a scaled progression score of 5+

100% of inquiry students achieving an A or B grade in their end of semester reports.

98%

80% of Aboriginal girls achieving an A-C grade in their end of semester reports.

71%

3 classes have used mental maths assessment to monitor the success for Think Mentals (end of Semester 1 and end of Semester 2).

Whole School Targets

Writing:

80% of students in Yrs1-6 demonstrate 40points progress on the Brightpath ruler, for both persuasive and narrative text types.

Narrative:

Year 2 – **64%**
 Year 3 – **53%**
 Year 4 – **51%**
 Year 5 – **%**
 Year 6 – **51%**

80% of students achieving an A-C grade in their end of semester report.

79%

100% of inquiry students achieving an A or B grade in their end of semester reports.

100%

80% of Aboriginal girls achieving an A-C grade in their end of semester reports.

74%

Persuasive:

Year 3 – **64%**
 Year 4 – **53%**
 Year 5 – **52%**
 Year 6 – **82%**



<u>2020, Year 3, Persuasive Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	272	220	270	320	56	203
All Schools	282	210	290	350	80	15342

<u>2020, Year 4, Persuasive Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	316	280	320	360	61	96
All Schools	323	260	335	390	83	14815

<u>2020, Year 5, Persuasive Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	382	320	380	460	81	120
All Schools	358	300	360	420	84	15903

<u>2020, Year 6, Persuasive Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	366	280	360	470	100	192
All Schools	391	330	395	460	88	14546

<u>2020, Year 1, Narrative Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	201	136	220	270	71	204
All Schools	198	130	200	255	69	22122

<u>2020, Year 2, Narrative Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	256	180	260	330	82	210
All Schools	254	200	255	310	68	26137

<u>2020, Year 3, Narrative Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	306	250	310	360	71	216
All Schools	294	240	300	350	69	27976

<u>2020, Year 4, Narrative Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	322	260	320	380	66	196
All Schools	322	265	330	370	67	25677

<u>2020, Year 5, Narrative Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	398	316	400	490	87	122
All Schools	349	300	350	400	72	25178

<u>2020, Year 6, Narrative Scale</u>	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Challis Community Primary School	397	300	395	490	91	186
All Schools	379	320	380	440	76	24594



Spelling Mastery

Students in Years 2-6 at Challis Community Primary School learn to spell using Spelling Mastery, which is a differentiated spelling program. This six-level spelling series (Level A-F) uses an explicit, teacher-direct method of instruction that allows teachers to deliver interactive spelling and writing lessons through the use of patterns and rules. Spelling Mastery helps students understand the relationship between sounds, word parts and spelling patterns and encourages them to become proficient readers and writers.

Through Spelling Mastery, students learn to spell in three ways:

Phonemic approach - Helps spellers learn the relationship between spoken sounds and written letters and then apply them to spelling. *Example "the sound /n/ is spelled with the letter n."*

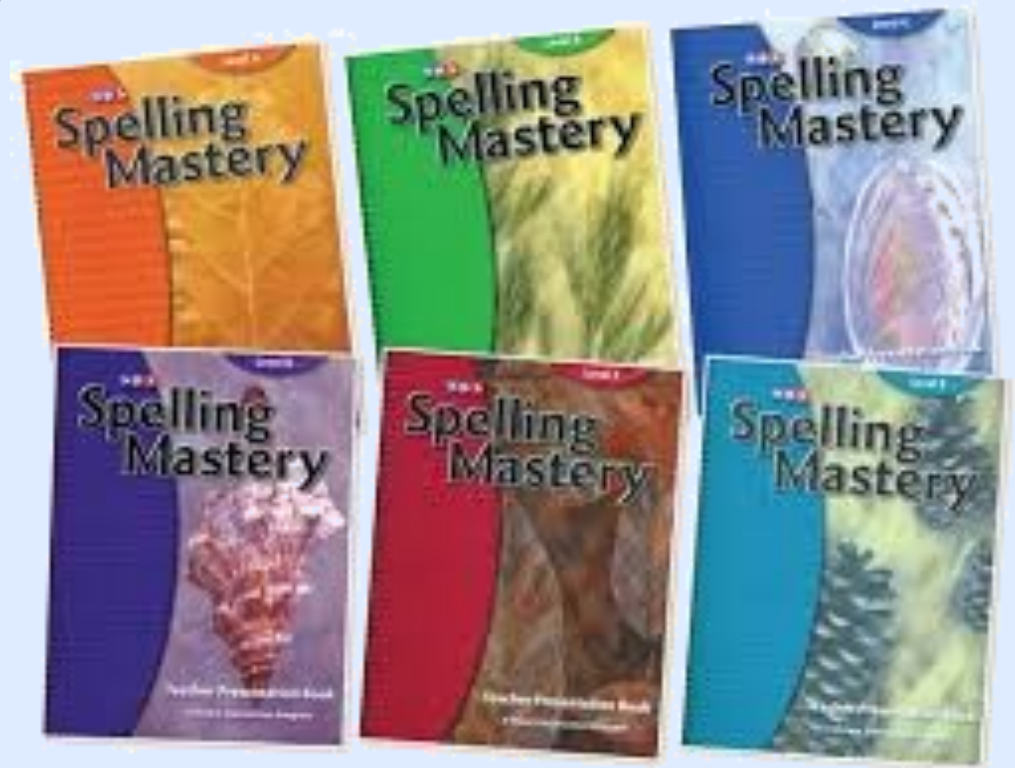
Whole-word approach – Teaches common, irregularly spelled words that cannot be spelled by applying generalisations. *Example "the word quiet is spelled q-u-i-e-t."*

Morphemic approach - Teaches students to spell units (bases and affixes) of words and to put them together to form words. *Example "drop the final e from a word when the next morphograph begins with a vowel letter (like + ing = liking)."*

Spelling Mastery lessons run for 20 minutes per day, four times a week, and contain weekly reviews to track and monitor student progress. Placement tests results, completed at the end of every year, determine the level appropriate for each student.

Highlights:

At its conception in 2018, Spelling Mastery levels at Challis ranged from Level A – Level D. At the end of 2018, 89% of students successfully mastered what was taught, based on end of year criterion test data, and progressed to the next Spelling Mastery level in the sequence. In 2019 and 2020, 94% of students have mastered what was taught and continued to progress through the six-levelled series. In 2021, levels will range from B-F with the highest number of students to date placing in level D-F, the more advanced levels in the series.



Corrective Reading



Corrective Reading is a powerful and successful remedial reading program involving explicit, step-by-step, sequential lessons which are designed to promote decoding accuracy and fluency, along with comprehension skills.

At Challis CPS, Corrective Reading is presented in small groups of up to eight students, four times a week for approximately an hour. Throughout 2020, seven Corrective Reading groups have been consistently implemented.

During Semester One, 57 students ranging from Year 2 to Year 5 were provided with reading support. This included three A groups and four B1 groups. At the conclusion of the program, a decision was made to focus the next round of Corrective Reading on Year 2 and 3 students only. Two main reasons drove this decision;

A significant number of Year 2 students were below the expected mid-year reading target and were not accessing any additional support.

Research indicates early intervention is vital and is most effective prior to the end of Year 3.

During Semester Two, 58 students in Year 2 and 3 were supported through two A groups, four B1 groups and a B2 group. In deciding to narrow the focus, we were able to continue support to students by running a B2 group, something which has not been possible over the past years. This ensured students were not exited from the program too early and could continue to build upon their reading skills, confidence and success.

End of year reading data shows all children in the Corrective Reading program made personal progress, with children increasing on average eight reading levels. Furthermore, nine children in the program reached the end of year reading target for their year level, a significant achievement given they were considered at risk at the beginning of the year.

Following the success of the Corrective Reading program in 2020, we are currently in the process of identifying and assessing students for possible entry in 2021. We will continue to provide support to selected students in Year 2 and 3 with this program.



Social Thinking

Social thinking is the process by which we interpret the thoughts, beliefs, intentions, emotions, knowledge and actions of another person along with the context of the situation to understand that person's experience. The ability to comprehend and explain information, spoken or written, rests on our social knowledge.

