

CHALLIS COMMUNITY PRIMARY SCHOOL

SCHOOL REPORT

2024



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Reflecting on 2024, I continue to be immeasurably proud of the contributions, commitment and belief of the Challis staff to continue to outperform what is typically expected of the Armadale post code.

The year was marked by staff illness, promotion and personal circumstances which affected attendance at work. To provide consistency and high quality teaching for students, the Impact Coaches were taken from their roles and substituted back in to classroom teaching positions. This affected our ability to provide the same level of intensive coaching and leadership that is part of the Challis culture. Despite the reduced amount of coaching, our collaborative structures and supports wrapped around early career teachers to provide certainty around what to teach and how to teach it.

Our commitment to supporting the second round of schools involved in the Centre for Excellence in the Explicit Teaching of Literacy, ensured that Challis classrooms were open for high quality teaching to be observed and meaningful collaboration to occur. We continue to contribute to the strengthening of the

public education system by sharing our practice with other schools who are also on an improvement journey. Our support of Bramfield Park, West Busselton, Herne Hill and East Kenwick Primary Schools remains throughout 2025.

Our Physical Education Programme demonstrated accelerated improvement through stellar achievements in the Interschool Athletics and Soccer Carnivals.

The Music programme continued to showcase the talents and skills of our students and brought joy to community events, despite challenges with attracting funding.

Challis Parenting and Early Learning Centre had a slow start to the year after a changeover in staff however, finished the year very strongly following a State Government injection of \$1.56M over the next three years. This has enabled confidence in planning for the continued support of parenting and early learning programmes and services in to and beyond 2025. As we transition from being funded by the Minderoo Foundation to State Government funding, our heartfelt appreciation is extended to Minderoo for being willing to fund a “first of its kind” initiative for more than ten years, with unwavering belief, no interference and strong advocacy.

Our Leadership Development Programme changed pace and slowed in response to the needs of the extended leadership group. We are incredibly proud of Ms Dunmill for achieving Level 3 Classroom Teacher Status after passing through the stages of the rigorous accreditation process.

As we reflect on the many challenges that 2024 presented to the Challis school community, I would like to thank all of our families for trusting us with your children and for supporting their education and development.

The possibilities awaiting for us in 2025, our 50th Anniversary, are endless and we remain as committed as always to Better than postcode results...together as a Community.....the Challis Way.

Lee Musumeci Principal

December 2024



Acknowledgement of Country

Challis Community Primary School respectfully acknowledges the traditional custodians of the land on which our students live and are educated, the Whadjuk People of the Noongar Nation. It is a privilege to be living and learning on Whadjuk Country. We acknowledge the contributions of all Aboriginal Australians to the life of our community and we pay our ongoing respects to Elders, past, present and emerging.



Mr Keith Newton

Perhaps the most important message as a Board that we can send this year, is the expression of our deepest condolence to the family of Keith Newton. Keith was the Chair of the Challis CPS Board for several years. He brought his knowledge of the education system and bureaucracy in the support of Challis in everything he did as Chair. He oversaw the transition of Challis into one school and helped clear the path of many obstacles. He was a mentor, supporter, confidant, and friend to our wonderful Principal for many years more. Sadly, Keith passed away suddenly in late December 2024. He was always a friend to Challis. As the current Chair, my involvement with Challis began when my children commenced playgroup at the age of 3. They are now 13 and although they have moved on to high school, their memories and connection to Challis remain. The early years of life spent in good quality social interactions, stimulating play, and a caring environment, are the foundations upon which a good life can be built. Challis provided this to my children, as it does to so many children in our community through its many partnerships and determination to build the best future for our community. These efforts have been recognised by the Department of Communities. The department has agreed to continue funding the Challis Early Learning and Parenting Centre to the figure of \$1.5M over three years. As a school and a community we are grateful to *Hon. Sabine Winton MLA, Minister for Early Childhood Education; Child Protection; Family and Domestic Violence; Community Services*. Academically, Challis continued to out perform in 2024. This was in no small part to the monstrous efforts of every member of staff at our amazing school. It is no secret that there is a teacher

shortage. What this has meant for Challis, with its unique set of challenges, is that it has been incredibly difficult to cover staff illness days. Despite this fact, student academic performance, a school's core metric, continued to impress in NAPLAN results. Our NAPLAN results as compared year after year, clearly indicate two major factors in generating excellent academic outcomes are alive and thriving at Challis: look after the whole child from the earliest of years on day one and throughout their schooling; and, what a teacher believes their student is capable of is what the student will achieve. "Better than postcode results" is the Challis moto. We see this played out everyday and in every way at Challis. Thank you staff for caring, truly caring

A new school? We truly were hoping for a commitment from the State Government to the building of a new school, as maybe part of the election promise rounds. This unfortunately hasn't eventuated. I am pleased to advise though, that the Minister for Education, Hon. Tony Buti, did communicate that he wished to see Challis be named a Full Service School and has directed the Department to look into making this happen. This will result in greater funding available for all the 'extra-curricular' services that Challis provides to our community.

