

Respect

Responsibility

Safety

Excellence



An Independent Public School

Challis School Report 2022



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Reflecting on 2022, it is evident that the strong, positive culture that is the fabric of Challis Community Primary School is the enabling factor that protects, buffers and supports staff even through the COVID-19 pandemic. Despite staffing levels being ravaged by illness and isolation, those left unaffected shouldered additional duties, extra students, collapsed classes, adjusted lessons, uncertainty and an increase in student and parent worries. Responsive leadership supported by the School Board, eradicated any tasks that were not core business and provided staff significant flexibilities to determine a manageable workload. Staff retreated to pods to limit contact with other teaching teams in order to maintain good health as much as possible.

As the impact of the pandemic eased, attention turned to school activities that mark the calendar annually. The ongoing investment in cultural responsiveness and the truth of Australia's history was abundant during NAIDOC week with a "Get Up, Stand Up, Show Up" Gallery where Kathy Freeman, Patty Mills, Archie Roach, Adam Goodes, William Cooper and Gurrumul were researched and highlighted for their impact on Australian history. The Kaartdijiny Danjoo Centre was converted in to a sensory experience with each room overflowing with edible items, sustainable practices, Noongar language, art work and artefacts. A Gina Williams and Guy Ghouse Concert was a highlight, as was the Challis NAIDOC video featuring every First Nations student.

School camp to Woodman's Point went ahead as planned, marking what has become a rite of passage for our Year 6 students. Our faction sports carnival was planned around the renamed factions names of Boodjar (land), Marr (wind), Kep (water) and Kaarla (fire) for the first time.

Science Week, Book Week, National Families Week all proceeded as did Learning Journey for families in Term 3.

Our connection with families started from birth with a staggering 139 births in 2022 and continued through the various developmental groups, through to 72 children attending our Pre Kindy programme, a further 18 engaging in an abridged programme in Term 4.

Despite the interruptions and staff shortages, our Impact Coaches ensured that quality teaching and learning occurred every day for every student, with 352 coaching sessions provided along with covering over 50 relief days. The Rising Stars programme for new staff was not interrupted as we implemented the professional learning calendar as intended, along with adjusting the content responsive to feedback.

Also despite the impacts of COVID on student attendance, an amazing 352 students managed to maintain a 95% or higher attendance rate. Our successful partnerships with Curtin University, The Minderoo Foundation, The Smith Family, FOODBANK, Musica Viva, The Sebastian Foundation and Gabby and Joe from Tronox.

As the year closed, we farewelled Mrs Melinda Ballantyne after more than 12 years of teaching and coaching and influencing and supporting staff and the community. Mrs Bibby, a much loved Education Assistant, retired after a very long involvement with the school starting as a parent, then P and C President, volunteer and finally staff member. We also said goodbye to Mrs Lucy Welten after 16 years of teaching service to Challis community, and after 16 years of advocating for, supporting, teaching and making a difference to the lives of so many students with additional needs, we said goodbye to Mrs Karen Scari as she embarked on a new direction. We thank all of these staff members for their considerable contribution to the lives of the Challis students."

The information contained in the following report captures the real work being done every day of the week by committed staff, determined to achieve Better than Postcode results....together as a Community....the Challis Way.

Lee Musumeci





2022 saw the Challis Board secure the membership of the former City of Armadale Mayor, Henry Zelones. Henry comes with years of experience in dealing with State and Federal Government and we feel very lucky to have him with us on our journey of redevelopment of our school. Just when we all thought we were over Covid, 2022 was another shocking year of Covid impacts upon our school community. Several Board meetings had to be cancelled at the last minute due to unforeseeable staff demand as Covid laid bare the reality of teacher shortages, with unprecedented demand for substitute teachers across the state. Once again, our school was one of the worse hit schools for Covid impact. And to this note the Board wishes to acknowledge the commitment, care and love to and of teaching, that all the staff at our school demonstrated time and time again for the sole purpose of creating the best futures that our children can get through a proper education.

With a shake-up of State Parliament, 2022 saw our much loved and voted for, Local Member of Parliament, Dr Tony Buti, become our state's Education Minister. Dr Buti has been a long-time supporter and advocate for Challis. As a Board, we are looking forward to him taking up the call to see Challis redeveloped into a modern school, where the footpaths don't flood and with modern infrastructure creating an environment that promotes learning. The Board will continue to support our school Principal and our school community towards the eventual redevelopment of our school with at least a signed-off commitment by State Government to this end before the next state election. We look forward to the support of our community in our efforts.

And finally, it is not news to say that our school sits in a low socio-economic catchment area. What might be news to all who read this though, is that our school out performs and out competes against other schools on a like-for-like basis. This school, because of the commitment by every single member of staff and under the unwavering leadership of Lee Musumeci, is a flag ship school for education at every year level. As a Board, we sit in a privileged position where we get to hear of the remarkable outcomes under enormous pressures that your children's teachers and school staff generate, all because of something I believe they have in greater depth than at other schools, a deep, genuine love for seeing every child succeed beyond their current life circumstances. With great thanks from our community to the staff of Challis CPS.



## School Board 2022

Allan Adams	Chair Community Representative
Dr Lorraine Hammond	Deputy Chair Community Representative
David Ansell	Community Representative
Henry Zelones	Community Representative
Lee Musumeci	Principal
Mark McClements	Staff Representative
Hayes Webb	Staff Representative
Casey Klaproth	P & C Representative
Hayley MacNeall	Parent Representative
Deb Adams	Parent Representative

## 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.

**Distributed Leadership** The model of distributed leadership continued on from its inception in 2014 and continues to be the ultimate school improvement strategy. The identification of high impact teachers within and outside of classrooms provides continual support for staff at all stages of their career. Importantly, this model aims to reduce the variability between classrooms. In-class coaching, goal setting and feedback strengthens teaching practice and improves the shared understanding of “what good looks like”.

The extended leadership team commenced the 2022 school year early, with an overnight stay at The Trade Winds followed by a rigorous day of learning about self, facilitated by Ben Calleja. The internal leadership development programme continued throughout the year to build on understanding of self and extended to leading others, developing strategies for building trust, developing a shared understanding of effective Professional Learning Communities and giving and receiving feedback. A couple of unanticipated staffing changes early in the year interrupted our ability to provide the intensity of support that we pride ourselves on, and adjustments were needed to respond to the staffing challenges. The role of Impact Coaches and Behaviour Coaches were merged as we focussed on Engagement being the role of all Impact Coaches, without the previous delineation between instructional practice and behaviour management. **LEAD Teachers** Pre K – Denise Bujalka, Kindy- Ashley Woodford, PP – Ashling Northover, Yr 1- Crystal Dickson (Term 1), Yr 2 – Katrina Millard-Hurst, Yr 3 – Katherine Dunmill, Yr 4 – Andrew McLoughlin, Yr 5/6 – Melissa Baeli, Specialists – Radha Bhaskaran, SNEAs – Karen Scari, EA – Denise Bibby

**Impact Coaches** Kindy – Melinda Ballantyne, PP – Jodi Hampel (Term 1), Yr 1-Kelly Plunkett, Yr 2 – Katherine Dunmill, Yr 3+4 – Enda Nolan, Yr 5+6 – Melissa Baeli, Specialists – Deborah Robinson (Sem 1)

Part of the leadership development programme focuses specifically on developing opportunities for Level 3 Classroom Teacher aspirants, including the identification of aspirants and providing support at every stage of the L3CRT process. In 2022, we were very proud of Mr Enda Nolan who achieved Level 3 status.



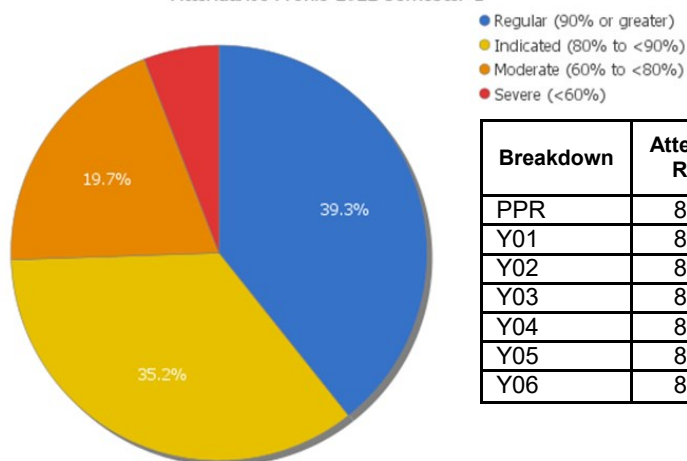
**Student Leadership programme** Lead by Ms Melissa Baeli (Yr 5/6 Impact Coach), eight elected Student Councillors were supported to develop their leadership skills through multiple opportunities throughout the year. As the representatives of the student voice, the Student Councillors attended and addressed the School Board to report back on school activities, focus areas and challenges. The Councillors identified areas for improvement, researched solutions, worked with office staff to investigate costs and saw each project through to completion. An example of them using their voice to lead change is the installation of a new bike rack system, located in a more secure area of the school. The Councillors attended the Dare to Lead Conference (remotely due to COVID), represented the school at the Remembrance Memorial, lead each assembly, welcomed special guests to the school and, importantly attended the induction for new teachers on a Saturday morning.

**Rising Stars programme** Again, planned and lead by Mr Andrew McLoughlin, aspirant L3CRT, this comprehensive induction programme provided thorough information, coaching, modelling and professional learning about what to teach and how to teach it for all new teachers to Challis. Commencing at the end of the previous year, the induction programme continued prior to school starting in 2022 and then at well spaced intervals throughout the year. Whilst the programme has structured topics to be taught to all new staff, it is highly responsive to the feedback of participants and can be individualised when requested. The induction programme is part of the quality teaching strategy and also strongly supports the well being of new staff.

**System Leadership** Our Executive Team supported Meadow Springs PS in their school improvement journey through the Fogarty EDVance Programme. Additionally, Newly Appointed Principals were supported as were Aspirant Principals. The Executive Team was interviewed late in the year for a podcast edition of Education Reading Research Room (ERRR) by Ollie Lovell. The podcast is to be aired early 2023.