The Social Thinking Methodology was developed by an American Speech and Language Pathologist, Michelle Garcia Winner. It has provided the school with evidence-based strategies to improve social competencies rather than just teaching social skills. These strategies breakdown complex social concepts such as perspective taking and social problem solving into a detailed curriculum that is then taught to students in a fun and engaging manner.

The 10 core Social Thinking vocabulary concepts that lay the foundation for social learning are:

1. Thinking Thoughts & Feeling Feelings
2. The Group Plan
3. Thinking With Your Eyes
4. Body in the Group
5. Whole Body Listening
6. Hidden Rules & Expected & Unexpected Behaviour
7. Smart Guess
8. Flexible & Stuck Thinking
9. Size of the Problem
10. Sharing an Imagination



In 2020, Social Thinking was successfully taught four mornings per week in the NURTURE class. As a result of this targeted and focused teaching, the school has seen a significant drop in behaviour referrals for those students who are part of the NURTURE class.

The Social Thinking vocabulary is also being successfully incorporated into the school's PBS matrix and into the everyday language that school staff use when communicating with students.



Behaviour and Engagement

In 2020 our Behaviour and Engagement team continued to build the skills and knowledge of staff so they can help students develop new responses to their environment that will enable them to achieve a higher level of social and emotional maturity. The support is designed to assist staff to minimise behaviour escalations, encourage behaviour change and foster self-regulation so that our students can effectively access the curriculum. In 2020 the “Rise Up Zone” continued as a Challis community hub, a safe place for students to emotionally regulate and positively connect daily with staff they trust. The Behaviour and Engagement team base themselves in The Rise Up Zone (RUZ) and supported a multitude of students who seek out the RUZ as a safe place they can go, to receive the support they require, 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 2020 was to build our teachers capacity using the eight Positive Behaviour Support (PBS) effective classroom practices, 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. 2020 data strongly indicates the support provided by the Behaviour and Engagement Team led to improved classroom behaviour management specifically relating to improved use of the PBS effective classroom practices. 80% of students did not received a single behaviour referral in 2020. 85% of students received a maximum of 1 behaviour referral in 2020.

In 2020 we also continued our whole school implementation of Therapeutic Crisis Intervention in Schools (TCIS). TCIS gives schools a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk intervention. The techniques presented in this program are designed to provide skills, knowledge and confidence adults need, in order to deal with students in crisis and be in control of the situation in order to bring about change and growth. TCIS training continued in 2020 with two successful cohorts of staff trained by our Challis TCIS trainers, drawing us closer to our goal of whole school TCIS implementation.

In 2020, in response to a number of our students having difficulty accessing the mainstream curriculum due to emotion dysregulation, the Nurture program was formed. The Nurture program is made up of a group of up to 12 students who have been identified to have significant learning needs and challenges as a result of trauma. Trauma affected students or students with severe learning challenges have significantly different leaning needs than neuro typical students. To participate and engage effectively and responsibly in a classroom context, a student requires the use of several nuanced social competencies. Explicitly developing these essential social competencies is the basis of the NURTURE program and the Social Thinking curriculum we teach. Once students are able to effectively attend to the social world around them, they are better able to interpret and problem solve social situations, leading to a desired and more effective social response.

Students selected to take part in the Nurture Program are withdrawn from their mainstream classroom until 11.30am. During this time, students receive intensive, targeted reading intervention as well as Social Thinking and Zones of Regulation lessons. Instructional sessions are structured in a way that allow students to engage meaningfully in learning. Staff provide students with regular sensory breaks, and are equipped with strategies to assist students to co-regulate when they become agitated or escalated. Opportunities for structured ‘Group Play’ are embedded within the program. During group play, staff model appropriate social etiquette and allow for opportunities to generalise concepts learned during Social Thinking lessons. In addition to embedding a trauma-informed approach to teaching and learning, staff within the Nurture program are committed to providing a ‘wrap around’ service for all students and families.

Nurture staff constantly monitor all students’ basic physiological and emotional needs, making note of significant concerns throughout the year. Each morning, breakfast is provided for all students within the program, allowing opportunities for the explicit teaching of basic health and hygiene practices. The school’s Social Worker, Family Support Worker and Psychologist work closely with families in an effort to ensure that concepts being taught at school are being reinforced within the home. Support staff also assist families to access a range external service providers and monitor attendance and basic functioning within the home environment.



Student Services Team

The Student Services team is managed by a Deputy Principal and consists of a Student Services Coordinator, School Psychologist, Social Worker, Family Support Worker, Chaplain, Aboriginal Health and Well Being Coordinator, two additional Deputy Principals and the Curtin University Interprofessional Clinic Coordinator.

The school values the input of the Student Services team and pays for the School Psychologist and Social Worker to work additional days out of their budget.

Teachers who have concerns about a student's health/development, welfare, academic achievement, attendance, behaviour or family circumstances are encouraged to submit a referral to the Student Services team. In 2020, the Student Services team received 152 referrals from school staff who were concerned about our students.

The team meet weekly to discuss the referrals and triage them according to need. Their role is to then source and provide the most appropriate services that a child may need across these areas. These services may be on-site services (E.g. Curtin health service, Social Worker, Chaplain), or may be external services (E.g. referral to Armadale Child Development Centre, Child and Adolescent Mental Health Services, Paediatrician, counselling services, etc.) In order to provide an effective service, the Student Services team consider an array of factors and attempt to link the child and the parent/guardian with the service that they deem will be most effective in meeting the child's needs and will be easily accessible to the family. When required, members of the Student Services team will observe students in class and then provide strategies/advice to assist teachers meet their needs.



Our STRIVE class is an opportunity for students identified with a diagnosed or imputed disability who have additional learning needs to receive targeted instruction focused on achieving their potential in Literacy, Numeracy, social and life skills.

STRIVE students are taught in a small group environment, in a separate classroom, that is designed to maximise their learning potential and engagement. All STRIVE students have an Individual Education Plan developed for them with specific goals written to meet their readiness to learn.

STRIVE students spend part of each day in their mainstream classroom, participating in classroom activities with their peers and the support of the classroom teacher. Depending on their ability level, some STRIVE students also participate with their mainstream class in specialist subjects (music, science, health, sport). This tie to their mainstream classroom is vital to ensuring that STRIVE students consolidate their learning in a different context, can practice and extend their friendship circle and build connections with their classroom teacher and students across Challis Community Primary School. Our eventual goal is for students to return fulltime to their mainstream class with minimal support.

In 2020, we had 21 students from Pre-Primary to Year 6 in STRIVE. It was staffed by a fulltime Teacher and three fulltime Education Assistants. By Term 4 2020, we had successfully transitioned six students back to their mainstream classrooms with minimal additional support.

All staff successfully completed the training for Abilities Based Learning Education (Western Australia). Each child was assessed using this assessment tool to support planning and teaching at each child's individual level.

Our school was rocked by the sudden and tragic passing of our beloved STRIVE classroom teacher, Mrs Paige Dodds. As a school we worked tirelessly to support the social and emotional well-being of the STRIVE children and staff members.

Rest in Peace, Mrs Dodds. Forever in our hearts.



NURTURE

At Challis Community Primary School, we continue to be driven by a relentless desire to create opportunities for every child in our community. In 2020, the Nurture program was established as a specialised, trauma informed environment offering flexible learning opportunities for a group of 14 students from years 1-6. This program saw students withdrawn from mainstream classes for part of the day, offering them the opportunity to receive specialised education tailored to their specific needs. All students engaged in targeted reading intervention as well as Zones of Regulation and Social Thinking lessons (We Thinkers and Superflex).

In addition to providing educational and behavioural intervention, a partnership with the Student Services Team was established. The purpose of this partnership was to provide families with a wrap-around service that supported their needs outside of the school environment. The Social Worker, Family Support Worker and School Psychologist established relationships with parents and carers within the program. Throughout the year, these team members maintained constant communication with families which allowed them to provide additional support outside of the school environment.