50 years a community school! 2025 sees the 50th year anniversary of Challis. The buildings of the original school certainly look their age. Many of these classes continue to leak in heavy rain, be isolated from use to students and staff for fear of electric shock, suffer technology disruptions and contain asbestos. What will it take to get better amenities for a designated "Centre of Excellence"? Speaking of which, Challis continues in 2025 to be a

school that mentors five other schools in teaching excellence. The outcomes that the teaching staff helped produce for their 2024 mentored schools further demonstrated that its the quality of the Challis staff to bring out the best in others, no matter who they are, that sets our school apart from the rest.

It is, as it always is, my pleasure to offer this contribution on behalf of the Challis CPS Board, to the Challis School Report. With heartfelt thanks to my Board Colleagues and to the truly amazing staff at our truly amazing school.

Allan Adams Board Chair

Our Vision:

To provide excellence in teaching so that our students can achieve skills that will maximise their opportunities and outcomes in life.

Strategic Intent:

- 1. Evidence in teaching supported by current research and evidence based methodology.
- 2. Excellence in Leadership.

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

- 3. Meaningful engagement with parents and carers.
- 4. Provision of extended school services in partnership with relevant agencies from birth to Year 6

2024 Board Members

Allan Adams	Chair Community Representative
Dr Lorraine Hammond	Deputy Chair Community Representative
Richard Collard	Community Representative
Lee Musumeci	Principal
Mark McClements	Staff Representative
Hayes Webb	Staff Representative
Maxine Grobler	Staff Representative
Judy Yarran	Parent Representative
Travis Duval	Parent Representative
Deb Adams	Parent Representative

Local centre gets a budget boost to ensure its longevity Local Examiner Newspaper report September 2024

"Another Early Years Partnership priority project delivered! This morning at Challis Community Primary School in Armadale West, I announced alongside Minderoo Foundation's Penny Dakin and Local Member and Minister for Education Dr. Tony Buti ML A, \$1.56 million in funding for the Challis Parent and Early Learning Centre. The Early Years Partnership aims to improve the development and health of children aged 0-4, and prepare little learners for school readiness by wrapping around their families and community. Armadale West is one of our 4 partnership communities in EYP across WA. The Centre will offer specific 0-3 year olds programs, playgroups and access to child health nurses and developmental services.

Challis Parent and Early Learning Centre has made a big impact on the families who have been supported by its programs. Children are guided through a play-based program which emphasises language, social/emotional and physical development and helps children to be school-ready. Meanwhile parents are given the support they need during a crucial development stage in their children's lives.

Kerri Glover's three children all went through the early learning centre. Now, as an Education Assistant at Challis Primary, she says she can see firsthand what a difference the program makes.

"It was amazing. I didn't know anybody around the area, I brought my child to the Child Health Nurse, and they told me about the programs. I made friends here with some of the parents who have children of similar ages so we could compare notes and see

where everyone was at," she said.

"UNTIL I CAME HERE, I DIDN'T REALISE WHAT I WAS MISSING. I THINK ALL FAMILIES NEED THAT SUPPORT. "NOW WORKING AT THIS SCHOOL, I CAN SEE WHO HAS BEEN THROUGH THESE PROGRAMS AND WHO HASN'T."

Last week, \$1.56 million was committed by the state government under the Early Years Partnership to keep the program going and maintain the excellent results achieved at the Challis Parent and Early Learning Centre.

The commitment is one of 24 priority projects identified for investment by the Early Years Partnership (EYP), which is a collaboration between the State Government, Minderoo Foundation, The Kids Research Institute Australia and the local community.

The EYP aims to improve the development, health and learning of children aged 0-4 years old across its partner communities of Armadale, Central Great Southern, Derby and Bidadanga.

In May, the EYP received a funding boost of \$34.6 million in the State Budget to ensure continued investment in the critical stages of child development.

Each community has led the development of their own Community Plan, identifying key priorities to improve children's wellbeing and school readiness. The communities are supported to develop evidence

-based solutions which are implemented at the local level.

"The Cook Government recognises that quality early childhood education and care leads to positive outcomes later in life," Early Childhood Education Minister Sabine Winton said.

"This is a great example of an initiative under the Early Years Partnership that is community-led and works to ensure children are ready for their transition to school.

"I am pleased that this funding will enable the centre to continue their fantastic work in the Armadale community."



Minister for Early Childhood Education Sabine Winton plays with children at the Challis Parent and Early Learning Centre

Challis continues to heavily resource and support a wide array of attendance strategies. In addition to ensuring every student feels a sense of belonging, connection and safety in their classroom, school staff listen to families to better understand what is causing missed days of learning and, within the resources available, addresses those barriers or worries.

These strategies include transport to and from school for emergency reasons, or as part of an individual attendance plan. Breakfast club addresses food scarcity and provides nourishing fuel to start the day the right way. Appropriate clothing is supplied to ensure students feel well presented. Family Support Workers and our school Social Worker provide holistic family support ensuring that adults, as well as students, are supported with physical and emotional worries. Multiple incentives are in place at an individual and class level to reward improved and the best attendance." Friday Lunch Rewards" are an impactful reward system for those on an individual plan. Emotional regulation is provided for students who have anxieties along with a responsive approach for students needing sleep, comfort, reassurance or simply a calm space in which to start their day.