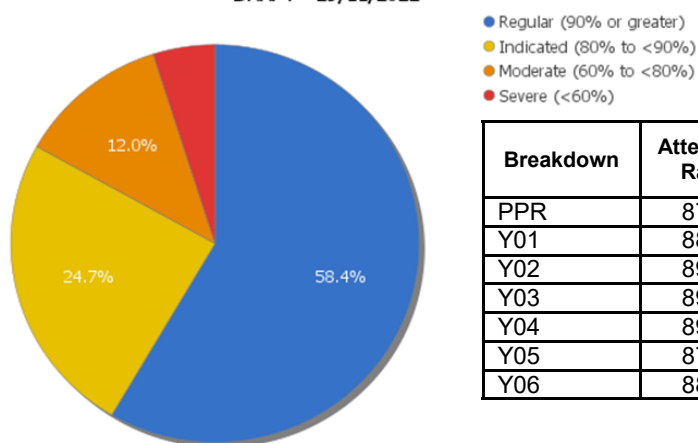


Attendance Profile 2022 Semester 1



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	84.0%	43	46	24	7	54%	46%
Y01	85.0%	45	44	18	6	67%	33%
Y02	83.0%	49	36	25	7	54%	46%
Y03	84.3%	50	40	23	7	50%	50%
Y04	84.0%	41	43	25	6	46%	54%
Y05	83.4%	56	44	24	9	43%	57%
Y06	82.5%	38	35	22	6	49%	51%

Attendance Profile 2022 Semester 2  
DRAFT - 29/11/2022



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	87.8%	68	28	17	7	50%	50%
Y01	88.6%	68	30	19	5	72%	28%
Y02	89.1%	73	26	12	8	44%	56%
Y03	89.6%	76	31	15	5	47%	53%
Y04	89.8%	69	35	9	3	41%	59%
Y05	87.3%	72	37	15	9	42%	58%
Y06	88.3%	62	19	13	4	48%	52%

## Summary 2022

Covid has had a significant effect on our attendance in 2022. Our Regular attendance (90% or greater) has dropped down to 39.3% in Semester 1 and 58.4% in Semester 2. It is usually 70%

Whole school attendance in term 3 was 88.16%, Which is 4% lower than our average in 2021.

Semester 1 whole school was only 83.33%. This would equate to the average student being absent for 17 days in Semester 1 and 6 days in term 3. That is a total of 23 days absent.

73 students have achieved 100% attendance rate in Semester 2

Aboriginal attendance was 82.09% in Semester 2 and was only 74.58% in Semester 1.

Hopefully as the pandemic passes we will return back to our usual attendance rates.

## Strategies 2023

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 and AIEO's.  
Individual and Class Attendance rewards will be established.  
Attendance certificates to be handed out for students over 95% each Semester.  
Letters sent home every 5 weeks reminding parents about attendance.  
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 2022

To increase attendance to 72% in the regular attendance category.  
Increase Aboriginal attendance to 68% in the Regular category.  
Increase Aboriginal average attendance to 85%  
Increase Year P-4 attendance rate to 92%.  
Increase average attendance to 92%



At Challis CPS, our school improvement journey has been spent developing a platform of excellence in explicit teaching, behaviour support, and in mobilising the community to improve student outcomes. Previous achievement data and progress reports have indicated that we are outperforming schools in a similar context, and we are closing the education gap that exists based on a communities social-economic status. Such data has provided evidence 'that we are beating the postcode', however the improvement journey continues as an education gap continues to exist between Challis students and their WA peers.

Our 2022 NAPLAN data differs to the usual data set, in that there was no 2020 NAPLAN data available. This was a result of Covid-19 and the subsequent cancellation of NAPLAN testing that year. Table 1 presents our achievement data for 2022, when compared to the goals set in *Challis in Focus 2022*.

**Table 1:** Performance against internal NAPLAN targets

Target:	Year 3 (114 students)					Year 5 (124 students)				
	R	W	N	Sp	G&P	R	W	N	Sp	G&P
<b>90%</b> 'at or above' NMS in all areas (above NMS)	92% (76%)	95% (84%)	85% (72%)	85% (72%)	90% (75%)	89% (75%)	88% (67%)	91% (67%)	93% (79%)	91% (77%)
<b>90%</b> of Inquiry students above the WA mean in Reading	74%					91%				
<b>90%</b> of Aboriginal girls 'at or above' NMS in Reading (12 girls in Yr3/ 11 girls in Yr5)	84%					91%				
<b>Increase</b> % of Yr3 students achieving Band 5 or above in Reading	2019 = 37% 2021 = 38% 2022 = 39%									
<b>Increase</b> % of Yr5 students achieving Band 7 or above in Reading						2019 = 16% 2021 = 19% 2022 = 27%				

## Points to note:

- A huge number of students sat NAPLAN in 2022. Year 5 cohort was our biggest ever.
- Year 5 targets all green, indicating that cumulatively we are demonstrating progress/achievement.
- Compared to recent years, reduced the 'drop off' in Reading between Year 3 and Year 5.

## Achievement Highlight

This year, our Yr5 G&P was almost identical to the WA State mean.

### Yr 5 2022 CHALLIS COMMUNITY PS Year 5 2022 - GRAMMAR

Group Count: 121

Australian Mean: All WA Schools Mean:496 >Group Mean:495

## Beating the Postcode

Whilst no 'better than expected progress' data is available this year, the achievement data in certain curriculum areas indicates we continue to outperform Like Schools. In the following tables, the increased percentage of our students in the Top 20% compared to Like Schools is clear to see. Reading and Numeracy achievement remain the same when compared to Like Schools.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	18%	17%	27%	4%	9%	12%
Middle 60%	58%	61%	51%	70%	59%	57%
Bottom 20%	24%	21%	22%	26%	32%	31%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	15%	17%	25%	10%	9%	11%
Middle 60%	62%	52%	52%	55%	55%	58%
Bottom 20%	23%	31%	23%	35%	36%	31%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	20%	15%	22%	12%	12%	12%
Middle 60%	53%	61%	53%	55%	55%	59%
Bottom 20%	27%	24%	26%	32%	33%	29%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	15%	14%	23%	9%	10%	11%
Middle 60%	70%	51%	54%	60%	51%	65%
Bottom 20%	14%	35%	22%	31%	38%	24%

It should be noted that the impact of attendance cannot be overlooked on the progress and achievement of our students. If students are not at school, we cannot expect to close the education gap regardless of how excellent our teachers are. In 2022, our students with regular attendance in Semester 1 (NAPLAN testing period) was **39%**. Prior to the impact of Covid, regular attendance is usually around 70%.

Students **AT NMS** across all tested areas/Students with Regular Attendance:

Year 3 = 82 students/30%

Year 5 = 104 students/27%

Students **BELOW NMS** all tested areas/Attendance Rate:

Year 3 = 52 students/15%

Year 5 = 61 students/30%

## So what?

Supporting families to improve attendance continues to be a priority. As such, this is reflected in the resources allocated to improve. *See Attendance Strategies* document.

To continue to support student development in Mathematics, Bond Blocks will continue in 2023 following introduction in 2022. This is a mental maths program for Year 1 & 2, which is also used for Maths Intervention in Years 3-6.

Direct Instruction (Corrective Reading) will be utilised in Year 3-6 for intensive, targeted support. Consideration is also being given to a Direct Instruction program in Years 1 & 2 for students with identified gaps in their reading ability.

Reading Rangers/Rockstars will continue to be allocated additional resources with low student numbers to support 'closing the gap'.

Acadience testing was implemented across the whole school in 2022, in place of PM Benchmarking. This was a significant change, however was a better reflection of the science of reading and how we teach. A comparison of student Term 2 Acadience data and NAPLAN Reading bands achieved was made and data demonstrates that Acadience data is fit for purpose. As such, Acadience will continue to be our tool for reading assessment across the school.

NAPLAN, which has always been held in the second week of May, will move to mid-March from 2023. NAPLAN will be held from Wednesday 15<sup>th</sup> March to Monday 27<sup>th</sup> March. This date change means results will be available earlier in the year to help inform teaching and learning programs

Does this change in testing impact what we currently do? Firstly, we met to discuss our current planning and 'pacing calendars', to ensure we give Challis students the best opportunity to showcase their learning. Staff were very much aligned in believing we do not need to alter our planning sequences, on the whole. We have had to alter our Term 1 writing sequence in Yr3&5, to ensure the students completing NAPLAN receive exposure to both the narrative and persuasive genres, prior to having to write one of these formats for NAPLAN.

Overall, NAPLAN will continue to be one part of how we, as a school, assesses and reports on a student learning and it will not replace a teacher's usual methods for monitoring and reporting on student progress.



Nor is it designed to. As a school, NAPLAN will remain a part of our conversations on student learning, but we will continue to ensure it is not the 'be all and end all,' just like it is described to the students.

It should be noted however that the earlier NAPLAN window places the testing period closer to the summer break, which could potentially impact our students to a greater degree. Historically, disadvantaged student groups, such as those from low SES communities, commence the academic year with achievement levels lower than where they were at the beginning of the summer break. Lower-income students tend to experience a loss in achievement over the break, the so called 'summer slide', often to a greater extent than other subpopulation groups. Additionally, the literature not only concludes student achievement declines over summer in low SES communities, but that the gap between students based on income grows over the summer, as middle-class students tend to show improvements in reading skills. As stated, we have committed to carrying on as normal in the main. NAPLAN will continue to be an assessment tool that provides us with a snapshot of 'how we are going', but we will not be altering what we do or 'teaching to the test'.





This year, we introduced Acadience Maths in both Pre-primary and Year 1 to monitor progress, using standardised testing. In Pre-primary, the three assessments were based on *Beginning Quality Discrimination*, *Number Identification* and *Next Number Fluency*. Although we will be continuing this assessment in 2023, it was noted that in Pre-primary the assessment didn't align with what is taught in PRIME. However, after much discussion, the data did provide valuable information about content that needs to be incorporated into daily reviews. In Year 1, Acadience Maths did not provide valid assessment data. As such, in 2023 Westwood testing will now be completed across Year 1-6. Westwood is a standardised test that will provide more in-depth analysis on students mental maths ability. This will also help inform teachers when planning the term Maths Wizard (a daily, one minute mental maths).



Acadience Math K-6



At the beginning of the year, Narelle Rice (co-founder of Bond Blocks) provided whole school Professional Learning on the Bond Blocks program. Bond Blocks comprehensively teaches addition and subtraction, including application to word problems. The professional learning was received positively by all staff involved, with bond blocks implemented in all Year 1 and 2 classes, and select streamed classes across the rest of the school. While this program had a large outlay cost, the analysis of the pre and post test data has shown significant progress in students mental maths capabilities. Bond Blocks will continue in 2023, but the concepts taught in each classroom will be responsive to the pre-test that individual teachers will be required to complete in Week 1, Term 1 rather than all year level teachers starting at the same start point.