Notable successes of the program included:

- 3 students successfully discharged from the program during 2020, with an additional 4 students ready to be discharged at the beginning of 2021

- All students made progress in their reading since entering the program

- 60% of students experienced more than a 50% reduction in behaviour referrals from the beginning of Term 1 to the end of Term 4

- 80% of students achieved or partially achieved more than 75% of their IEP goals across the year



Education Assistants

Education Assistants at Challis Community Primary School are expected 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, expected literacy and numeracy outcomes and any individual goals for the students they work with. They are expected to understand and use low key behaviour management strategies in the classroom. Under the guidance of the classroom teacher they 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

Loose parts play PBS

Our Education Assistants are also involved in many of our focus groups:

Well Being Yr 1/2 playground

NURTURE

Sustainability Aboriginal

Established in 2020 to address the specific Literacy and Social Emotional needs of students affected by trauma. It is coordinated by a teacher and three Education Assistants.

STRIVE (Structured Teaching Reinforced In a Visual Environment)

Continued in 2020 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 6.

TCIS (Therapeutic Crisis Intervention for Schools)

The program is orientated towards giving school staff the tools they need to help students learn developmentally appropriate and constructive ways to deal with feelings of frustration, failure, anger and pain.

Some Education Assistants have received this training. More will receive it in 2021 as part of a school wide implementation of TCIS strategies.

NQS

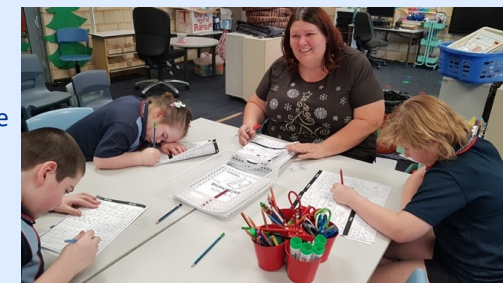
The EAs came together to gather data for 2 areas of the NQS survey in 2020. The areas we looked at were:

QA2 Children's health and safety

QA 5 Relations between children

Loose Parts Play

One of our Education Assistant was instrumental in driving the introduction of Loose Parts play in Term 4. This is a developing concept in our school environment to encourage resilience, cooperation, (safe) risk taking and imagination. We now have several EAs on the committee committed to enriching the students experience.



We gathered evidence, studied the



data and provided detailed information to the Challis NQS coordinator.



Science

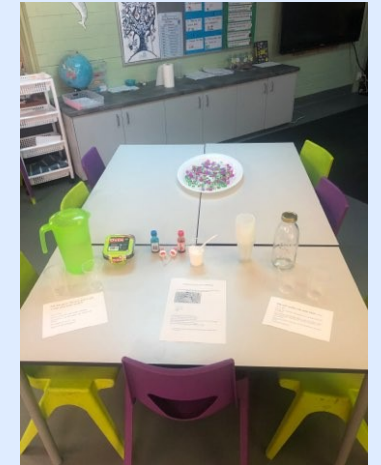
The Science program at Challis CPS is taught as a Specialist subject. Students receive an hour of Science learning each week based on the WA science curriculum and incorporates the Primary Connections framework. The 3 strands of the Science curriculum which are Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are 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.

Science Week. The Science rooms were open during lunch and recess for student to participate in a variety of activities that included experiments to explore what floats in salty water, what happens when food colouring is dropped in oil, how to remove oil slicks on bird feathers, what gets attracted to *magnets* and a bubbles challenge.

The 2020 Learning Journey. During this parents and students evening, there was a live display and talk about bugs which was very popular amongst parents and students. Other activities included magic wet sand, the wonder of magnets, how far ping pong launchers could shoot the balls and moving small balls through a maze using straws.



Pat Science testing was introduced for Years 4 to 6. Two tests were conducted, the first in early Semester 1 and the second in Semester 2. Baseline data has been gathered and this will drive the Science team in setting improvement targets for 2021.



Simply Strings continued in 2020 with renewed enthusiasm. Through the generous support of Crown Resorts and Packer Family Foundations' Grant we set about growing the program to include 121, Year 4, 5 and 6 students.

Lessons commenced in week 3 of term one. Children attended weekly in-school lessons and small ensemble groups during lunch and recess breaks. The COVID-19 pandemic presented many challenges in term two. Face to face lessons were replaced by lessons via zoom and a YouTube teaching channel. The transition proved difficult at times as teachers were unable to physically play along with students and adjust techniques. A positive to come from this testing time was teachers' ability to be flexible and upskill themselves in the use of technology to present quality lessons. The creation of the Simply Strings YouTube channel allowed students to access music lessons every day from home. Students have thrived in all aspects of their learning both at school and at home throughout the year. Relationships with parents were strengthened as weekly check-ins were required to ensure lessons were being completed and any concerns addressed immediately. Facebook communication maintained teacher and parent connection during isolation and continues to be utilized as a positive communication tool.

When students returned to school and face to face lessons attention quickly turned to forming the Simply Strings Orchestra. Students attended auditions on 7th August and as a result 37 students were selected. The Orchestra rehearses every Friday afternoon, practicing pieces written specifically for them by their teachers, for all in-school and out of school performances. Teachers were delighted to hold their lessons in purposeful, consistent teaching rooms and the constructive collaboration between all music teachers is creating a highly dynamic environment.

Some of the many highlights of 2020 included two visits to Challis by the Governor of Western Australia, The Honourable Kim Beazley. The Governor visited in August to watch performances by all of our music groups. The Governor was taken by our plight to source 8 more cello's for our cello students that he returned again in September with a donation of 8 brand new cellos from the Government House Foundation. Cello students were overjoyed with their new instruments. Allowing them to have their own instrument to take home to practice on has proved invaluable to their progress. The Governor's wife, Ms Susan Annus invited our Simply Strings Orchestra and all of our cello students to a tour of Government House on December 9th. Children were treated to a performance on cello by Mr Iain Grandage, Artistic Director of the Perth Arts Festival, a tour of Government House and a delicious morning tea. Each student received a special invitation as a memento of the visit.

All Simply Strings student were invited to attend a special concert, "Meet the Instruments" by the Classic Sounds Orchestra. Children were immersed in music from several different instruments played by very talented Orchestra members. Our very own Simply Strings Orchestra joined the Classic Sounds Orchestra to perform a beautiful rendition of "A Million Dreams". The performance melted many hearts and inspired those students not in the orchestra to strive for inclusion in 2021.

Children's reflections from the experience include;

Logan: liked that he could keep up with everyone else while playing a song.

Ollie: like when everyone came together, lots and lots of different instruments.

Christina: loved playing with the big orchestra, loved watching the professional musicians perform "She'll Be Comin' Round the Mountain" and loved singing.

Ariana: liked the banjo the best because she has never seen it before.





Many expressed they enjoyed hearing the Avengers theme song being played.



Collaboration with Miss Ash to nurture our Indigenous students has built their confidence, dedication, attendance at lessons and what it means to be part of a performance team. Our indigenous children showed immense bravery to perform in front of the whole school during the NAIDOC Assembly, Aboriginal Achievements Assembly with the Girls Academy girl's performance at their awards celebration showcasing their talents to the wider Girls Academy community.

Many Year 6 students have been accepted into Kelmscott High School's music program for 2021 with many other children expressing their desire to continue on their musical journey in the future.

Expression of Interest to Year 3 students unearthed 59 enthusiastic children ready to begin their music journey in 2021.

Performances at Learning Journey, Year 6 Graduation and the Book Awards showcased how students have thrived and progressed this year. An amazing end to what was a challenging year for all areas of education.



Governor meets with music program students at Challis Community Primary School



In 2018, the school was featured in the ABC TV series 'Don't Stop the Music' with Guy Sebastian. Since their involvement in the show, the school has been able to continue its music program relying heavily on support from generous grants and public donations of instruments.