As a result of wide-ranging attendance strategies and a thorough understanding of the importance of meeting the emotional needs of students before focussing on their cognitive needs, the school attendance rates continue to not only improve on previous years but continue to be higher than the like-school comparison and the WA Public School average. Of significant note, this improvement also applies to the attendance rate of First Nations students

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	85.6%	85.7%	88.3%	75.6%	73.5%	69.5%	83.8%	83.9%	86.6%
2023	90.8%	88.2%	90.3%	84.9%	75.7%	74.3%	89.6%	86.4%	88.9%
2024	91.4%	89.1%	91%	82.7%	76.8%	74.3%	89.7%	86.9%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022 (COVID)	39.3%	35.2%	19.7%	5.9%
2023	59.6%	26.0%	12.2%	2.3%
2024	64.6%	22.0%	10.0%	3.4%
Like Schools 2024	54.7%	25.5%	13.3%	6.5%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

The extended leadership group stabilised and supported new and current staff to better understand what to teach and how to teach most effectively throughout 2024.

The LEAD teachers and Impact Coaches continued to develop their understanding about how to lead people towards a common goal however, the Leadership programme was a “lighter touch” than in previous years due to the staffing shortages and challenges that posed an increased workload on those in leadership positions. The extended leadership group continues to be the backbone of the Challis culture and is responsible for reinforcing the positive culture and modelling high quality teaching. The opportunities created through this programme supported Katherine Dunmill to achieve Level 3 Classroom Teacher status and have continued to identify and develop new LEAD teachers for 2025.

An investment in Instructional Coaching via enrolment in the STEPLAB Certificate in Coaching Leadership enabled 6 staff to complete the accelerated coaching course and, in turn, develop a plan for wide spread coaching implementation at Challis. Achievement of becoming a STEPLAB HUB school further enables Challis to be able to share best practice with other schools interested in implementing a coaching culture to improve teaching quality. HUB days are planned for 2025 following 6 staff returning from the STEPLAB UK Conference and their subsequent visits to schools in the UK where STEPLAB has been successfully implemented. This international professional learning opportunity deepens the understanding of quality teaching, and offers a further leadership opportunity for a wider group of staff.

The Leadership group of Student Councillors identified further improvements for 2025 as being, a calendar and notebook so they could keep track of important information, advanced notice of Board Meetings so they could better prepare their Board reports, better teaching of the required jobs of responsibility and advanced notice of special visitors. They noted difficulties faced when staff changed and frustrations felt when their projects consequently plateaued. Despite these challenges, the Councillors presented information to the Board, greeted and toured the school with special visitors, including the newly

appointed Director General, Mr Jay Peckitt, represented the school at the Araluen Remembrance Day celebration and were exemplary role models to all students.

The Rising Stars induction programme suffered significant setbacks in 2024 as covering staffing shortages and stabilizing high quality teaching in every classroom became the priority. New staff continued to be supported through highly collaborative Professional Learning Communities and in class via their Impact Coach.



2024 • Challis Community Primary School **Extended Leadership Team**

Colleagues: Rebecca Bernstein, Rachel Carniel, Maxine Galante, Alec Gibson, Olivia Hall, Mark McClements, Andrew McLoughlin, Lee Musumeci, Jack Newman, Nicole Page, Kelly Plunkett, Hayes Webb
Absent: Katherine Dunmill, Jacqueline Rownes, Mirriam Stanners



Principal: Mrs Lee Musumeci

The Centre for Excellence aims to improve primary students' outcome in literacy through building leaders' and teachers' capacity to develop, strengthen and extend explicit literacy teaching practices in their schools.

Background

The first iteration of the Centre for Excellence began as an election commitment in 2017 and was run as a partnership between the Department of Education and Curtin University from 2019—2022.

The second iteration of the Centre for Excellence commenced in 2023. Round 1 of the programme occurred during 2023—2024 with all 20 schools being supported to improve literacy practices in their schools.

The Internship

- The Centre for Excellence is a one-year internship programme that includes:
- Professional learning workshops and resources
- A partnership with Centre School for practical support, advice and mentoring
- Onsite support from the Centre School mentors and the Statewide Services Centre for Excellence team.



Round 2 Update

In Year 2 of the project, we are working alongside Bramfield Park, East Kenwick Primary School, Herne Hill Primary School and West Busselton. We have also had an additional school added to our cohort, Freshwater Bay Primary School. Thus far, we have completed three units of learning with them:

- Unit 1—Foundations for explicit teaching practices.
- Unit 2—Foundations for whole school literacy improvement.
- Unit 3—Leading whole school literacy improvement.

Each unit has been accompanied by a day of observations and further professional learning at Challis.

A Deputy Principal and coaching team have been assigned to each school to liaise and deliver further support within the interns school context. Staff development days and staff meetings have been delivered at East Kenwick and Herne Hill at the start of Term 4, with dates upcoming for visits to Bramfield Park and West Busselton.



In Semester 2, 2023, Challis CPS was identified as one of five Centres for Excellence in the Explicit Teaching of Literacy. Together, we are tasked with providing opportunities for teachers and principals to build, strengthen and develop their capacity to implement and extend explicit literacy practices. The goal of which is, to ultimately, lead to both student and system level improvement. This system initiative aligns with the Department's Quality Teaching Strategy, Phonics Initiative and the Focus 2024 requirement for schools to provide support to achieve excellence in teaching and learning in every classroom.