A focus for 2022, was to provide Teachers with learning on gaps they may have in their knowledge. Due to COVID and the complication this created with staffing, which required deputy principals and coaches to step in as relief teachers for long periods of time, all professional learning and upskilling of teacher knowledge in maths was put on hold. This will be a priority during PLC's or individual sessions with teachers, led by the Impact Coaches, in 2023



Across Years 2-6, students at Challis learn to spell using the evidence-based program Spelling Mastery. This six-levelled spelling series 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 interleaves three main approaches to support students to become proficient readers and writers. These include:

A phonemic approach - to help students learn the relationship between spoken sounds and written letters and then apply them to spelling. *E.g The /v/ sound at the end of the word is usually spelled with v-e as in hive, have and shave.*

Whole-word approach - to help students spell words that cannot be spelled by applying generalisations and instead commit these troublesome words to memory.

Morphemic approach - to help students combine words and word parts to spell multisyllabic words using a small number of reliable rules. *E.g When a word ends with a consonant and -y, you change the y to an l when adding a morphograph on the end of a word.*

Spelling Mastery lessons run for 20 minutes per day, four times a week and contain weekly reviews/tests to track and monitor student's progress. Placement test results, completed at the end of the year, determine a student's placement in a Spelling Mastery level.



## Student Achievement:

At the end of 2022, placement test data showed that 89% of students across Years 2-6 successfully mastered their end of year criterion test. While this is a 7% dip in achievement from 2021, we acknowledge the impact COVID-19 had on Spelling Mastery lessons with high numbers of both student and teacher absences across Semester 1. However, we are proud to report that in 2023 we will have 69 students completing Level F - the highest level in the series. This is the largest number of students to ever achieve Level F since Spelling Mastery was implemented in 2018.



Our initial focus for Literacy in K-2 was to consolidate our current programs across the phase and support classroom teachers to deliver them effectively. Throughout the year, we were aware of changes being made to the Early Years Learning Framework and a subsequent review of the Kindergarten Guidelines. These changes led us to review our Literacy program in Kindergarten, which caused an on-flow into Pre-primary and beyond.



During Term 3, we reached out to Brabham Primary School, to see how they incorporated Heggerty and Colourful Semantics into their Kindergarten program. Our Principal, Deputy Principal, a coach and 2 teachers visited their school and observed a Kindergarten teacher delivering both programs. Heggerty and Colourful Semantics were delivered differently to the scripted program, however, they did cater for all students. Differentiation was evident and EALD students were supported well. We reflected that our current program had gaps relating to the building of phonological skills and grammar, in the form of oral sentence construction.

Heggerty was already in our PP-2 curriculum so it was a natural progression to add it into Kindergarten. Two teachers were approached to trial Heggerty in Term 4. Both teachers were supported in designing the lessons, based on what we saw at Brabham PS. They received weekly coaching sessions that focused on student engagement to evaluate the success of the program. 2023 will see the implementation of Heggerty across the whole Kindergarten team.

Brabham PS sent through their Colourful Semantics Scope and Sequence. Although this is still in its trial phase at Brabham, we are going to incorporate it into the Kindergarten program from 2023. This scope and sequence has been developed in consultation with Fremantle LDC and does have a clear progression of skills. Both programs will be the focus of coaching sessions, and rehearsal of lessons during PLC's, throughout 2023.



Mid term 4, the Leadership Team explored Reading Mastery – a direct instruction program designed to allow a child to become a fluent, skilled, and independent reader. We invited Toni Hatten-Roberts from COGlearn to Challis to provide an overview of Reading Mastery and the research and success behind the program. A consensus from the extended Leadership team (including coaches and lead teachers) was made to implement Reading Mastery for 2023.

Reading Mastery has two main components – Reading and Language. In addition, it has a smaller spelling component. These three components will make up our literacy instruction time in 2023. DI programs are orientated toward students' skill proficiency rather than their age or grade level. In Term 4, a placement test was administered to every student in Kindergarten, Pre-primary and Year 1. These assessments gave each student a lesson start point within the Reading Mastery program that matched their current skill level. The results of which formed our class lists for 2023.

Next year, our coaching and support focus in PP-Year 2 will be on the effective delivery of the program – to mastery. This includes supporting teacher to give corrective feedback at point of need.



## 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.

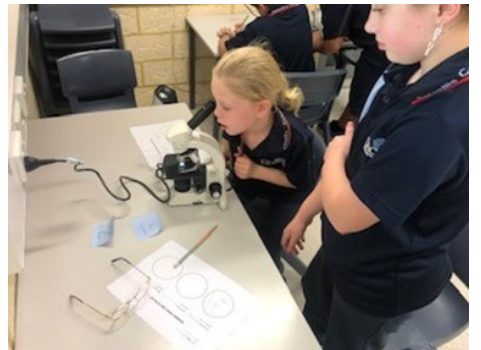
Science week was celebrated across the school with a myriad of activities. This year's theme was Glass: More than meets the eye. Students learned about how glass is made and interesting facts about glass. Classes were paired up and worked on science projects across a list of themes. The projects were presented digitally, through dioramas and posters which were displayed in the library. All classes did a gallery walk to view the work presented by other students. Students from Pre-primary to Year 2 participated in hands on science activities and incursions were run by Cecil Andrews College and Armadale High school for Years 4-6. An incursion by Western Power also took place in Science week.

During this year's parents and students evening, students were invited to participate in 2 investigations. Following the steps of the scientific method, students placed 'mentos' in different types of coca cola and observed the physical reaction that occurred. They mixed vinegar and bicarbonate soda in Ziplock bags and watched as they created explosions which simulated what happens in volcanic eruptions. Seven investigation stations that covered physics, chemistry and biology were set up in the undercover area and there was high participation and engagement from parents and students.

National Water Week was celebrated with students increasing their awareness of water being a precious resource and ways to save it. A junior assembly was conducted with the focus on the water cycle and how we can save water. Classes participated in a plethora of water related investigations.

PAT Science testing has been conducted for Years 3 to 6 since 2020. The data from the 2022 results will inform planning, improvements, and target settings in 2023.

The school purchased the Science Teaching Assessment and Recording Tracker (START) software in 2021. In 2022, we referred to the program to track the progress of students in their inquiry skills and science understanding. The Science Team will be





## PHYSICAL EDUCATION

Fundamental movement skills have continued to be the focus for the Early Years, and we have seen a significant improvement in the abilities of children coming up from Pre-Primary and applying their skill base to the Junior Years curriculum. The cumulative effect of this has also been evident in the senior grades where students have applied their understanding of body movement and object control to focus on game play situations and tactics to implement in offensive and defensive roles. Similar skills were taught across terms through a variety of sports, providing students with the opportunity to see how skills can be transferred across sporting codes.

The success of Challis student learning was evident in their achievements at interschool events. We again sent two teams of girls to the Girl's Multisport Carnival, one in Term 1 and again in Term 4. Unfortunately, the Summer Carnival in Term 1 was cancelled but we are looking to revive it in Term 1 of 2023.

Interschool achievements continued on into the Winter Carnival with Challis taking out the championship shields in Netball and Soccer. The interschool Athletics Carnival was a highlight of the year with students taking out the Overall Champions shield for the second year in a row. Individual achievements at this event were also high with Challis students medalling in all year groups. We look forward to continuing this winning streak in 2023 and beyond.

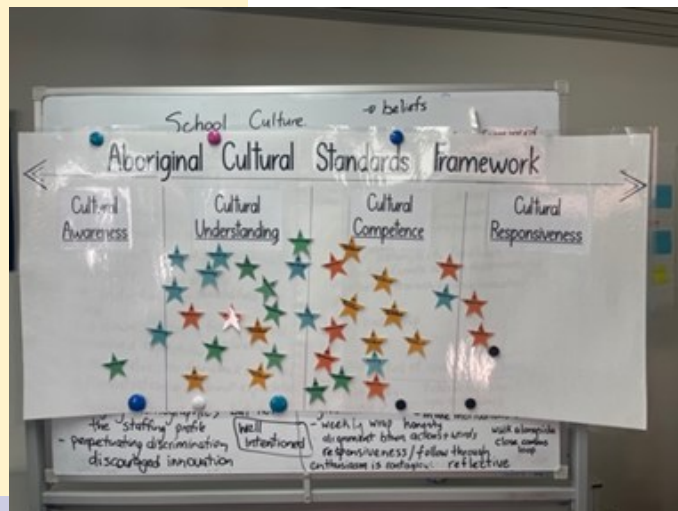




During Semester One, the AET focused its attention on providing Challis staff with the opportunity to develop their understanding of culturally responsive practise. In doing so, we welcomed Renarta and Charmaine from North Metropolitan Education District into our school to deliver the “Blanket Ceremony Activity” to our entire staff cohort. This activity strengthened our knowledge of the history, nature and intergenerational impact of the Stolen Generations, and invited staff to reflect upon their personal learning and engagement with such themes. Teachers were given time to share not only their reflections but how their reflections would impact their future teaching. The blanket ceremony was an emotion and thought-provoking learning opportunity that’s impact has lasted year-round. Renarta and Charmaine returned twice later to our school to deliver two age-appropriate variations of the Blanket Ceremony to our Year 2-6 cohorts.

The Aboriginal Engagement Team worked alongside Principal, Lee, to plan and deliver a professional learning session on the Aboriginal Cultural Standards Framework. Staff were guided through three components of the session; a revision of the ACSF, reflection of personal and team performance against the ACSF, and strategies for improving cultural responsiveness including the 8 Ways of Aboriginal Learning framework and a strengths-based pedagogy. Staff had to work within their teams to discuss and reflect upon where they currently sit across the cultural responsiveness continuum against the five domains.

Goals for improvement were then agreed upon (these goals were later reviewed at the beginning of term 3).



When the AET analysed the ACSF Continuum, one of the themes that emerged was the need to better support teachers with embedding Aboriginal culture, histories and perspectives within curriculum content. In response to this identified need, the AET developed a comprehensive “Aboriginal Education Resource List” which compiled and categorised over 80 culturally responsive resources into one location.