The Governor was pleased to hear about the success of the program from Principal Mrs Lee Musumeci and to meet students in the brass, strings, guitar and choir groups,

"Totally inspired to be at Challis Community Primary School this morning. The Principal Mrs Lee Musumeci, her teachers and the school are famous worldwide. They reflect brilliance in music and segue it into the basis of the students' learning.

Also inspired by the degree to which parents are involved in the program. Only hope that the generosity shown by the community broadly and the business community in particu-



Challis students in the Guitar Ensemble overseen by teacher Ziggy Atwell



The Governor with Challis students in the 'Just Brass' band, overseen by teacher Michelle Wilde.

The Governor visited Challis Community Primary School to meet with students in the music program which relies heavily on community instrument donations.

Following a visit in August to Challis Community Primary School, the Governor was inspired to help the school's music program which relies heavily on community instrument donations. The Governor heard that the school had an insufficient number of cellos for its music program students, with eight students unable to participate without the instruments.

Through the Government House Foundation, donations were raised and the required eight cellos were generously donated to the music program's string section.



The Governor speaking with the students from Challis Community Primary School's music program



A music student from Challis Community Primary School receives a new cello from the Governor



Student from Challis Community Primary School's music program play with their new cellos



The Governor, accompanied by his wife Ms Susie Annus, and Government House Foundation Artistic Director Ms Fiona Campbell presented the cellos to Challis Community Primary School Principal Mrs Lee Musumeci and music program staff and students on Friday 25th September.



Students from Challis Community Primary School inspect their new cellos

"It was totally inspiring to witness the power of music education in action during my last visit to Challis Community Primary's School famous music program in August.

I am delighted that through the Government House Foundation we have been able to call on people in the community who know the importance of the arts to give back to the school's wonderful program.

I thank everyone involved for their support and donations which truly provide the gift of music to Challis students and I look forward to hearing about the school's continued success in helping our kids thrive through musical education opportunities." **The Governor**

"The Challis music program is all about providing children the opportunity to write their own life story. Through the power of music, the children think about themselves differently, see they are connected to something important and start to imagine possibilities not previously imagined.

We are uplifted to receive support from the Government House Foundation and sincerely thank everyone who contributed to the gift of 8 cellos for the children. This means that children who have been attending lessons and sharing an instrument will now be able to have their own." **Challis Community Primary School Principal Mrs Lee Musumeci**

"The Foundation is delighted to assist these young musicians and thanks the donors who made it possible.

As a legacy from the late Julie Michael, wife of former Governor the Honourable Dr Ken Michael AC, the Foundation is committed to encouraging excellence in music. It will welcome an opportunity to introduce these musicians to the Music on the Terrace series in

2021."

John McKechnie QC, Government House Foundation Chair

"The cello, magnificent as it is, is more than a musical instrument in these children's lives. It is a powerful and practical tool to learn all sorts of life skills through the discipline of practice, including listening, communicating, working collaboratively in a group and of course, finding a unique way to be expressive and hopefully begin their lifelong journey of creating joy through music." **Fiona Campbell, Government House Foundation Artistic Director**



Challis Community Primary School visit Government House

The Governor and Ms Annus welcomed students from Challis Community Primary School, along with their teachers and Principal, Ms Lee Musumeci to Government House for morning tea and House tour. The Governor introduced the students to Iain Grandage, Artistic Director of the Perth Festival. Iain, who gave a special performance for the students, also shared his musical journey as a cellist and the incredible places music has taken him. He told the story behind the music he would be performing on his cello.

A music student from Challis Community Primary School receives a new cello from the Governor



Following a visit in August to Challis Community Primary School, the Governor was inspired to help the school's music program which relies heavily on community instrument donations. The Governor heard that the school had an insufficient number of cellos for its music program students, with eight students unable to participate without the instruments.



Mr Iain Grandage, Artist Director of the Perth Festival providing a special performance for the students and teachers of Challis Community Primary School



Mr Iain Grandage listening to a Challis Student playing the cello



The Governor first visited Challis in August and through the Government House Foundation donated eight cellos to the schools music program.



The Governor addressing the students and teachers from Challis Community Primary School

"I am continuously impressed by the education initiatives within Challis Community Primary School. In addition to this invaluable music program, I am particularly encouraged by the Womb to Workplace concept instigated by the School in 2015, in direct response to the student's social and academic challenges.

As Governor of Western Australia, I am passionate about ensuring others are aware of Western Australia's presence as a rich and vibrant arts, cultural, educational and tourism destination. The music program at Challis Community Primary School is a perfect example of how this resonates at both a functional and foundational level.

Students, I hope that, through your participation in the music program, your minds are being opened to the many opportunities available to you."

The Governor



Challis Community Primary School students and teachers tour Government House



Sport

As it did in so many areas of education in 2020, Covid-19 impacted Physical Education in schools and reduced the external activities students in schools around the nation could participate in. The senior girls had to forgo the Girls Multisport Carnival in Term 1, the Summer Carnival in Term 1 was abandoned and the Winter Carnival, usually held in Term 2 was first postponed and eventually cancelled due to a lack of time to fit it in.

Despite these setbacks, the Challis sport calendar was able to continue with little interruption other than adhering to social distancing regulations. The Cross Country carnival was a success and saw the introduction of Runner Up and Champion in the Junior grades. Both the Jumps & Throws and Athletics carnivals were well attended by parents and gave the students a chance to shine in front of friends and family.

Semester 2 saw a reprieve in interschool events and the DDSA interschool Cross Country was able to go ahead at Armadale Primary School, with social distancing restrictions in place. Challis performed well and had 4 medallists from Years 3, 5 and 6. The interschool athletics delivered the best result Challis has seen in some time, both for individual students and as a team. 9 children earned themselves medals across all year groups and Challis came 2nd for the Most Improved shield, 2nd for the Team Games shield and 2nd for the outright Champions shield, missing out by a mere 2 points.

2020 was a successful year for Physical Education and we look forward to further achievements in 2021.



Aboriginal Education

Response to Covid-19 Closures. The sudden school closure because of Covid-19 restrictions was an opportunity for Aboriginal staff to work closely with the Student Services Team. Families who were experiencing financial hardship, managing health issues, including mental health issues, ongoing sickness and social issues such as domestic violence or homelessness were identified. Families who didn't have access to an electronic device or the internet were also identified and hard copies of school work and writing tools were delivered from a distance to them. The team found a solution to every challenge which ensured that there was minimal disruption and disadvantage to the education, health and wellbeing of Aboriginal students during this time.

Kaadadjiny Dandjoo Centre reopened in Semester 2 after Covid -19 restrictions lifted. This is becoming recognised as the building to find an Aboriginal staff member and we have had many students and family members call in for a yarn. The Aboriginal Ear Heath Team attended Challis at 3 different times throughout the year and utilised the K.D.Centre space. They completed hearing screening on 170 students in 2020.

Homework Club restarted in Term 3 with an average of 50 students attending each week. Students had an opportunity to practise their reading and comprehension skills, share Afternoon Tea and participate in Team building experiences from 2.30pm to 4.00pm each Tuesday afternoon. Highlights of Semester 2 were Father's Day BBQ and activity afternoon, watching the movie about Cathy Freeman and participating in NAIDOC activities.

NAIDOC 2020 was celebrated at Challis with a NAIDOC Opening Assembly. The Assembly was well attended by families and special guests including local Aboriginal elders and Dr Toni Buti MLA. The Assembly showcased each of the Aboriginal students represented at the school with an engaging slideshow. Our own Kwobidak Djookan (Beautiful Sistas) girls dance group showed their dance skills to a traditional Aboriginal Lullaby. Students spoke with passion about Family and Country. NAIDOC certificates were presented to 2 students from each year level for the first time. Families and Students left the Assembly feeling proud of their cultural heritage and with the 2020 Theme "Always was, always will be" resounding in their minds.

Celebrating Aboriginal Student Achievements event was held in December. Students and families came together to celebrate attendance, academic achievement and excellent behaviour. Many students proudly received certificates and a book mark. A celebratory sausage sizzle after the event was well attended by enthusiastic students and family members.