To assist intern schools to implement explicit literacy practices in their schools, Challis staff have participated in and delivered targeted professional learning on school culture, classroom management, curriculum planning and explicit instruction, alongside multiple coaching, observation and feedback sessions. Alongside sessions focussed on observing and reflecting on explicit teaching practice, intern schools have also been provided with access to a range of practical explicit teaching resources to support their improvement journey.

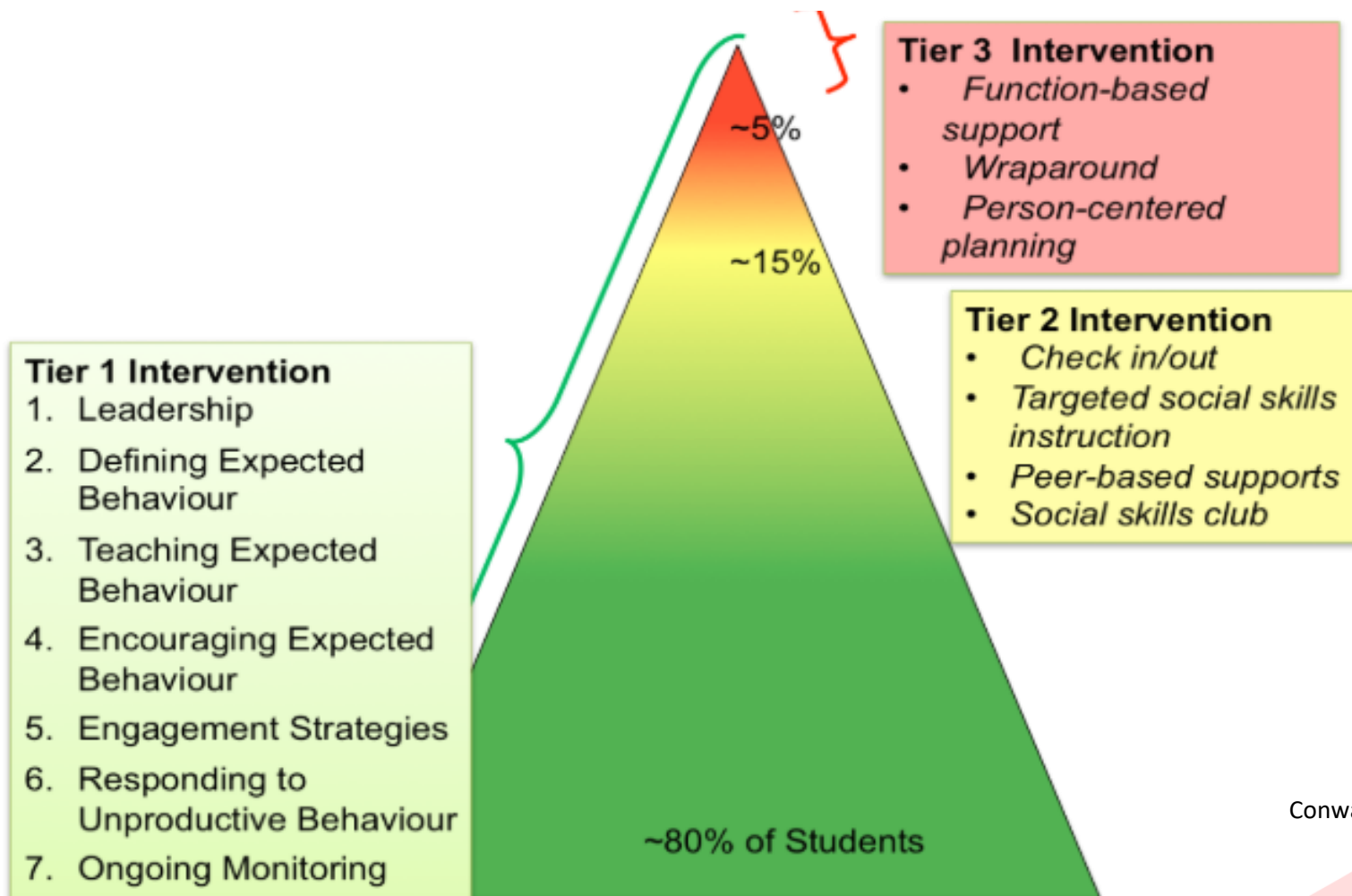
As part of the program, Challis staff have visited the intern schools to provide mentoring, support and coaching within their school context. These visits have included delivering intern school SDDs, visiting for two or three days of continuous support, and termly visits. Each intern school is at a different point in their learning journey, and support has been individualised to meet the needs of each school.



Our Positive Behaviour Support (PBS) builds a continuum of supports for staff and students with an emphasis on building relationships. It is a decision-making framework that guides selection, integration, and implementation of the best evidence-based practices for improving academic and behaviour outcomes for all students through data and supporting systems.

Tier 1 intervention at Challis includes universal management strategies designed to meet the needs of all students and develop a common language and focus for all school staff, families, and community members. Universal or Tier 1 strategies are designed to be implemented consistently and efficiently across all school settings, classroom and non-classroom (e.g., canteen, playground, wet areas etc.). This includes teaching specific behaviours or social skills

that will lead to success in school, providing frequent positive reinforcement for expected behaviour, consistently addressing behavioural/social errors, and arranging teaching and learning environments to ensure success for all.