Building on our 2021 focus on improving the attendance rates of our First Nations Students, during Semester Two, the AET re-visited this focus through the implementation of targeted, routine and data-informed approaches to monitoring the attendance of any student sitting below 80%. Such students were assigned to an AET staff member, who was responsible for daily attendance checks, communication with caregivers and the development of a protective-relationship to maximise their feelings of safety and belonging at Challis. A reward-incentive program was put in place for students sitting below 60%, whereby students had to attend 4/5 days in order to receive a different reward each Friday. This program proved to be highly effective where we saw an almost immediate increase in attendance which was sustained throughout the year. Engagement initiatives such as milo club continued to run daily, alongside whole-classroom and individualised attendance schemes. Every 5 weeks, attendance data was analysed and compared against previous and whole-year percentage averages so that the AET could focus its’ attention on “at-risk” students whilst celebrating the growth in attendance of students who had shown consistent increase. This feedback was appropriately shared with students, staff and families and adaptations to support was changed accordingly. Our AIEOs led daily attendance checks, followed up with phone calls to parents and communicated relevant information to teachers. The AET ensured that teachers, caregivers and the student themselves, were all consulted regarding attendance, with the intention of keeping lines of communication open and having a “whatever it takes” attitude to making sure students attend school daily and felt supported to do so.

## About the Aboriginal Engagement Team:

The Aboriginal Engagement Team is made up of both Indigenous and non-Indigenous staff members, all of whom possess the same passion, goals and commitment to the Indigenous education agendas at Challis. The AET prides itself on its capacity to model respectful, harmonious relationships between Aboriginal and non-Aboriginal People, and in doing so, contributes to the spirit of reconciliation at Challis.

As always, the AET’s aim is to close the educational gap that exists, and in doing so, this year our AIEO’s were given greater time to support Aboriginal students inside of the classroom. This meant that Aboriginal students (and all students) were able to receive immediate support with their learning. This naturally promoted a heightened sense of self esteem, success and confidence in our First Nations students, which by extension proved to be beneficial to attendance rates and feelings of connection and belonging.

At the end of term one, we farewelled three AIEOs and welcomed two new AIEOs.



## NEW NOONGAR FACTION NAMES:

At the end of 2021, we had our Aboriginal families nominate suggestions for the renaming of our sports factions. An “elements’ theme emerged as the most popular and we were fortunate enough to have the opportunity to consult with Elder, Irene Macnamara in regards to the appropriate Noongar naming of “Water” (**Kep**), “Wind” (**maar**), “Land” (**Boodja**) and “Fire” (**Kaarla**). Following this, we issued a series of voting polls for both our students and school community to express their preference regarding the allocation of colours. Challis then collaborated with Cecil Andrew’s Follow the Dream Students, who designed visually aesthetic and culturally relevant artwork for each faction. This artwork and the official naming of factions was unveiled

Another focus for 2022 has been ensuring that we celebrate Aboriginal and Torres Strait Islander Culture year-round. At the end of 2021, a “First Nations Days of Significance” calendar was created and handed out to every teacher in the school to display in their classroom. Using this calendar, the AET identified the days of significance that we wanted to recognise/celebrate at Challis in 2022. We successfully engaged with Harmony Day, Sorry Day, Reconciliation Week, NAIDOC Week, Aboriginal and Torres Strait Islanders Children’s Day and Indigenous Literacy Day. Celebrating these days included sourcing and providing teachers with educational material to improve their personal knowledge, and developing appropriate resources to facilitate learning in the classroom with students. Of significance, Indigenous Literacy Day was celebrated for the first time this year at Challis, and involved a week’s worth of daily celebrations. To support teachers, the AET developed a junior and senior book series, containing the videos of select Challis leaders reading a First Nations themed book. 5 age-appropriate stories were included in each series, and teachers played one video per day in their classroom. The videos were then embedded into a PowerPoint for teachers and included relevant information about the authors of each book and their language group as indicated on the AIATSIS map.

The purpose behind doing so, was driven by a desire to positively impact and inspire our First Nations students (and our Non-Indigenous students), by seeing teachers that they look up to, interacting with the Aboriginal Culture. As a predominantly Non-Indigenous teacher workforce, our engagement with the culture is reflective of/communicates the value and interest that we place on learning about First Nations People, Culture and Histories which by extension, aims to nurture feelings of connection and belonging for our Indigenous students.



Moving forward into 2023, we aim to commence a Reconciliation Plan to solidify the work we are doing to promote qualities of respect, harmony, inclusivity and diversity.

## NAIDOC

Every year, NAIDOC is a massive event within our school community which has a long-awaited lead up. Celebrating NAIDOC offers us the opportunity to engage both our Aboriginal and Non-Aboriginal Students, in a conversation regarding Aboriginal People, History, Culture and Perspectives. In doing so, our students are able to continue their cultural learning journey, whilst our First Nations students are offered a platform to shine and share their culture with their peers. In order for NAIDOC to have the biggest impact, a heavy focus is placed on ensuring that the attitudes, beliefs, learning and focus that is placed on Aboriginal and Torres Strait Islander Culture, during NAIDOC Week, is not just a once-off emphasis. Instead, at Challis we embody a year-round relentless drive to ensure our students are continually learning about these themes in an authentic, rich manner.

## NAIDOC OPENING ASSEMBLY

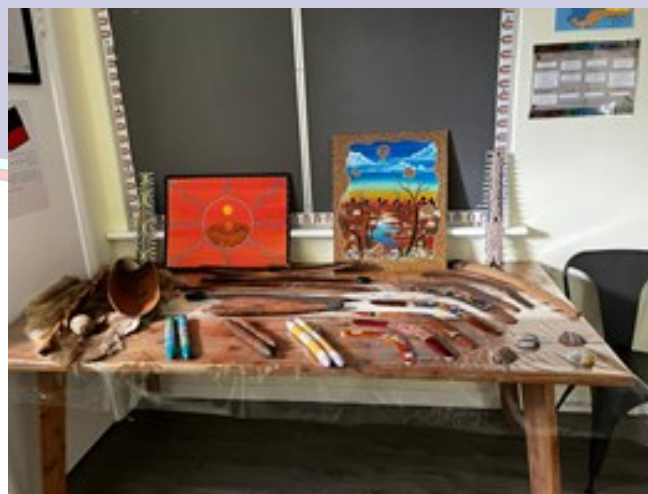
Our NAIDOC Assembly was incredibly powerful and moving. We were joined by community Elders, the HON Matt Keogh and representatives from Curtin University, Tronox and Footprints, as well as Principals and AIEOS of surrounding Schools. Most importantly, we had a great turnout of families who showed their support. The assembly was hosted and led by a group of our Aboriginal students who did an outstanding job representing their culture and enlightening the school on the history of NAIDOC and the 2022 theme, including their personal interpretations of what "Get Up, Stand Up and Show Up" means to six of our senior students. The event was kickstarted with a Welcome to Country and Smoking Ceremony conducted by James Kearing, followed by an Alternative National Anthem sung by the whole-school. This anthem was one that is inclusive of all people and recognises Indigenous Australians as Australia's First Nations. To hear this sentiment echoed from little Pre-Primary students, right through to our most experienced teachers, was inspiring. Led by the deadly Aunty Sarah Kearing, our Challis Girls Dance Troupe, "Kwobidak Djookan", put on a spectacular performance which included 6 cultural dances that told different stories. This assembly was an important opportunity to nurture the pride and sense of self-esteem our First Nations students feel, as well as spotlight their continuous strength, talent and excellence.



## ENGAGEMENT WITH 2022 THEME "Get Up! Stand Up! Show Up!"

The 2022 NAIDOC theme invites the coming together of all Australians to create positive change, that of which contributes to a reconciled, inclusive, and equitable Australia. **"Get Up!"** - In order for students to be aware of and contribute to wider change, a strong sense of cultural awareness and knowledge is required in order to sensitively and respectfully navigate Indigenous issues and affairs. To equip students with the learning experiences and skills necessary to make gains in their personal understanding of Aboriginal Culture, the schools tapped into the wisdom and inherent knowledge of their AIEO's, community Elders and First Nations families/community member when planning the following activities. At Challis, a Sensory Exhibition was created for students to tour through during NAIDOC Week. Set up in our Kaarditjiny Dandjoo Centre, students had the opportunity to tour through various rooms, all of which are connected to a particular sensory experience. Three spaces were created; a room full of artefacts (touch, sight and smell), a viewing room (sound & sight) and a food-testing area (taste). Classes from K to 6 transitioned through our Kaarditjiny Dandjoo Centre and rotated through the three cultural spaces, allowing hands-on, interactive and engaging learning experiences to take place through immersing students in rich exposures to culture. The room assigned to touch (lead by one of our AIEO's) featured a range of cultural artefacts such as kangaroo skin, emu feathers, didgeridoos, boomerangs and tapping sticks, and also includes a scent-station for students to smell a range of native scents such as lemon myrtle, sugar gum, river mint, wattlesseed and aniseed myrtle. The viewing room was set up in a dark space with a projector displaying a compilation of local Dreaming Stories. The final station included an outdoor space, where a range of foods were served to students by our AIEO's and community members (cooked by the generous Aunty Grace Comeagain). This included the tasting of kangaroo stew, lemon myrtle cake, choc river mint cake, emu kebabs and damper. An additional way our students were given exposure to culture, was through a very exciting visit from Gina Williams and Guy Ghouse.





## "STAND UP"

This year's theme was a great opportunity for us to reflect upon the many Aboriginal and Torres Strait Islander People who have made incredible contributions to our Country and to their People and Culture, both in the past and as of current. To engage with this element of the NAIDOC theme, Challis created a "Get Up, Stand Up, Show Up" gallery that featured the profiles of six influential First Nations Activists (Adam Goodes, Cathy Freeman, Patty Mills, Gurrumul, Archie Roach and William Cooper). Similar to a museum, students ventured through our re-designed school library and read about the inspirational stories of these icons. The purpose behind this concept was to present our non-Indigenous students with empowering depictions of First Nations Peoples, whilst hoping to inspire our Indigenous students and encourage their aspirational thinking. Each year level was assigned an icon to study in the lead up to NAIDOC, with one specific question being given to each classroom to respond to. The final product included a large pin-up board display per icon, created by the year level responsible. This gallery was open to our Aboriginal families on the final Friday of NAIDOC, where select students presented a short spiel on each of the icons, based upon the learning that has taken place over the week.