Pre-Primary On Entry Testing results showed outstanding progress across the areas Reading, Writing and Maths. Many of the students were below the expected standard at Start of the Year testing. End of the Year testing results show students have made great gains with their learning with most being at expected level or above. Daily attendance along with excellent teaching has impacted upon these very encouraging results.

Parent Consultation Group has reconnected during the latter part of the year, after initially being impacted by Covid-19 restrictions. A strong group of parents and family members met twice in Term 4 as an Advisory group with School Principal Mrs Musumeci. The group represents the Aboriginal voice of the school community and ensures that the needs of Aboriginal families and students are a focus and that cultural protocols are being adhered to.



Girls Academy

Girls Academy is a school based engagement program for Aboriginal and Torres Strait Islander girls. Challis Community Primary School is 1 of 2 primary school academies In Australia (the only one being in Western Australia). The program is aimed at overcoming the obstacles which Aboriginal and Torres Strait Islander girls have, from attending and achieving at school.

Challis Girls Academy has 24 girls enrolled from years 4, 5 and 6. Areas such as increasing school attendance, advancing in academic and personal achievement and year 6 transition to high school remain a priority for Academy staff.

The Program Managers job is to help increase the girl's life skills, support their mental health and wellbeing and provide them with opportunities to contribute to social and economic outcomes in the wider community. Academy staff help to equip the girls with the tools needed to engage in their education, achieve their goals and to change their community. The time has come to get the girls ready to make a change to our nation and be part of the social change, that is Closing the Gap.

2020 Events

The West Australian Ballet Company

Two Year 6 students from Challis Girls Academy were welcomed to WA Ballet Company on the 10th of August for a special workshop. The girls joined students from other schools for the pilot project which aims to engage young people with the Ballet Company while promoting Health and Wellbeing.

During their time, the girls were privileged to see the dancers perform. The dances were both based on COVID-19. The students then interviewed one of the dancers about her dance, how she relaxes and what makes her happy.

Both girls said they were nervous and excited at the same time but felt very lucky to represent the School and Girls Academy.

Emu Egg Carving with Sister Academy Balga

Ten of our Girls Academy students were lucky enough to attend an excursion to Kings Park to join our sister academy, Balga for an afternoon of cultural activities which included team building and emu egg carving. Each of the Challis girls partnered up with an older girl from Balga to carve a stencilled picture on to their very own emu egg. This team building activity provided a platform for our girls to strengthen their sisterhood and connect to culture.

Shining Bright

To celebrate students that have 90%+ attendance, Academy staff took the girls to a cultural tour through Kings Park. The interactive walk through the botanic gardens gave the girls an insight on how the Wadjuk Nyoongar people were guided by the six seasons and used plants and animals for food, shelter, tools and medicine. After finishing at Kings Park, we were lucky enough to go to the Girls Academy head office, where the girls were met by Warren and Terry who gave them a surprise gift and a tour of the office.

Moorditj Mondays, Wicked Wednesday and Fit Friday

This semester 3 new programs were introduced into the academy. These programs gave the girls more structure and more FUN during their lunch and recess. On Moorditj Mondays the Girls Academy staff would do a cook up for the girls, something different each week. During this time the girls would eat and yarn about the weekend, and staff would talk to the girls about what the week ahead looked like e.g. Activities, contact time and attendance. Wicked Wednesdays are deadly, this is a trivia day, where there is door prizes and a quiz. To end the week off with a bang we have Fit Friday. Fit Friday is the day the Girls Academy staff and students leave our Academy room every lunch and recess and engage with other students out in the playground.



Instruments

Governor Kim Beazley, accompanied by his wife and Government House Foundation, presented cello's to Challis Community Primary School Instrument students. Some of our Girls Academy students were lucky enough to meet the governor and receive a cello.

This term Girls Academy students were offered a place in the schools guitar and strings instrument program. After three lessons the girls performed in front of a massive crowd at our schools NAIDOC assembly. They played two pieces called Twinkle Twinkle Little Star and French Folk Song. We are so proud to say that the girls were amazing, even feeling more and more confident and performing once again at our Girls Academy Awards.

Year 6 Transition

The time has come for our year 6's to say goodbye to primary school. To help with the transition to high school Girls Academy Staff took the year 6 girls for a transition morning to sister academy Cecil Andrew's. The morning consisted of a school tour, shadowing Girl's Academy students in a HAAS and maths classroom (to see what it's like to be in a high school class), activities and lunch in the Girls Academy room. After our visit to the high school the girls have expressed their excitement about their future possibilities and high school pathways.

NAIDOC

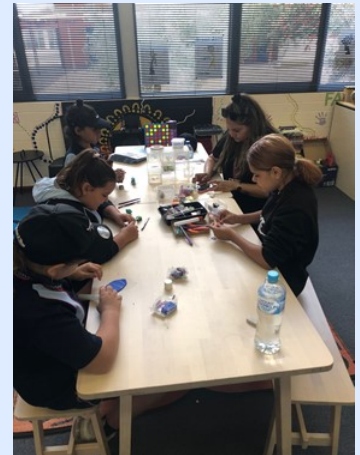
NAIDOC week was celebrated from the 8th-15th November. Girls Academy students had a leading role at our NAIDOC assembly. Through the entire week Girls Academy Students volunteered their time in Pre-Kindy, Kindy and pre-primary. From face painting, damper making, sand art to braiding and reading dreamtime stories to all of the little koolangas.

KMart

Kmart Armadale invited students from Challis and Cecil Andrew's Girls Academy to team up and decorate their front window for National NAIDOC week. Kmart donated items such as furniture, shoes, a dolls pram and bowls for the girls to decorate and put their own stamp on. This was a positive project which gave the girls a sense of pride and understanding of their culture. This project has not only had an amazing impact in the academy it has also promoted a sense of culture and belonging in the community.

Girls Academy Awards Night

On Thursday 19th November, we celebrated our annual Academy Awards. The event was held in the undercover area and was attended by special guests, school staff, Girls Academy students and families. A touching Welcome to Country followed by the didgeridoo was given to us from noongar woman Jenna-Lee Rodney and noongar man Reece Wilkes. The afternoon was full of happiness, pride and fun. Starting with the award ceremony and finishing with Mexican for tea and selfies in the photo booth. Congratulations to all of our 2020 award winners.



The Always Club

The Always Club initiative commenced in 2020, for the purposes of recognising students who always do the right thing. This initiative was developed in response to parent feedback and the need to acknowledge students who consistently demonstrate the Challis Way. Always Club members always do the right thing; always try their best; always help others in need; always attend (when no legitimate reasons for absence are present); always show resilience when faced with challenges; always follow school behaviour expectations. Throughout the year, Always Club members came together to celebrate their achievements at a variety of activities, hosted by the Principal, Lee Musumeci. Members have had the opportunity to dine with the Principal, listen to book readings, participate in art activities, play in the mud kitchen, enjoy a games afternoon, attend an author excursion in conjunction with Armadale Library Association and a waterslide/obstacle course incursion! Always Club members are nominated by their classroom teacher, with specialists teachers also needing to support their nomination. Members are presented with an Always Club badge at assembly and recognised by the school community, with Pre-Primary to Year 6 represented. In 2020, there were over 150 members who always do the right thing! Membership was just the school academic year, with all members needing to earn their place again in 2021 by always demonstrating the Challis Way.





The R.O.C.K. (Reach Out and Chat to Kids) program is a Challis initiative that aims to help specific students feel more comfortable and confident at school by expanding their network of trusted adults. Students who go through the referral process and are selected to be a part of the program are paired up with a staff member who is their buddy for the year. The staff member regularly checks in on the student throughout the school weeks and spends time talking to them, getting to know them while sharing about their own lives. This programme is not designed to correct behaviour and staff buddies will not offer judgements on student behaviour. Rather, staff are there to listen, to offer support, to give advice and generally show their student buddy that there are a number of people who care about them and are there to help if they want it. In this way the student has an adult that they can talk to who won't offer judgements and instead is just there to listen. Each term a R.O.C.K. party is hosted to bring the group together and help foster friendships between the group members.