“It might be tempting To call for more controlling ways of managing unproductive student behaviours. However, we argue that if teachers gained a greater understanding of how the broader ecology of the classroom can influence engagement and therefore behaviour, we might see a shift in related perceptions. That is the focus on engagement rather than punishment is likely to lead to better learning and behaviour?”

Conway, Ecology Model of the classroom 2012

2024 saw the continuation of our PBS whole school positive reinforcement system with expected behaviours being taught in classrooms before being following up with lessons to discuss and reinforce the behaviour focus. That particular expectation was then explicitly taught and referred back to throughout the

fortnight and reinforced through the use of RiSE tokens, awarded to students who showed the expected behaviour. While the tokens were used primarily for the focus behaviour, they were also awarded to students who displayed any positive behaviours from the matrix. These tokens were

counted at the end of the fortnight and a winning class announced for each year group, who then received a prize that the year group staff agreed upon beforehand.

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

Through observations and feedback from the staff, the model of teaching behaviour expectations was altered in Term 4 with a return to PBS assemblies, junior students attending one week and seniors the other. As was done previously, lessons were modelled and filmed ahead of time but rather than being shown in class, were shown at assemblies so that they could be discussed and thereby improve student engagement with the focus expectation. This new structure of expectation delivery proved effective and will be continued in 2025.

Tier 2/3 intervention is more intensive and specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. At Challis our Tier 2/3 intervention is underpinned by differentiation, building connection, social and emotional teaching and trauma informed practice.

Check In Checkout:

Our 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). Students work towards achieving their goals throughout the day and if, at the end of the day they reach their daily goal, they receive a reward or incentive. The student receives specific feedback on the skills and behaviours reflected in their goals and has a clear understanding what the teacher expects of them. This strategy allows the teacher to monitor the student and provides an opportunity for the student to monitor themselves. Student goals are used throughout a lesson to acknowledge or redirect a student behaviour. At the

end of each hour, the teacher and student are both involved in a reflective discussion and mutually agree on a score. The student and teacher discuss the score and the student is encouraged to take ownership of it. 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 80%. This suggests the differentiation we provided for students was effective in supporting them to achieve their engagement and learning goals.

New RISE Token



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. This year we 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.

TCIS:

Our Therapeutic Crisis Intervention in Schools (TCIS) implementation continues to build the skills and knowledge of staff so they can help students develop new responses to their environment that will enable them to achieve a higher level of social and emotional maturity. The support is designed to assist staff to minimise behaviour escalations, encourage behaviour change and foster self-regulation so that our students can effectively access the curriculum. In 2023 we continued our whole school implementation of TCIS.

TCIS gives our schools a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk intervention. The techniques presented in this program gives our teacher the skills, knowledge and confidence they need, in order to deal with students in crisis and be in control of the situation in order to bring about change and growth.

Science School Report 2024 - Challis CPS

The Science program at Challis CPS continues to offer students a dynamic and engaging hands-on learning experience, fostering curiosity and scientific understanding. Delivered as a specialist subject, students receive one hour of Science each week, guided by the Western Australian Science Curriculum. The curriculum is structured around three key strands: Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour. These strands are explored through interactive and practical activities from Pre-Primary to Year 6, ensuring that all students are actively involved in their scientific learning.

Science and Sustainability Club

In 2024, the Challis Science and Sustainability Club continued as an exciting after-school opportunity for students in Years 3-5. Thanks to the generous support from Armadale Bunnings and Landcare Australia, the club provided students with a unique platform to build their science skills while promoting environmental awareness. The students engaged with important topics such as food production, composting, recycling, and ecological restoration. Through hands-on mini-projects, students worked in small groups to develop leadership, problem-solving, and teamwork skills. Some of the exciting projects included increasing pollinators in the garden and maintaining the worm farm. The club not only enhanced students' scientific knowledge but also fostered creativity, innovation, and analytical thinking



Parent and Student Evening

The Parent and Student Evening held this year provided a wonderful opportunity for families to see firsthand what their children have been learning in science. Year 5 students displayed their impressive animal adaptation dioramas, demonstrating their understanding of how animals have evolved to survive in different environments. Parents also had the chance to interact with live creatures, including stick insects, frogs, and silkworms, offering a closer look at living and non-living organisms. Additionally, parents participated in hands-on activities such as bubble-making experiments and building electric circuits, giving them a deeper understanding of the scientific concepts their children were learning in the classroom.



Science Week

This year's Science Week theme, Species Survival - More Than Just Sustainability, emphasized the importance of science and innovation in protecting species in a rapidly changing world. Throughout the week, students engaged in a variety of activities designed to deepen their understanding of biodiversity and the impact of environmental factors on animal survival. They observed the life cycles of frogs, butterflies, and silkworms, and explored the role of ecosystems in supporting these species. Hands-on experiments, such as making slime and experimenting with bicarb soda and vinegar, helped students understand chemical and biological processes. Additionally, Science Week was supported by Cecil Andrews Senior High School, who conducted experiments with Year 5 students, and by Western Power, who facilitated a Year 6 incursion focused on building electric circuits and learning



Telethon Kids Institute Incursions

In Term 3, the Telethon Kids Institute hosted an engaging incursion at Challis CPS, where students explored the role of sugar and insulin in the body and how they affect individuals with diabetes. Acting as young researchers, students conducted experiments to measure glucose levels in various drinks, developing their scientific inquiry skills while gaining a deeper understanding of human biology. This incursion was a valuable experience, combining practical investigations with real-world applications, allowing students to see the relevance of science in everyday life.