## "SHOW UP"

More than ever, this theme was a call to action for both non-Indigenous and Indigenous Australians, to work together to create mutually respectful relations, long-lasting change and reconciliation; all of which are central to the ethos at Challis. To achieve this, we launched an "Ally programme" which included the explicit teaching of term "allyship" and what characteristics are embodied by an "ally". This is a programme that will continue on, into 2023, ensuring that it's influence exists beyond NAIDOC, adding to the authenticity of the approach. The program will include 6 key principles;

1. Allies allow Indigenous people to speak for themselves, allies promote the Aboriginal voice and stand behind them, as they lead the way. We will support their efforts, and only add our voice when asked to do so.
2. Allies make sure everyone feels safe and included.
3. An ally is someone who doesn't just do it now and then, they can always be relied upon.
4. Allies make an effort to always expand their personal knowledge about Aboriginal Culture.
5. Allies create inclusive environments that make everyone feel welcome

We finished the week with a Closing Assembly, which featured Challis' first boys dance group, "Kaarakin Ngooni", who were led by Uncle Adrian Tanner. Additionally, Challis music students put on a musical showcase, performing an array of cultural pieces. Students, staff and community members had the opportunity to reflect on the enormous week that had been.



The focus of our **Student Services** Team at Challis Community PS is to ensure, through early intervention and ongoing support, the social, emotional, mental, physical and intellectual needs of students are pro-actively met on a day-to-day basis through:

- Sharing information, skills and knowledge.
- Responding positively and promptly to any student concerns.
- Building and maintaining positive and collaborative working relationships with parents.
- Making referrals to external agencies where appropriate.
- Demonstrating and promoting ongoing commitment to the mental health and well-being of students and families.

2022 the Student Services Portfolio has experienced extensive improvements and expansion.

The portfolio services have included:

- Social Worker
- Family Support Worker
- Breakfast Club
- Transport
- Curtin Clinic
- School Psychologist
- Rock Buddy program
- Social Thinking through Behaviour & Engagement portfolio
- Allied professionals, e.g. Special needs education assistants
- STRIVE classroom
- Chaplain

In 2022, the Student Services team triaged 163 referrals requesting additional support for our students. The Student Services team is led by an Associate Deputy Principal and consists of the Behaviour and Engagement Deputy Principal, School Psychologist, Social Worker, Family Support Worker, Chaplain and the Curtin University Interprofessional Clinic Coordinator. The Student Services team consider an array of factors when reviewing a referral and link services that are deemed to be most effective in meeting the child's needs and easily accessible to family.

Teacher referrals outline concerns about student health, development, welfare, academic achievement, attendance, behaviour or family circumstances are submitted to the Student Services team. The team meet weekly to discuss and triage referrals according to need. 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.)

## Curtin Health and Wellness Centre

During 2022 at least, 273 children were receiving either individual or group therapy.

The breakdown is as follows:

The Curtin Health and Wellness Centre had 82 children on the caseload receiving individual therapy.

This included:

- 37 for individual Occupational Therapy
- 23 for individual Speech Pathology
- 22 for Physiotherapy
- 8 children received more than one service.

Curtin Health and Wellness Centre also provided group therapy services to **191** children.

- 20 children received regular Speech Pathology services for sound production and mealtime safety.
- 20 children received regular Speech Pathology services for semantics and Occupational Therapy services for working memory and handwriting.
- 21 children received regular Speech Pathology services for semantics and Occupational Therapy services for working memory.
- 130 children received regular Physiotherapy services for gross motor skill development.



### S.T.R.I.V.E (Structured Teaching Reinforced in a Visual Environment)

Our STRIVE classroom (J11), co-ordinated by one teacher and three allied professionals has catered for 10 students during 2022. STRIVE continues to cater for the individual needs of all students by providing flexible structures and specialist programs in English, mathematics, functional skills and working closely with outside agencies and therapists. Student inclusion into STRIVE is subject to regular review and monitoring of progress and achievement, ensuring flexible curriculum adjustments meet student needs. Most students have a diagnosed disability, which is the primary basis for inclusion into STRIVE. The broad range of disabilities supported by STRIVE include autism spectrum disorders, genetic, neurological and behavioural disorders.

Students attending our STRIVE classroom are provided with a comprehensive and balanced curriculum focused on each student's needs with a program that addresses their academic, functional and social needs. The curriculum is supported by individual education plans that address the Western Australian Curriculum, including ABLEWA. Our highly knowledgeable and experienced STRIVE staff have provided outreach coaching and support to our mainstream partner classrooms ensuring all students at Challis Community Primary School diagnosed with a disability experience success in their learning, both academically and socially.

The following Programs were incorporated into our 2022 STRIVE Learning Program to support student learning and allow students access to the curriculum by providing additional support: Colourful Semantics, InitaLit, Bond Blocks, Social Thinking, Protective Behaviours.

Our STRIVE classroom environment is designed to meet each child's individual need by providing predictability and routine and communication support. Our STRIVE staff work together as a team using TCIS and PBS strategies to provide support for students experiencing self-regulation and social-emotional challenges.

At the beginning of each year our classroom teachers undertake a number of comprehensive assessments of student strengths and weaknesses. From these assessments, teachers identify the curriculum aspects to be included in each student's Individual Education Plan. Teachers then develop IEPs for each student linked specifically to the Western Australian Curriculum, SEN Planning ABLEWA Descriptors and each student's needs in consultation with parents, carers. The plan includes a curriculum aspect, goals, strategies and targets for each semester. These goals and targets are used to determine each student's success. Success is dependent on several variables including: good health, well-determined and achievable outcomes, sound attendance and appropriate engagement in the learning process.



### NCCD

The National Consistent Collection of Data process took place in Term 2. It determines which students are receiving adjustments that support to access the curriculum due to disability, consistent with definitions and obligations under the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005 (the Standards).

In 2022, an extensive whole school NCCD process was conducted. It identified students receiving supplementary and substantial adjustments to the curriculum through:

smaller classroom numbers, access to additional support staff, inclusion in specialised learning programs and access to specialised behaviour support.



### Allied Professionals

In 2022 our Student Services Team developed and implemented purposeful professional for our allied professional team with learning focused on a team approach embedding high quality teaching to support students with additional needs. This approach has incorporated high expectations and curriculum differentiation which has seen more students experience success in their learning, both academically and socially.



**Handbooks** An extensive review of Student Services procedures and practices was undertaken during 2022. This resulted in a comprehensive handbook being established that will support whole school consistent practices into the future.



**2022** has also seen the development of an Allied Professional Feedback and Observation form. It has been initially trialled in STRIVE providing targeted feedback to allied professionals on a range of effective teaching practices and resulting in focused reflective routines.

We use the Positive Behavior Support (PBS) framework to improve our student's academic, emotional and social outcomes. Through the PBS framework we have adopted the below evidence-based interventions.

## Tier 1 Intervention

### **Positive Behaviour Support (PBS)**

We made a significant change to our lead coaching roles this year by amalgamating the Impact (Academic) Coach role with the Behaviour and Engagement Coach role. This represented an important shift in how we view behaviour support. We want to acknowledge the interconnectedness of teaching and engagement and believe it is not valuable to separate out our support in these two areas anymore. We began the Year with six Impact Coaches in the new amalgamated role. The Coaches received professional learning in Therapeutic Crisis Intervention and PBS engagement strategies. The move from two Engagement Coaches in 2021 supporting the whole school, to six coaches supporting Engagement this year has led to a far better distribution of leadership and support in this area. As a result, coaches this year have been able to provide more individualised and focused support to both staff and students. I believe this change is reflected in our Tier 1 and Tier 2 data.

With more staff supporting engagement across the school, an important first step was to develop a shared understanding and consistent language amongst staff for our desired Tier 1 intervention. A significant amount of ongoing professional learning was dedicated to unpacking our Tier 1 referral pathway and the relevant strategies. **86%** (789 students) of students received a maximum of 1 behaviour referral this year, an increase from last year.

## Tier 2 Intervention

### **Check In Checkout**

The Check In Checkout (CICO) process focuses on improving individual student's classroom behaviours through motivation. The teacher negotiates with a student three specific desired behaviours and sets goals for the student linked to the desired behaviour (driven by data). This year, 34 students have been placed on CICO for extra support to achieve individual goals. The target score for students to achieve each day on their CICO is 80% or more, we consider this a "green day". The average daily score for all students on CICO for the year so far is **90%**. This suggests the differentiation we provided for students was effective in supporting them to achieve their engagement and learning goals.

### **Social and Emotional learning (Social Thinking)**

Just like we know explicitly teaching students new concepts is best practice, we believe explicitly teaching our students essential social competencies is vital. We have been using Social Thinking methodology to explicitly teach our students the social world and how to best navigate it. This year, our Kindergarten and Pre-Primary staff have embedded Social Thinking into their weekly curriculum and teaching.

Next year, our Year One staff will begin to integrate Social Thinking methodology in their classrooms as we continue a whole school roll out. We have also embedded Social Thinking methodology in the classrooms we created for our most vulnerable students, as well as creating targeted Social Thinking groups for students identified with significant need.



### Tier 3 Intervention

#### NURTURE

We started the year with five students placed in our specialised NURTURE classroom. These students had previously been identified as children who could not access the curriculum in a mainstream class due to a deficit in social awareness and emotional regulation. The NURTURE program provided wraparound, specialised support that met the needs of our most trauma affected students. As a result of this function based intervention, all **five** students are now successfully accessing curriculum in a mainstream classroom.

#### Rise-Up Zone Co-ordinator

This year we have developed the role of Rise-Up Zone Co-ordinator. The Rise-Up Zone (RUZ) is a space where students can go to co-regulate with staff, reflect on unexpected behaviour or receive emotional first aid.

The RUZ Coordinator has been an integral part of creating the setting conditions to effectively support a multitude of complex and challenging student needs, in this space. She has used a range of therapeutic supports and trauma informed strategies to re-engage otherwise previously disengaged students.

This year the PBS team continued to refine and teach our expectations through filming examples of expected behaviour and sharing it with classes through skits found on the shared drive. Teachers ensured that our fortnightly focus' were embedded in class discussions and reinforced through giving out RISE tokens. Our data reflects that Tier One Intervention (use of the skits as examples and non-example expected behaviour) is effective for most students.

The PBS team created a new look for the RISE tokens that will be more sustainable and encouraging for our students. The team continued to refine the ways rewards are used through the school, making changes to tallies that are upcoming for 2023.







## Music Team Reflections

This year we have finally broken free from the restrictions of Covid- 19. While we were limited in what we could do for part of this year however we have had a record number, 174 students participating in the program and many great musical opportunities for our students at Challis.