This year we had 35 students benefit from being a part of the R.O.C.K. group and we are looking to expand in 2021.



Challis Parenting and Early Learning Centre

The first half of 2020 has proven to be like no other for the Challis Parenting and Early Learning Centre. Term 1 started regularly with the commencement of all our programmes and services. By mid-Term 1, our focus and attention needed to switch to crisis planning and support. Our CPCLC staff became an integral part of a school-wide response to the pandemic. We closely monitored and acted upon the latest Health and Department of Education advice. We quickly and systematically introduced measures to adhere for protocols and guidelines. CPCLC staff worked tirelessly in uncharted areas while taking a cautious approach to maintain safety and moral obligations to uphold our integrity and reputation within our school community. Our traditional programmes and services were temporarily replaced by responsive and proactive community needs based initiatives.

In a short period of time, our team collaboratively designed and implemented safety and welfare measures to support our families during the pandemic, including;

- Identification and strategic planning for vulnerable children and families
- Development of online learning videos Pre-Kindergarten children
- Home Learning Package were prepared to support the online learning component
- A school-wide communication strategies being developed and implemented
- Planning, creation and delivery of essential care packages
- An essential support network for all children, parents and staff

In Semester 2, 2020 we excitedly welcomed back families to most of our programmes and services, in accordance to the latest health advice. Special events were held to celebrate; including balloons and take home bags. Celebrations have continued throughout the semester (see appendices for photos from these events).

Families demonstrated their trust in school staff and the quality of the Pre-Kindergarten program by handing their children over to staff at the school gate at a time when only students and school staff came onto school grounds. The children developed outstanding independence and resilience. Families were welcomed back onto school grounds at the commencement of Term 3. Term 3 also saw the commencement of our Pre-K 5 class.



Other notable occurrences include;

- Routine-based interviews were conducted in Term 1 and Term 4.
- NAPLAN data will not be available Australia-wide in 2020.
- The introduction of a joint Pre-K consent form has allowed service providers to share all information related the children. The team introduced a triage system and introduced a CPELC led booking system for all Speech Pathology and Occupational Therapist appointments.
- Significant community consultation has occurred in the EALD/ CALD and Aboriginal communities.
- Plans are being finalised for the introduction of an onsite Before and After School Child Care service, as identified in accordance to the 2019 Parent Forum.
- Department of Health COVID-19 restrictions required the 'drop in clinic' to be appointment only.
- The Womb to the Workplace has continued to make traction. The initiative has been presented to the District Leadership Group and the Early Year Initiative board. Awaiting an outcome.
- Funding has been secured for the 'Mrs Farmer' Nature Playground, located in the Developmental group and Pre-K outdoor play areas. Construction will commence in late December 2020. The playground should be operational at the start of the next school year.
- Extensive strategic planning has been undertaken to strengthen current programmes and services in 2021.
- The current Curtin University IPES coordinator has tendered her resignation. She finished up on Friday, 11th December 2020. The School Principal will be on the recruitment panel for her replacement. Commencement date to be confirmed once an appointment has been made.



Services and Beneficiaries

Description of Service	Description of beneficiaries
Developmental Groups - 3 sessions per week (1x Move & Groove, 1x Stay & Play, 1x Story-time)	79 families Total 133 children
Child Health Nurse Services Clinic appointments Drop In Clinic <i>NB: Department of Health regulations required Drop In to be appointments only during this reporting period.</i>	Families and children aged 0-3 within the Challis school boundary. Total births = 166 (from 1 st January to 8 th December 2020) Total <i>Drop In</i> Clinic visits = 215 (from 1 st January to 9 th December 2020)
Pre-Kindergarten Class 1 Pre-Kindergarten Class 2 (N.B. 10 Aboriginal children are offered a full day and attend Pre-K1 & 2 sessions, but have only been counted in the Pre-K 1 total) Pre-Kindergarten Class 3 Pre-Kindergarten Class 4 Pre-Kindergarten Class 5	20 children 10 children 17 children 18 children 18 children Total 83 children (including 10 Aboriginal children and 21 children with English as an Additional Language or Dialect)



We learned the following lessons this year;

Our community whole-heartily appreciate the services and programmes we provide in the CPELC. This was evident in their regular requests for us to re-commence developmental groups (conflicting with the latest Department of health advice at the time), their willingness for their 3 year-old to enter the classroom independently and in the following National School Opinion survey comments;

"We are very impressed with the school and our children are thriving and doing well. They have both been at Challis from Pre K and i cant fault the early learning areas. Our eldest is in year 3 and I have been worried about upper years as I am not aware of what is being implemented to support the students in these years, other than music programs - which she is very excited about. Their teachers are wonderful! Approachable, supportive and great communicators."

The Womb to the Workplace Priority Working groups also supported the need for a developmental group aimed at children from 8 to 24 months. The introduction of a toddler group will support attendance at the 2 years old Child Health Nurse and as a stepping stone for families to Stay and Play.

Strengths for Life interviews, while time consuming, are invaluable in building relationships, establishing the families' desires for their child and determining the level of child development knowledge held by families.

Parents would like to learn more about what the children are learning and how to support them. This is specifically evident in the following National School Opinion Survey comment;

"This School educates wisdom and discipline to kids. Some parents are ready to know about the teaching way, eg., mathematics and happy to help the teachers with their contribution in making kids to work at home on some fields of education. so more teachers and parents interactions and home works for kids may improve the kids level even better"

Our EALD/CALD families appreciate the opportunity to meet together and share their views and opinions in person with the Principal. An interpreter is required for all meetings.

Interagency communication is vital in the identification, early intervention and support we provide our families and children. Here is an exceptional example of this in practise;

"Collaboration between Family Support, CHN and Curtin in guiding a family through a difficult diagnosis process and NDIS. GDD is the initial diagnosis but further support will be given through the next steps of therapies and a possible ASD diagnosis coming through in 2021. The family regularly attended CHN appointments and developmental groups which shows the benefit of families engaging in services early. This child will be attending Pre-Kindy in 2021 with an advantage of already having a diagnosis and starting therapy."

Funding needs to be secured by the start of Term 4 each year to ensure that Pre-Kindergarten families are notified of a Pre-Kindergarten placement. A consequence of a securing the funding late in the semester or early the following year is a reduction in student numbers as families enrol their children in child care. This reduces our ability to connect, form relationships and provide early intervention.

Facebook is a valuable family engagement strategy that was embraced as part of response. Further work is required in capturing and engaging a larger number of 0-3 families.



Pre-Kindergarten 2020



Pre-Kindergarten commenced in Term One 2020 with four classes and grew to five classes at the beginning of Term 3. By the end of 2020 ninety children and their families had accessed the program. The Pre-Kindergarten classes were staffed by a teacher, an Education Assistant along with an Aboriginal and Islander Education Officer working with two of the five Pre-Kindergarten classes. A family support worker worked alongside Pre-Kindergarten staff to provide assistance to families. The Curtin University Interprofessional Program at Challis provided additional support to the program with students studying courses including occupational therapy, speech pathology and medicine undertaking a placements in the Pre-Kindergarten program.

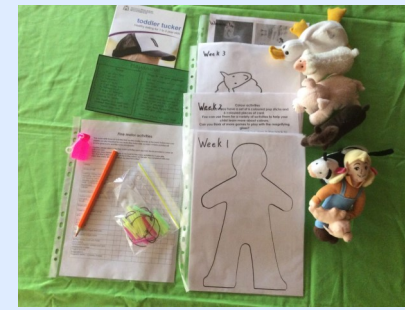
Due to the continuing partnership with the WA Health Department twenty six Pre-Kindergarten children were referred to Child Development Services. This ensured the children and their families were able to by-pass public health wait lists and access free services from a speech pathologist and occupational therapist.