The 2024 Science program at Challis CPS has once again provided students with an enriching and interactive learning experience. Through the Science and Sustainability Club, incursions, and hands-on activities, students have had numerous opportunities to develop their scientific inquiry skills, deepen their understanding of environmental issues, and engage with real-world scientific concepts. As we continue to foster a love for science, we look forward to expanding these experiences and supporting students as they explore the exciting world of science in the years to come.

The importance of Fundamental Movement Skills can not be understated in the Early Years and these building blocks of Physical Education skills have continued to be the focus for this age group. Children developed their skills and confidence through a combination of pair work, small groups and whole class games. The Junior Years applied this same knowledge base from previous years to participate

effectively in small-sided games with a specific sport focus. In the senior end of the school, students applied their understanding of body movement and object control to focus on game play situations and tactics to implement in offensive and defensive strategies. 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.

This year saw the return of the Summer Carnival in Term 1 where students were able to participate in interschool carnivals in European Handball, Ultimate Frisbee and Flag Belt Rugby. While this competition was participation based without shields or trophies, the Winter Carnival held in Term 2 has a more



Continuing with this success, Challis hosted the Dale Districts Sporting Association (DDSA) Interschool Athletics Carnival where we took out the team games shield and set a new record by winning the outright shield for the fourth year in a row.

competitive nature and students could choose to train and participate in AFL, Hockey, Netball and Soccer. Challis won shields in both of the soccer divisions as well as hockey.

Continuing with this success, Challis hosted the Dale

Districts Sporting Association (DDSA) Interschool Athletics Carnival where we took out the team games shield and set a new record by winning the outright shield for the fourth year in a row.

The final interschool competition for the year was Basketball with only Challis and Kelmscott taking part.

The competition took part at Kelmscott where both schools entered two teams. Kelmscott A team won their game and Challis won the B game. We are hopeful that this will be the start of a new interschool sport within the DDSA and other schools will join next year.

On Thursday 1st August our Year 3 to Year 6's were treated to a LIVE concert from Game Day. Dan, Pip, Ella and Andrew took the children on a journey through music and what it takes to be part of a team. The high's the low and how teamwork makes the dream work. The Amazing Mrs Skinner, Mr Newman and Miss Langa helped by busting out their best dance skills while modelling the actions Game Day gave us to follow along with as they played.



Game Day were blown away with the engagement of students attending and the thoughtful questions they asked. Dante from K4 summed up the performance perfectly by saying the music was "on FIRE!".

students were enthralled for the entire performance! I think making it around a game was very relatable for the students. Thank you for organising.

high standard for my students and serves as a perfect example of what can be achieved with passion and commitment. Keep up the excellent work!

Mr Maguire and M1 - *The M1 kids and I really enjoyed*

Miss Langa and her Year 6 Students –

Year 6 students mentioned:

"Musica Viva, thank you for such a wonderful performance and for showing us how fun and beautiful music can be!"

Mrs Page and T5 - Today's group was the most interesting and engaging group I think we have ever had visit!!

the performance today. Not only were they brilliant musicians, they were great entertainers too. A string quartet version of The Wiggles.

Thank you Musica Viva, your performance has set a

Thanks Musica Viva, The "Game day" musicians were very entertaining! It was amazing to see all students enjoying music.

Miss Limpus and K3 - *The concert was fantastic! The*

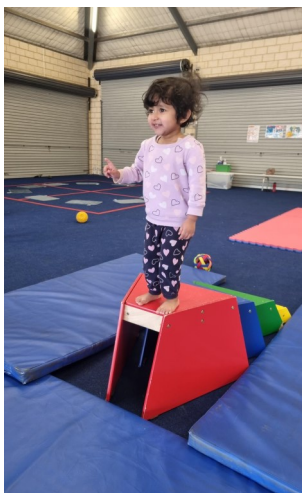




The schooling year of 2024 signified change for our Challis Parenting and Early Learning Centre (CPELC). The role of our Challis 0-3 Family Support Worker (FSW) changed hands. Additionally, the co-located Child Health Nurse (CHN) role handed hands, and we welcomed two CHNs to fulfil the 1.2 FTE (increase in .2 allocation). New faces can bring uncertainty, and so our newly formed team worked tirelessly to build relationships and foster partnerships to ensure that the youngest members of our community got what they needed.

And indeed, we did just that. Throughout the year, our FSW strategically increased Facebook (FB) marketing and communication to promote developmental groups, and we reinstated newsletter updates to promote and share the play and collaboration occurring. Excitingly, there is now increased use of the developmental group FB page as a result. We hope this next translates into increased attendance at our CPELC for 2025.