At the end of last year, we saw two of our beloved instrumental teachers Mrs Rachel John (Violin) and Ms Michelle Wilde (Brass) leave us to pursue other endeavours. It was with great relief that we were able to find such amazing replacements for these roles with Ms Kendra Smith joining our team as Violin teacher and Mr Rob Coleman as our new Brass teacher. Both have been welcomed by students and staff and having now had a taste of Challis life are both looking forward to their second year at Challis starting 2023. The improved quality of the instrumental students this year has meant that we have been able to invite selected year 4 students into our senior ensembles for the first time. These students showed outstanding progress throughout semester one which lead to a personal invitation into the Orchestra and Brass Band. It was also a great pleasure to attend Year 6 Camp and have some fun with the Year 6 graduating students.







### TAIKOZ CONCERT – Donated by Musica Viva

We had an exciting visit from Japanese Taiko Drumming group TAIKOZ. Students were overwhelmed with the sounds and exaggerated traditional drumming movements used with this ancient art form. Many students were very excited to try drumming after seeing this concert.



### NAIDOC, Learning Journey and Music Assembly Performances

This year our First Nations Students performed at our NAIDOC assembly accompanied by the Challis Simply Strings Orchestra. They played a song called 'Koorparoo Kat,' a piece inspired by the composer's time in Australian outback town Coorparoo. He kindly donated the use of the score to our school after some correspondence with Ms Kendra. 'Taba Naba' was performed by the choir and the Senior Brass band, which welcomed the clarinet students from IMSS into the ensemble. It was a fantastic performance with our music students joining in and celebrating our first nation's people.

The music program took over the New Undercover Area for Learning Journey with all instrumental and choir students performing for their parents. It was amazing to see the progress particularly of the year 4 students after a year early interrupted by covid restrictions – they were amazing!

Our music students were the hosts of a Music Assembly in Term 4. We celebrated our large and still growing music program with performances from all music groups – choir, brass band junior and senior, string orchestra, and small strings groups of guitars and bowed strings. The Simply Strings Orchestra performed the national anthem as it was sung by the rest of the school and this was so successful it will be a feature of every school assembly from week 4 in 2023.





## WA Youth Jazz Orchestra Incursion

The WA Youth Jazz Orchestra Incursion organised by our brass teacher Mr Coleman was a special treat for our instrumental students. Students were treated to an inspiring performance with saxophone, trombone, trumpet, double bass, guitar and drums. Our ensemble students were also privileged to participate in a workshop run by Mace Francis (WAYJO Director) where students improvised in a Call and Response activity backed by the WAYJO band. It was great to see our students participate enthusiastically and have the courage to get up in front of their peers and 7 complete strangers and play!



## Christmas Concert

Our Christmas concert this year featured our Year 5/6 M8 and Year 2 W7 news anchors presenting the Channel 87 News along with our school choir led by Mrs Henderson and Ms Ivory, the junior and senior brass band led by Mr Coleman and Mr Ziggy. The senior brass band kicked off the concert marching in playing a rousing rendition of 'Good King Wenceslas', and our Simply Strings Orchestra led by Ms Jefferies led the school community in two carols; 'Silent Night' and 'Rudolf the Red-Nosed Reindeer!' Performances from all the year groups were also enthusiastic and fun; 'All I want for Christmas is My Two Front Teeth' had a front row of toothy grins, 'The Twelve Days of Christmas' had razor scooters and Pokémon cards and the Grinch and Santa stole the show as always.





Challis Community Primary School acknowledge Crown Resorts and Packer Family Foundation for kindly supporting our Simply Strings programme.





### Awesome Authors

This was a writing enrichment program for **year 4-6** students. It aimed to provide further support and extension to students who wished to excel in their writing. Weekly writing sessions covered a variety of sentence types, often related to exciting settings or interesting characters. Alongside an engagement factor, it was a further opportunity to support students achieve above expected standards in writing.

### Remarkable Readers

This was an exciting opportunity for **year 4-6** students, aimed at providing further support, extension and reading for pleasure opportunities to students. Weekly sessions focused on a variety of short stories and picture books, containing many interesting themes worthy of discussion e.g. sustainability, fairness, individuality and more! It was also used as an opportunity for students to have their Reading Logs signed.

### Art Club

Due to the success of this extracurricular activity it was offered again this year, giving year 5 and 6 students the opportunity to complete a project-based art piece. Students used different mediums and learnt different techniques to apply their skills, to produce an art piece linked to a sustainability theme. Their completed work was showcased at a parent open afternoon at the end of term.







### The Always Club 2022

The Always Club initiative commenced in 2020, for the purposes of recognising students who always do the right thing. In its third year, the Always Club continues to grow in membership and be a source of pride for students, teachers and the community. This year, 155 students were inducted into the Always Club, from Pre-Primary to Year 6. Some of these students have been members in both 2022 and 2021, and it's wonderful to see such consistency with students always demonstrating the Challis Way.

Always Club members are nominated by classroom teachers, with specialist teachers confirming all potential members.

Throughout the year, Always Club members came together to celebrate their achievements at a variety of activities, hosted by the Principal, Lee Musumeci. This year, following a badge presentation at assembly and recognition by the school community, members had 'Pizza at the Park', went on an excursion to Perth Zoo, attended an author's workshop with James Foley, read books in the library and even had ice-cream with the Principal.

Membership to the Always Club only lasts for the academic year, with all 2022 members 'thrown out' and needing to earn their place again in 2023 by always demonstrating the Challis Way!





The **Challis Parenting and Early Learning Centre** was a constant source of support in the 2022. We were able to engage 86 families, and a total of 99 children, in our Developmental groups. In a recent survey families liked “the welcoming atmosphere and meeting new people” and “... are so happy to have a place away from home to chat, socialise and have support.” Another responder wrote, “I love that there is something on every day! As a first-time parent it was so beneficial for my mental health!” A grandparent who attends wrote, “new things were learnt especially as trends have changed especially as a grandmother, we did things differently in our time of motherhood.”

Families also reported “liking how the kids engage with the programme, sing songs, story time ... how they learn to play with the other kids (and) how they behave over time.”

One family wrote, (the programmes) helped and improved some of my child’s skills and development.” While another identified the programmes as being “... helpful for their next steps which is their school life.”

Our families voiced a desire to have an additional session on a Friday, so they had an activity at the school each day of the week. This group was hosted by the Early Year Partnership Family Connector and was well attended.

## Pre-Kindergarten

4 full Pre-Kindergarten classes were operating by the end of Term 2.

74 children were enrolled in the programme by the end of the year enabling early and strong relationships to be established.

In a recent survey a family wrote, “my partner was initially reluctant to send our son to Challis however is now happy to keep him there ongoing.”

Another stated, “We are very happy that we ended up enrolling for Pre-Kindy. Our son used to be shy and not so social, but now he interacts with his classmates. Plays and talk to them. He even made friends. He is ready for Kindy.”







Developmental Groups







Pictured above: Physiotherapy students practicing chest passes with a Year 1 student.

A sincere thank you to Tenix Foundation for the ongoing partnership with Curtin University. Your generosity in bringing the interprofessional Practice (IPP) Program to Challis Community Primary School allows Curtin University to provide life-changing services to hundreds of underprivileged children each year. Your support has enabled Curtin University to develop and inspire the next generation of health professionals.

## WHAT WE ACCOMPLISHED

Following the success of the original Reading Rangers classroom in 2021 (for children up to three years behind in their peers in literacy skills), a second class, Junior Reading Rangers, was created in 2022 to provide early intervention for younger children. As was the case in 2021, these classes are led by highly skilled teachers and education assistants and are supported by the Challis IPP Program. Due to having experienced trauma, many of these children struggle to retain information and face additional challenges such as low self-esteem and fear of failure.

*"This plan for Reading Rangers is outstanding and I can't thank you enough, not only for understanding what we are asking but for also supporting us with such comprehensive therapy. We are incredibly fortunate."*

*Mrs Lee Musumeci  
School Principal.*

Curtin University occupational therapy students attended both Senior and Junior Reading Rangers classes four times per week to deliver a variety of working memory activities to support these children.

Speech pathology students

attended each class twice per week to deliver activities targeted to support articulation in term one and semantics in term two 2022.

In term one 2022, the Curtin Health and Wellness Centre began observing and assessing the Wattle 2 Year 1 class after school principal Lee Musumeci identified a need for additional intervention and support for this group. Wattle 2 is a 'rock star' class, meaning it is the lowest streamed class of the year level and has a number of high needs children.

Speech pathology students conducted Fisher Atkin Articulation Surveys on each child and found 18

of the 20 children surveyed had at least one sound difficulty. Children had an average of five areas of sound difficulty.

Occupational therapy and physiotherapy students also observed classroom routine and recommended proprioceptive breaks to provide deep pressure to skin and muscles to help the children be calm, focused, alert and ready to learn. The Curtin students worked collaboratively to develop a comprehensive proprioceptive break guide for teachers and two instructive videos to be trialled in Wattle 2.

## 2021-2022 Snapshot

**157**

children received individual therapy  
(17% of school students)

**325**

children received group therapy  
(36% of school students)

**8**

disciplines completed placements

Speech Pathology  
Occupational Therapy  
Physiotherapy  
Social Work  
Psychology  
Nursing  
Medicine  
Dietetics

**69**

Curtin students completed placements

**14,467**

Hours of placements

Make tomorrow better.



Curtin University

## CHALLIS INTERPROFESSIONAL PRACTICE PROGEAM

DEVELOPING AND INSPIRING FUTURE HEALTH PROFESSIONALS WHILST DELIVERING LIFE-CHANGING SERVICES TO UNDERPRIVELEDGED CHILDREN.

Activities in term two 2022 have been summarised by interim classroom teacher and deputy principal Kelly Plunkett in the below testimonial.

*"Wattle 2 has had the privilege of receiving targeted therapy as a whole class. The daily proprioceptive breaks have resulted in children exhibiting calmer and settled behaviours when transitioning in to reading.*

*The opportunity to have a Curtin speech pathology student as part of our reading rotations allowed for each child to receive targeted support for their speech sound errors. The impact from these services has made a huge difference in the children and has provided myself more strategies to support my students."*

*Mrs Kelly Plunkett*

*Wattle 2 interim classroom teacher and  
Deputy Principal (Early Childhood)*

These in-class interventions offer excellent learning opportunities for all parties. Curtin students hone their skills providing therapy to children and learn engagement, teaching and behaviour management techniques from experienced teaching staff. Similarly, teachers and education assistants learn from Curtin students.

March 2022 saw Challis Community Primary School manage the highest COVID-19 outbreak of any primary school in the State. The Challis IPP Program continued service delivery largely unaffected with additional hygiene precautions and education added to the hygiene protocol. As a result, face-to-face therapy for school children continued.



Pictured : Physiotherapy and social work students delivering an Olympic themed gross motor program for pre-primary students.