Family engagement is a key component of the Pre-Kindergarten program acknowledging the role families play in supporting their child's learning in partnership with the Pre-Kindergarten Team. The 2020 Family Engagement Plan required ongoing adjustments due to the impact of Covid 19. The Pre-Kindergarten program was suspended in Term One from Week 7 to Week 10. In Term Two, along with the rest of the school, a Home Learning Program was sent home to families. A Pre-Kindergarten Facebook page and Seesaw app was established to provide regular, ongoing two way communication with families. Pre-Kindergarten families overwhelming supported their children returning to Pre-Kindergarten in Week 6 of Term Two. Families demonstrated their trust in school staff and the quality of the Pre-Kindergarten program by handing their children over to staff at the school gate at a time when only students and school staff came onto school grounds. The children developed outstanding independence and resilience. Families were welcomed back onto school grounds at the commencement of Term 3.



Highlights of Pre-Kindergarten 2020

- Harmony week celebrations
- Five Senses Family Fun with a range of hands on activities for families to explore using their 5 senses
- Strength for Life family/teacher meetings
- Home Learning package developed and distributed to families
- Facebook page and Seesaw class app established
- Weekly Facebook videos including teachers reading stories and singing songs
- Seesaw messages providing regular two way communication between families and teachers.
- Family Facebook Poll providing overwhelming support to recommence onsite Pre-Kindergarten classes.
- Learning Journey in Term 3
- Family Bush Walk
- National Science Week Family Fun with a range of hands on science based activities for families to explore together
- Book Week celebrations and dress up
- Curtin University Teddy Bear Hospital incursion with medical students presenting an interactive, role play hospital experiences with the Pre-Kindergarten children and their teddies joining in
- Outdoor Classrooms with family fun activities including giant bowling, egg and spoon, obstacle course, ring toss
- Year 6 and Pre-Kindergarten joint nature walk
- NAIDOC celebrations with children and their families joining in creating artwork, face painting, storytelling, singing and enjoying home made damper



Curtin Interprofessional Practice Program at Challis in 2020

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's third and fourth year students from speech pathology, occupational therapy, physiotherapy, professional psychology, social work, medical students and dietetic 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. The Covid-19 pandemic did impact us at the end of term one particularly when school closed down one week early. However, the impact of this on our programme to families was supported by delivering some phone and telehealth sessions, providing our families with home programmes and then resuming our direct services model once school restarted in term 2, when our programme to the children and their families was able to restart.



Service delivery

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. This year has seen an increasing number of under four year old referrals from our Child Health Nurse and this has been enthusiastically managed by the speech and OT students, in particular, who have enjoyed getting to know the younger children in our school community.

Clinic referrals

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.

Empowerment model

The focus of all the students was in empowering the families and teachers to deliver seamless support for any child referred to the clinic. To support this approach, 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 integration of the interventions into all child sessions including families and teachers whenever possible. This helped to minimise any loss of teaching time and ensured carryover of newly acquired skills learnt were implemented directly into the child's own familiar settings.

Programmes

The Curtin Students were all involved in the programmes delivered across school including working into, the pre-Kindy classes and the Pre-primary classes in particular where they completed joint planning and delivery across whole class activities. The Physio students were involved in a project incorporating more imagery and imaginary play into our Grasshopper sessions using themes e.g use of outback and barnyard themes. The Occupational therapists created a Sensory preferences tool for the teachers in Strive, which aimed to identify and record the sensory preference needs of each child attending our special needs classroom. The Speech pathologists were involved in an early identification of needs project, with the families and class teachers in the Pre-Kindy classes. This ensured carryover of newly acquired skills learnt at their pre-k session back into the child's own familiar settings e.g. following instructions and practicing inhibitory control. While in the Kindy classes, they have been working with the children who are learning English as a second language, ensuring they are going well and providing any extra assistance to support their learning as required.

Peer Supervision

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" delivered 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.

Feedback

The impact of the clinic is more clearly measured when stakeholders offer insight through their experience of the services delivered. *"My favourite part has been seeing all the happy kids! They've been a joy to work with, it's so rewarding to see them happy and looked after, knowing that I've played my own small part in improving their health and education."* Mohammed Billah, Medical student. *"Over the last three months, my son has been attending speech therapy sessions with Emily (a Curtin Student). He has picked up a few words and actions to communicate 'more' since he started therapy with her"* Mrs Rajeshwari Sankar, Mother & EA.



Services across 2020

As we approach the end of the year, the referrals and projects that the students are involved with continues to grow in number. There are many exciting plans ahead for 2021, including the possibility of a large increase in the number of Curtin students coming to Challis on placement and more disciplines including Nursing and Oral health students joining us in the new year.

Clinical Placements

Total weeks students at school	40 weeks (4 x 10 week terms)
Average number of Curtin students per week	15 Curtin students
Disciplines attending:	
Occupational therapy, speech pathology, physiotherapy, professional psychology, social work, dietetic and Medical students	

- 42 children referred for psychology services (Friendship issues, self-esteem, grief and loss, confidence, resilience)
- 84 children referred for occupational therapy (Handwriting, fine motor skills, attention in class, sensory regulation)
- 21 referred for Social Work
- (Social skills, identifying emotions)
- 109 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, 284 referrals were received in 2020. 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.

Julie Tan

Interprofessional Coordinator
Curtin Clinic
Challis Community Primary School



2020 Wildcats Aspire

Our Partnership with the Perth Wildcats and their 'Aspire' program returned to Challis for the 4th consecutive year. The Aspire program promotes and encourages students to engage in a healthy lifestyle and rewards students for reaching their goals.

Ms Baeli's M8 class and Ms Palmer's M9 class were chosen to participate in the 2020 program. Together teachers and students identified their goals to reach 'Above 95% Attendance' and 'Reading Fluency Above 90 WPM'.

Clint Steindl and Luke Travers began their twice weekly, 1 hour visits to the classrooms in week 1 of term 2. Clint and Luke joined in with classroom activities and lessons supporting students and speaking with them about their interests, goals and ambitions.

M8 – Ms Baeli

The Wildcats Aspire program was a fantastic initiative to engage and reward our Year 5 students to maintain and reach the goals they have set for themselves. These goals included; maintaining their good standing by consistently demonstrating the RISE expectations, a school attendance average above 95% and reaching a reading fluency rate over 90 words per minute. For the first 5 weeks of Term 3, for one hour each Monday and Friday, Luke Travers visited M8. He joined in with the classroom activities, supporting students and talking to them about their interest, goals and passions. Some highlights of the program included:

Reading for 1 minute every session to Luke to track reading fluency progress and improvement

Receiving rewards for reaching their goals

Autographs

Challis Leopards Vs Perth Wildcats game at the Salvation Army Hall

The success/outcomes of being involved in the program include:

Improvement in attitude and effort in class.

Students wanting to be assessed regularly in their reading to see if they have improved their fluency rate and or moved up a reading level

Reduction in the number of students being sent to TAP, and as a result losing their good standing

Increased interest in basketball, particularly the number of students playing at recess, lunch or when given free time

M9 – Ms Palmer

During Semester 2 2020, our Year 5 students were engaged and involved in the Wildcats Aspire program. Students from M8 and M9 set goals and, with the help of the Perth Wildcats, strived to achieve them. In M9, Clint Steindl joined students for the first 5 weeks of Term 3. For the last hour on Mondays and Fridays, Clint would support students in reading and comprehension, as well as being a point of check in for attendance and experiences students had in their lives. Clint was an excellent role model for these students and when he visited school, they were overwhelmed with joy! As a teacher, I am extremely appreciative of the support and guidance from Luke and the Wildcats community.



The SMITH FAMILY Partnership

The Smith Family and Challis Primary School partnerships provides the *Learning For Life* programme to the school community. *Learning for Life* is an educational support programme, providing financial, social and programme assistance to families throughout the schooling years and on to post-school study at Tafe or University. Currently there are 109 students at the school receiving *Learning for Life* support.