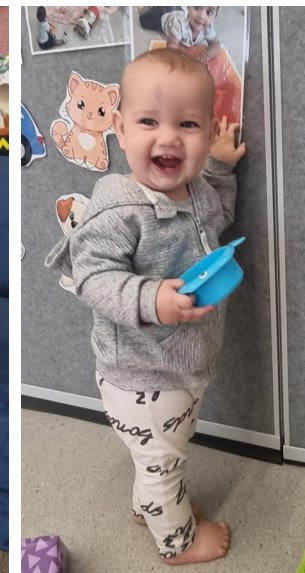
Early in 2024, the WA State Government made the public announcement that it will now fund our parenting centre for the next 4 years; \$1.56 million. This is a pivotal milestone in our Womb to Workplace initiative as we now transition into a model away from philanthropy. In collaboration with our schools' Social Worker, we have now sought to increase the number of community partnerships to offer a broader range of support for both children and their families. We understand the complexities and challenges our school community experiences, and over the coming years, we endeavour to increase community outreach and support through increased parental support groups, individual support services and family counselling. When we build parental capacity and empower families, we can create sustainable change within a family unit... together, as a community... The Challis way.



Notable occurrences for 2024:

- Curtin University IPP screening clinics for infants ages 2 years old. 16 infants screened by a Speech Pathologist and Occupational Therapist for developmental delays or concerns. Infants were then referred to CHN for CDS referrals to be completed.
- Child Development Services partnership continues. Students in Pre-K program receive developmental assessments and therapy onsite while attending school.
- Increased number of 2-year-old checks completed by CHN as a result of collaboration between FSW and CHN.
- The Department of Health (Child Health Nurses) provided an additional 0.2 FTE onsite; one additional day of support.
- Weekly drop-in clinic for CHN through Department of Health.
- 3 Pre-K classrooms for 3-year-olds by Term 3.
- A Kindy STRIVE program has been established for 2025 to meet the needs of students with diagnosed or imputed disabilities. This is responsive to the needs in our 2024 Pre-K cohort.
- Established partnership between Challis Community Primary School and Waullo Dawn Healing Service in Term 4 (Family Domestic Violence Service).
- Partnership in development between Challis Community Primary School and the Fathering project; weekly Dad's workshop exploring parenting, wellbeing and mental health.

- Early Years Partnership (EYP) Family Connector has this year introduced support through the introduction of a Helping Hands playgroup run by 54 reasons. This is designed for infants/toddlers who present with diagnosed disabilities, those waiting for assessments or infants yet to be connected to any support services or agencies.
- Established partnership between the Deadly Arts' Songroom Program. Prioritising cultural mirrors and windows for our First Nations families; 2 developmental groups, 4 pre-k groups and 4 Kindy groups participating. Children and families experience Noongar culture through the Visual Arts and learn Noongar language.
- On average, we had a minimum of 12 families access Move and Groove on a Monday, 8 families access Stay & Play on a Tuesday, 4 families access Tiny Tots on a Wednesday and 8 families access Songroom on a Friday. At times, there were over 15 families accessing a developmental group, and our FSW will continue to advertise developmental groups in the community. Family attendance varied from week to week and contact with our FSW through developmental groups resulted in at least 80 interactions on a weekly basis.



2024 saw a great deal of change for *Don't Stop the Music at Challis*. After the instrumental music programme funding ended in 2023 lessons moved to a new system where students pay a minimal fee for lessons. While this shift saw a reduction in student enrolments it is our hope this is only temporary as the school continues to source new funding for this unique and impactful programme.



After taking over the violin tuition in addition to her cellos in 2023, Mrs Fraser continues to show the many hats she wears taking on the brass students for the first half of the year, with Mr Ziggy continuing with guitars and percussion students. In second semester Mr Coleman took back the brass tuition and all lessons and ensembles ran on a Tuesday to facilitate planning and collaborations between the Senior Band and Simply Strings orchestra for some fantastic performances. Our Junior Strings and Brass continued rehearsed at lunchtime to develop their ensemble skills for class performances at the end of the year.



The Simply Strings Orchestra rehearsed hard all year under Mrs Fraser and Mr Ziggy. Continuing their regular performances of the national anthem at assemblies the visibility of the ensemble in the school community has never been greater. The Senior Brass Band worked tirelessly with Mr Coleman and Mr Ziggy to perform 8 pieces to a high level assisted by our clarinet friends in the IMSS programme taught by Mr Connor.



2024 also welcomed our amazing new classroom music teacher Mrs Langa all the way from Port Hedland. Mrs Langa directed the adorable Junior Choir in many assembly performances including a collaboration with the Senior Brass Band at the Christmas Assemblies. Mrs Henderson continued her incredible work in the classroom and with the Senior Choir who once again brought the house down at the RAC Arena performing in One Big Voice. We were very sad to farewell Mrs Henderson at the end of 2024 and wish her the best at her new school.



Throughout the year instrumental students were involved in amazing performances at many assemblies, class performances, and Learning Journey. Showing off their amazing talents and dedicated efforts to the school community sharing their music at a very high level. These performances culminated in an amazing collaboration between the Simply Strings Orchestra, Senior Band, and Senior Choir to farewell the graduating year 6 students. We said farewell to our year 6 instrumental music student knowing their musical lives are continuing, with many students receiving music scholarships to continue their music making beyond Challis.