In late June 2022, Christa Riegler commences the role of interim Manager, Practice and Interprofessional Education, overseeing the IPP Program at Challis Community Primary School and three other sites.

In term two 2022, speech pathology students assessed the children in each *Reading Rangers* class pre and post intervention via the North East Metropolitan Semantic Screen. Results from both classes show significant improvements to the children's abilities to describe features of items and identify similarities and differences. Comparison of pre and post intervention assessments for the *Junior Reading Rangers* in term two shows the children improved an average of 33% in their ability to describe multiple features of an object. In the area of comparing and contrasting elements of objects, the children improved 22%.

*"Oh my gosh! I am blown away at the quantified improvement in my students!*

*I knew anecdotally that they had improved but having that represented in raw data is so powerful."*

*Miss Jemma Regan*

*Junior Reading Rangers class teacher.*



Pictured: A speech pathology student demonstrating safe bite size whilst assessing mealtime safety knowledge with students in Wattle 2.

The in-class speech pathology intervention in Wattle 2 also showed noteworthy improvements in the children's auditory discrimination (ability to hear the difference between sounds) and articulation (ability to produce sounds). The following sounds were targeted throughout term two, 2022. 'k', 'g', 'f', 'v', 'ch' and 'j'.

By the end of term two, 100% of all children in Wattle 2 were able to effectively produce 'k' sound in isolation as compared with 66% of children prior to intervention (34% increase). Similarly, 100% of children were able to effectively produce the 'g' sound in isolation as compared with 70% of children prior to intervention.

Make tomorrow better.



Curtin University





Pictured above: Hannah Campbell with speech pathology and occupational therapy students.

## WHO WE ARE



Pictured: Hannah Campbell reinforcing mealtime safety messages with a Year 1 student.

## FUTURE VISION

The Challis IPP Program has seen a successful 12 month period with significant positive feedback from key stakeholders. Consequently, the vision for the upcoming year looks quite similar to the last. Naturally, individual therapy will continue for children on the clinic caseload. Given the success of recent in-class interventions, the Challis IPP Program will continue to build on progress made with these students who have the greatest need. Proprioceptive break resources will be offered to each of the 'rock star' classes., the lowest streamed class of each year level to help the children to be calm, focused, alert and ready to learn.

The grasshoppers gross motor program will continue with pre-primary students and children in the STRIVE class for children with additional needs.

*"You were always super caring and heart-warming with all the check-in's and all the laughter you brought to the office. You were super organised and flexible, and nothing seemed to be able to challenge you at all. I also wanted to tell you that the passion you have shown in working with kids was truly one of the greatest inspiration to me".*

Andrew Cheuk,  
Occupational therapy student.

*It's a joy to come to work each day to facilitate Curtin University students delivering high quality therapy services to disadvantaged children. I find it incredibly rewarding to see how much the children love coming to therapy, the therapeutic alliances the student practitioners build with their clients and the progress they make together. A sincere thank you to Tenix Foundation for funding this incredible role. I feel so fortunate to be in this position.*

*Before working for Curtin University, I completed a Bachelor of Science (Health Promotion) at Curtin University in 2013 which has allowed me to fulfill my passion for improving health outcomes for vulnerable populations. My experience spans a variety of health and education programs targeted at high priority populations. These include people living with disability, the ageing population, Aboriginal and Torres Strait Islander people, people living in regional and remote communities and children living in low socio-economic communities.*

Hannah Campbell  
Coordinator, Interprofessional Practice, Challis Community Primary School



Pictured: Medical students delivering an interactive healthy eating education session to prekindergarten students.

*I am so impressed with all the Curtin students that I have dealt with this year. The Curtin partnership is an outstanding program and I commend everyone who is involved. In my MANY years of teaching, I have never seen anything like it in any school I have worked in."*

*Mrs Ann Papaluca,  
Pre-Primary Teacher*

*"What fabulous evidence this data shows in demonstrating the impact Curtin Health and Wellness Centre is making in our community and the lives of little people! We appreciate you and the fabulous service the IPP clinic provides."*

*Mrs Belinda Ballantyne  
Co-ordinator—Challis Parenting and Early Learning Centre.*

*"Through daily access to Curtin speech pathology students, my students have learned proper articulation of sounds they collectively found difficult, and they have also been taught how to accurately describe, compare and contrast features of items. As my classroom is a literacy intervention class, these skills were noticeably underdeveloped in all my students. The skills they learned in these small group sessions have transferred into their everyday language when speaking and writing, and my students have thoroughly enjoyed participating in their 'game style' activities that the Curtin students carefully designed for them.*

*In addition, having regular access to the expertise of the Curtin students has provided me the opportunity to ask questions about individual students as they arise, allowing me to make modifications to my practice to better support the needs of my students immediately. Previously, it wasn't unusual for me to have to wait 5—10 weeks before I could access these services—time my students simply don't have.*

*Miss Jemma Regan,  
Junior Reading Rangers class teacher.*

*"Thank you for a wonderful placement!  
We really appreciate all the time and effort you put in to coordinate such a rewarding and informative experience!  
You do such incredible work at Challis!"*

*Alisha Deshmukh  
Medical Student.*



Pictured: Occupational therapy students playing parachute with children in pre-kindergarten to build instruction following skills, upper limb strength and rhythm

## CONTACT:

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Our Partnership with the **Perth Wildcats** and their 'Aspire' program returned to Challis for the 6<sup>th</sup> consecutive year. The Aspire program promotes and encourages students to engage in a healthy lifestyle and rewards students for reaching their classroom goals. Despite a slightly reduced program of player visits for 2022 due to NBL fixtures the Aspire program was a huge success. M2 and M12 were selected to participate in the program. Together, students along with teachers Mrs Simmons and Ms McLevie identified their goals to reach of '95% or Above Attendance' and 'Daily Reading with a minimum of 4 x Signatures per Week'.

Luke Travers was back on board for his 3<sup>rd</sup> year with us and visited M12 each week and Mitch Norton joined us in M2 twice a week for 3 weeks, commencing in Week 3 of Term 3. Luke and Mitch joined in with classroom activities and lessons supporting students and speaking with them about their goals, interests, and ambitions. Both classes worked extremely hard to achieve their goals for the remainder of 2022 as part of the program.

Each year a highlight is always the Wildcats V Challis Leopards game at the Salvation Army Hall and the final prize of a Home Game at Perth Arena on 24<sup>th</sup> November. The children enjoyed a pizza dinner at school before boarding the bus to Perth Arena to watch the Wildcats play the Adelaide 36ers. It was a narrow loss for the Wildcats but a great lesson for the children to persevere and try their best.

We are extremely fortunate to be involved with the Aspire Program. Working with Katie Reed and the Perth Wildcats organisation brings such joy, a sense of hope and inspires our students to overcome obstacles and change their life outcomes. The Aspire Program is an invaluable resource for our school.



*The chance to be involved in the Wildcats Aspire Program 2022 caused much excitement amongst the Reading Rockstars of M2. The students listened in rapt awe as Mitch Norton introduced himself and explained the life of a professional basketball player, to which some of the students aspire. Over the many visits, Mitch supported the reading goals in M2 by listening to students read individually and eliciting retells of their novel. Students were selected based on meeting behavioural expectations. This then provided an impetus to achieve home reading targets and their individualised Acadience fluency targets for terms 3 and 4. Students who were meeting targets played for the Challis Leopards against a team of Perth Wildcats. Revised goal setting ensued and a renewed enthusiasm and commitment to Home Reading. The final reward of attendance at a Perth Wildcats home game was a highlight of the year and most students' primary schooling. A massive thank you to Mitch and the Perth Wildcats Aspire Program for providing extra motivation to achieve excellent progress in our critical reading skills this year. What a wonderful opportunity for the Reading Rockstars of M2!*

**Ros McLevie – Classroom Teacher**



*This year, the M12 Reading Rockstars, were selected to participate in the Wildcats Aspire Program. Over the duration of the program, Luke Travers visited our class to develop enthusiasm around independent reading and reading at home. He developed a mentor relationship with the students and encouraged them to reach their attendance and learning goals. The students thoroughly looked forward to their sessions with Luke and showed increased motivation. Thank you to Luke and the Wildcats Aspire Program for providing this wonderful experience and added incentive to the M12 students.*

**Alicia Simmons – Classroom Teacher**



4th October 2022

Dear Lee, Staff at Challis Community Primary School, and to all students,

I write to express my appreciation to you all for the wonderful artwork.

Your work beautifully depicts you, the students, and how you see yourselves within your family. This inter-connectedness is important for Aboriginal people and has guided them for many thousands of years.

You will also have an ongoing, enduring connection to Challis Community Primary School—that will remain even after you have left the school. You have built, and are a part of, one of the most successful schools in Western Australia; possibly the Nation.

I commend you all for your leadership and your day to day, year to year work of learning and pursuing excellence with your families.