Smith Family Programmes at Challis PS—2019

Young ICT Explorers (YICTE) develops skills in technology and is aligned with the Digital Technologies curriculum. Students can take to their classroom learning and apply it to a technology project of their choice. Projects can be entered into a State-wide competition.

The Passport to Success programme prepares students for the important move to High School. Students have the opportunity to increase their skills, knowledge and attitude to successfully manage the transition to a new learning environment.

27 students participated in the YICTE competition

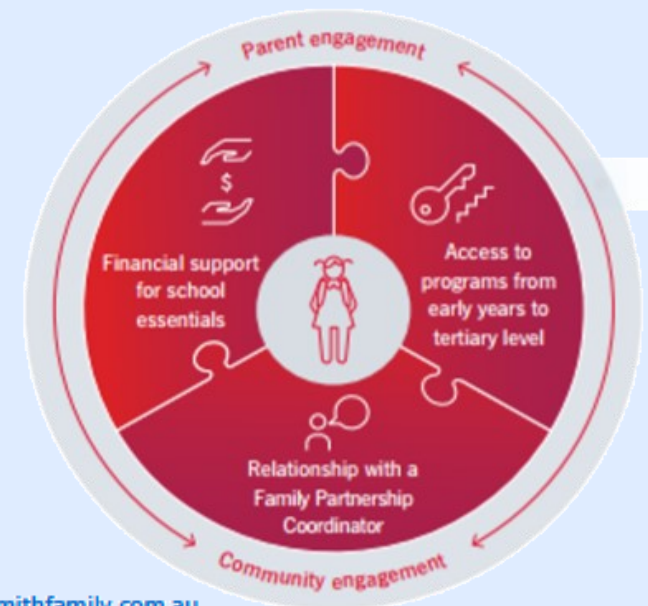
97 Students participated in the Passport to Success Programme.

OUR APPROACH

We believe that every child should have the opportunity to reach their potential and achieve their dreams no matter their circumstances.

Our aim is to help children and young people experiencing disadvantage by providing them with the long term support they need to thrive at school and beyond.

How *Learning for Life* works



Family Partnership Coordinator, Emma Avery 0419 249 959 Emma.Avery@thesmithfamily.com.au

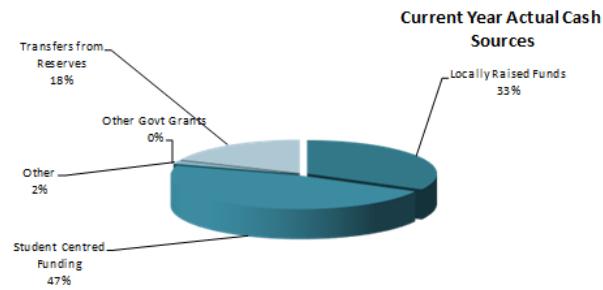
Programs Coordinator, Emi Jackson 0419 799 840 emi.jackson@thesmithfamily.com.au



Managing our Financial Resources

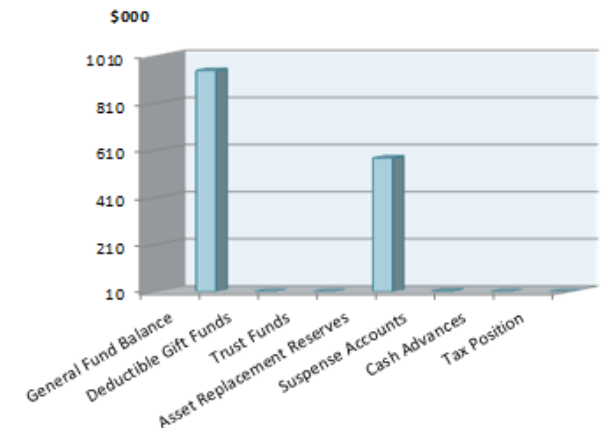
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 16,337.00	\$ 14,405.00
2 Charges and Fees	\$ 48,631.00	\$ 48,631.08
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 549,603.05	\$ 549,607.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,133.00	\$ 1,133.02
8 Other Revenues	\$ 30,014.23	\$ 29,998.37
9 Transfer from Reserve or DGR	\$ 344,638.00	\$ 344,637.55
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 991,356.28	\$ 989,412.02
Opening Balance	\$ 808,624.00	\$ 808,624.41
Student Centre d Funding	\$ 875,882.00	\$ 875,882.43
Total Cash Funds Available	\$ 2,675,862.28	\$ 2,673,918.86
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 2,675,862.28	\$ 2,673,918.86

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 69,323.00	\$ 43,390.06
2 Lease Payments	\$ 50,000.00	\$ 22,270.91
3 Utilities, Facilities and Maintenance	\$ 539,208.00	\$ 382,653.22
4 Buildings, Property and Equipment	\$ 202,826.00	\$ 192,509.64
5 Curriculum and Student Services	\$ 760,561.24	\$ 424,766.83
6 Professional Development	\$ 110,824.91	\$ 22,709.47
7 Transfer to Reserve	\$ 379,000.00	\$ 379,000.00
8 Other Expenditure	\$ 9,593.00	\$ 7,868.11
9 Payment to CO, Regional Office and Other Schools	\$ 250,440.00	\$ 250,440.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 2,371,771.15	\$ 1,725,608.24
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 2,371,771.15	\$ 1,725,608.24
Cash Budget Variance	\$ 304,091.13	

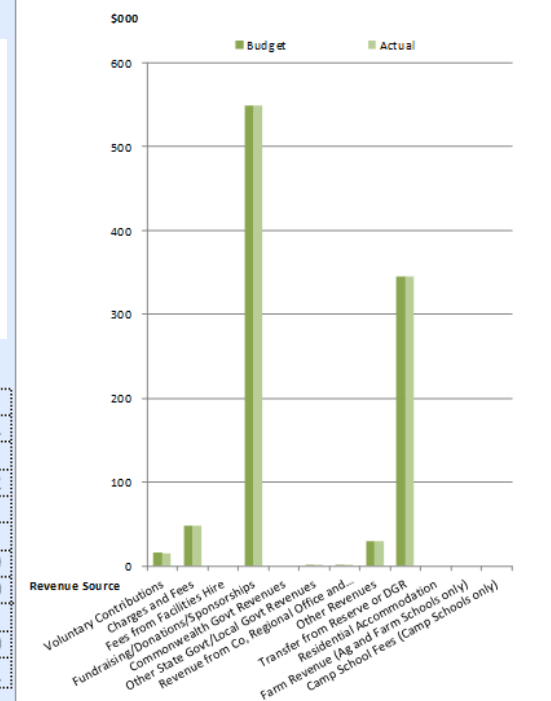


Cash Position as at:	
Bank Balance	\$ 1,544,744.11
Made up of:	\$ -
1 General Fund Balance	\$ 948,310.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 576,735.59
5 Suspense Accounts	\$ 11,989.90
6 Cash Advances	\$ -
7 Tax Position	\$ 7,708.00
Total Bank Balance	\$ 1,544,744.11

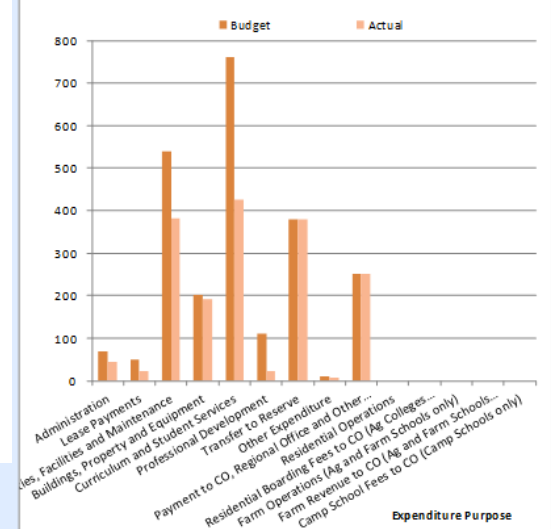
Cash Position



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual





Challis Community Primary School

An Independent Public School

40 Braemore Street, Armadale
WA 6112