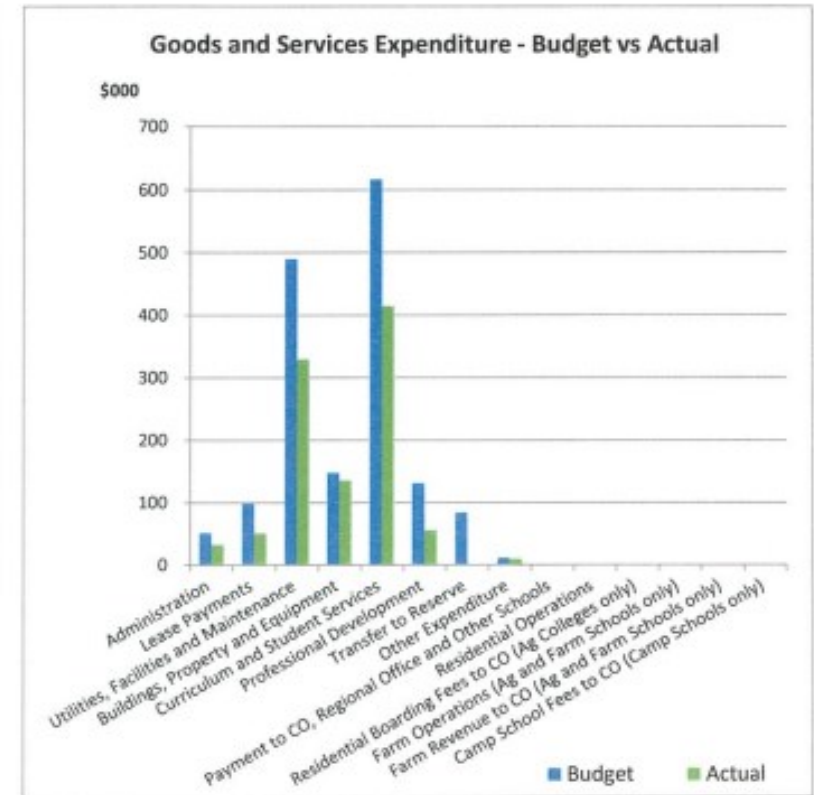
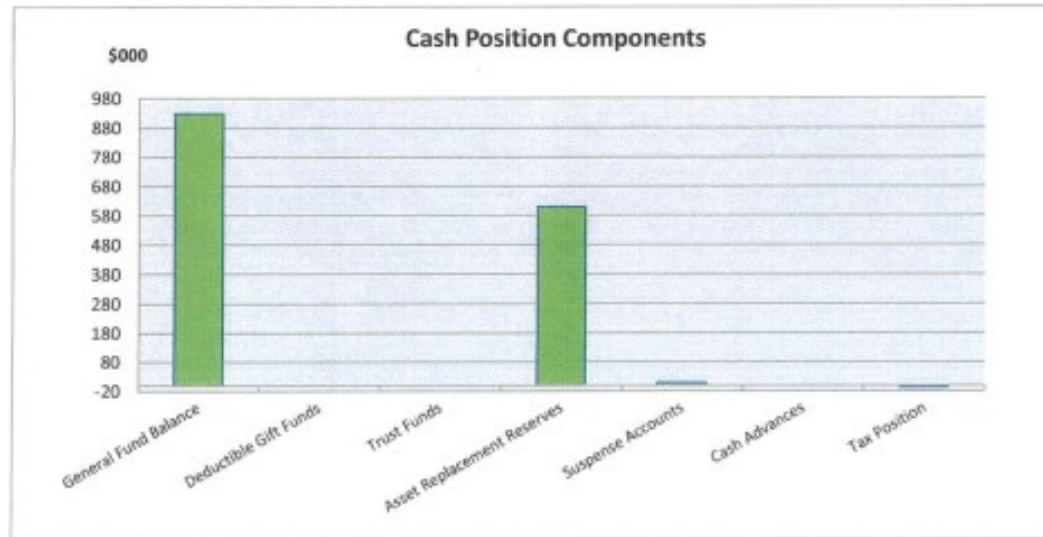
I send to you my deepest thanks. The art work is hung on my office wall and has already received many compliments. It is also my personal reminder about what I am here to do.

Lisa,

Director General.

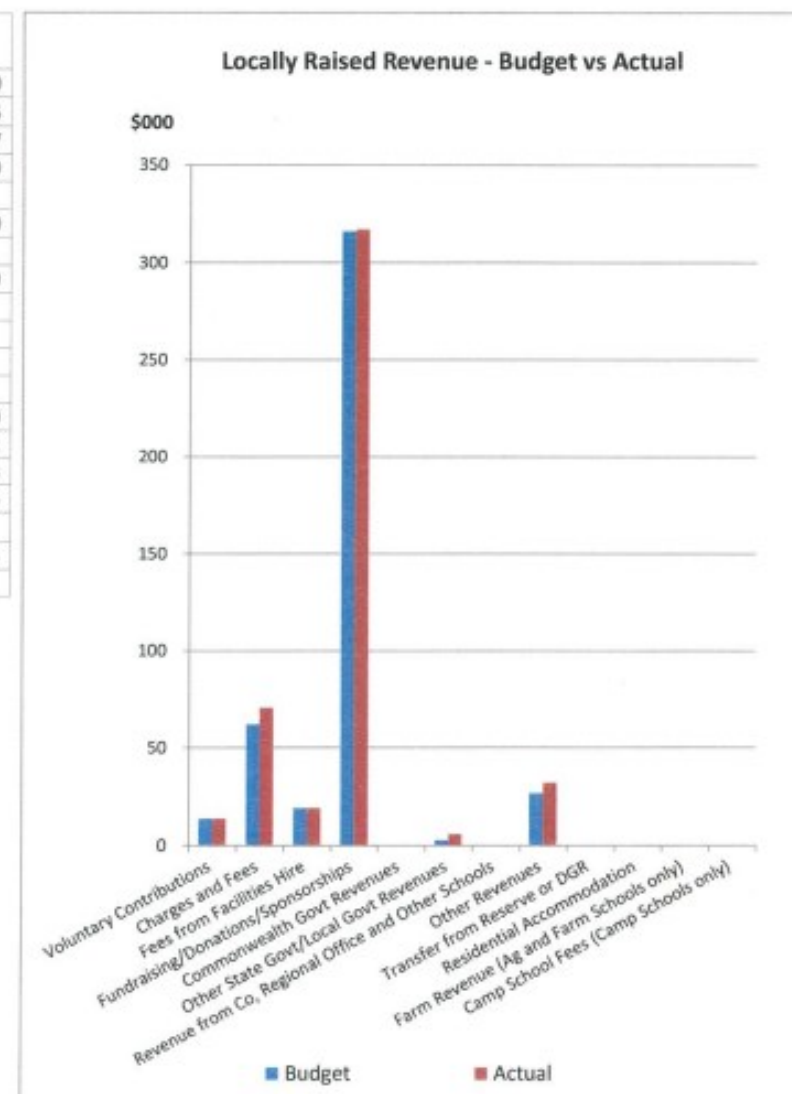
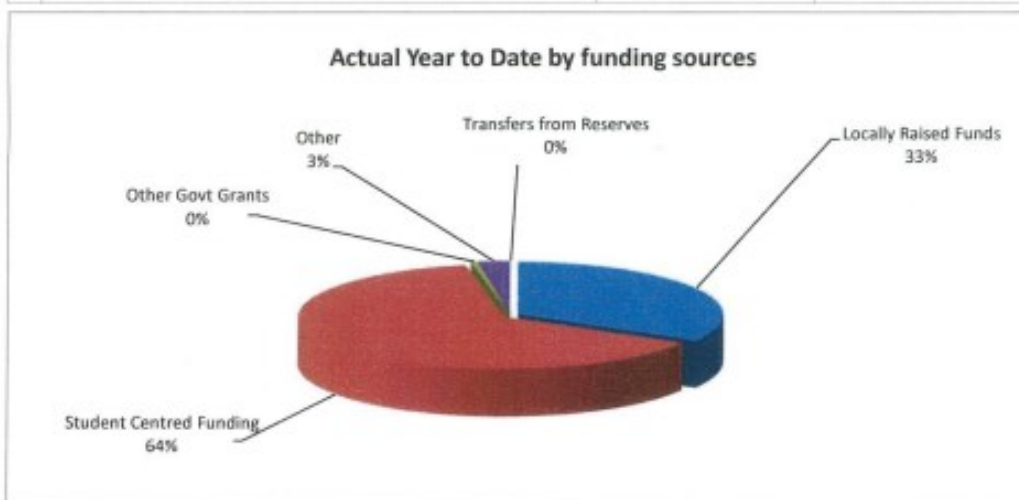


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 51,700.00	\$ 32,288.18
2	Lease Payments	\$ 100,000.00	\$ 50,690.26
3	Utilities, Facilities and Maintenance	\$ 490,194.00	\$ 329,413.22
4	Buildings, Property and Equipment	\$ 147,780.00	\$ 136,135.77
5	Curriculum and Student Services	\$ 616,678.12	\$ 414,492.87
6	Professional Development	\$ 131,304.25	\$ 55,762.88
7	Transfer to Reserve	\$ 84,000.00	\$ -
8	Other Expenditure	\$ 11,278.00	\$ 9,369.35
9	Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ 363.64
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,633,434.37</b>	<b>\$ 1,028,516.17</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 1,633,434.37</b>	<b>\$ 1,028,516.17</b>
	<b>Cash Budget Variance</b>	<b>\$ 103,926.63</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 1,540,956.55</b>
Made up of:	
1 General Fund Balance	\$ 929,189.48
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 610,735.59
5 Suspense Accounts	\$ 7,858.48
6 Cash Advances	\$ -
7 Tax Position	\$ (6,827.00)
<b>Total Bank Balance</b>	<b>\$ 1,540,956.55</b>

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,899.00	\$ 13,913.40
2	Charges and Fees	\$ 62,057.00	\$ 70,755.35
3	Fees from Facilities Hire	\$ 19,227.00	\$ 19,227.27
4	Fundraising/Donations/Sponsorships	\$ 316,041.00	\$ 317,006.99
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 6,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 26,770.00	\$ 32,035.49
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 440,994.00</b>	<b>\$ 458,938.50</b>
	<b>Opening Balance</b>	<b>\$ 696,834.00</b>	<b>\$ 696,834.02</b>
	<b>Student Centred Funding</b>	<b>\$ 599,533.00</b>	<b>\$ 801,933.13</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,737,361.00</b>	<b>\$ 1,957,705.65</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 1,737,361.00</b>	<b>\$ 1,957,705.65</b>





Perth Wildcats – Aspire Program



Save the Children

54 reasons



Musica Viva Australia

Musica Viva and Team Legacy Sponsorship of Free Musica Viva In-school Concert

TLG (Teach, Learn, Grow)- Fogarty Foundation



Fogarty Foundation

Creating opportunity, realising potential



Salvation Army—Brass Music Funding



Artemis Media

Artemis Media – Book Awards

Crown Resorts and Packer Family Foundations’ – Simply Strings Arts Funding



School Partnership Program – STEAM Zoo Vouchers

WA Youth Jazz Orchestra – Mace Francis (Artistic Director) – Music Workshop

Breakfast Club



ATCO Gas – Blue Flame Kitchen Program



Footprints Employment and Training

Darian Bolton – Coles Vouchers –  
Food Hampers for families during  
Covid

Onesight – Eye Testing and OPSM Vouchers



Sebastian Foundation – Open Parachute



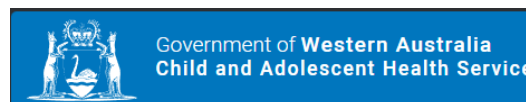
The Minderoo Foundation



Curtin University



Child and Adolescent Community Health, Aboriginal



The Smith Family



Department of Health



BeKids – Instrumental Book Awards



Professionals Real Estate, Jason Shier. Instrumental Music Book Award



Youth Care - Chaplain





**Respect Responsibility Safety Excellence**



Challis Community Primary School

*An Independent Public School*

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**An Independent Public School**