Moving forward into 2025 the school is still actively investigating new sources of funding to provide the opportunity to learn musical instruments to all students at Challis. The programme has also opened up enrolments to year 3 students in an exciting move initiated by Mrs Henderson following the continued requests from many of her junior students. We are also excited to be developing a collaborative partnership with Kelmscott Senior High School after head of music, Mr Bignell, identified graduates from Challis made up over 30% of his department. We are all excited to see what these new changes will bring as we continue making music in the school community. We are incredible thankful to the school, the incredible classroom teachers, our principal Lee Musumeci, the parents, and students for their commitment and support, without which *Don't Stop the Music would not exist.*



StepLab is the platform Challis uses for Instructional Coaching. Instructional Coaching is a highly successful, personalised method to professional development that focuses on improving teaching techniques through ongoing, one-on-one support. Coaches watch instructors in the classroom,

provide meaningful input, and help them adopt specific research-based practices. Instructional Coaching assists teachers in identifying their strengths, setting specific goals for improvement, and making measurable progress over time. Instructional coaching improves educator practice

and student results by providing ongoing, focused guidance. In 2024, StepLab Australia identified Challis CPS to be one of their first hub schools to showcase excellence in instructional coaching. Moving forwards, we will support other schools who are interested in using Instructional Coaching to support teachers.



Students across Years 3 to 6 participate in Spelling Mastery lessons from 9.05 to 9.30am 5 days a week.

Spelling Mastery is an evidenced-based program that builds dependable spelling skills through a highly structured direct instruction method that blends the following approaches:

Spelling Mastery interweaves these three approaches according to students' skill development and provides straightforward lessons to help teachers efficiently teach the spelling skills students need to become proficient readers and writers. Explicit instruction, careful selection of spelling words, and repeated and cumulative practice help students master each concept and reinforce and retain key information

Phonemic approach	Morphemic approach	Whole-word approach
<ul style="list-style-type: none"> Helps beginning spellers learn the relationships between spoken sounds and written letters and then apply them to spelling 	<ul style="list-style-type: none"> Exposes advanced spellers to prefixes, bases, and suffixes. Combine words and word parts to spell multisyllabic words using a small number of reliable rules 	<ul style="list-style-type: none"> Gives spellers at all levels the meaning and root of a word and shows how the word's spelling is influenced Spell common, high-frequency words which are irregular in their letter sounds Commit these potentially troublesome words to memory

2025 Student Achievement

Placement Test Data		Criterion Test data	
The percentage of students whose placement test data indicates they have moved up a level in the sequence for 2025		The percentage of students who achieved the following scores in the end of level criterion test. This test is out of 25.	
Year 3	85%	Year 3	20 - 25 = 57% 15 & above = 71%
Year 4	85%	Year 4	20-25 = 49% 15 & above =81%
Year 5	70%	Year 5	20-25 = 52% 15 & above = 88%
Year 6	N/A as leaving for high school	Year 6	20-25 = 51% 15 & above = 82%

This year's Book Week was held in August, with schools around Australia celebrating all things books! The 2024 theme was 'Reading is Magic' and the Challis community were quick to don their pointy hats, jump on their broomsticks and create some magical memories. Staff joined in the fun by creating 'Read like...' posters that shared favourite book on a range of all themes. The special focus on quality children's literature during Book Week culminated with the annual Book Parade, with so many wonderful costumes celebrating our love of reading.



The Always Club initiative commenced in 2020, for the purposes of recognising students who always do the right thing. In its fifth year, the Always Club continues to grow in membership and be a source of pride for students, teachers and the community. This year, a record 178 students were inducted into the Always Club, from Pre-Primary to Year6. We had 77 PP-Yr2 students, and 101 Yr3-6 students inducted. Some of these students have been members every year and it's wonderful to see such consistency with students demonstrating the Challis Way.

Always Club members are nominated by classroom teachers, with specialist teachers confirming all potential members. Students must always demonstrate The Challis Way for relief teachers also, with membership revoked if they do not always hold up the values and principles!

Throughout the year, Always Club members come 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 went on an excursion to Perth Zoo, attended an author's workshop with Gavin Aung Than, had pizza with the Principal, disco danced with the deputies and spent the morning playing in the 'Games Vault!' Membership to the Always Club only lasts for the academic year, with all 2024 members 'thrown out' and needing to earn their place again in 2025 by always demonstrating the Challis Way!



The Always Club Badge presented to each student on becoming a member of our group.



This year Challis joined the Your Move program, an initiative set up by the Department of Transport to encourage active travel within schools. The main aims for Challis joining this program were to encourage physical activity within our students, develop confidence in travelling to school by themselves and reducing traffic congestion around our school grounds.

We formed a students leadership team, made up of the faction captains, whose job it was to plan and promote events within the school, as well as write up stories recounting the events to post on the Your Move website. This provided another fantastic leadership opportunity for our Year 6 students who had to develop and build on their existing communication, organisation, planning and problem-solving skills. Their growth throughout the year was evident in the way they successfully planned and executed multiple whole school events which hit our targets of increasing active travel means to school and reducing traffic at drop off and pick up times.

Some of the events the Your Move team introduced were National Ride2School Day and National Walk Safely to School Day and a two-day Active Travel Festival. During the festival, all classes took part in a variety of events including bicycle safety, how to skateboard and public transport etiquette. These events saw a spike in the number of students who used active travel to get to school, indicating that students and families were willing to use active travel but saw barriers in the way. These barriers were further explored at a two-day Leadership Lab where the student leadership team concluded that



more families would use active travel if there was more support. This thought birthed the Challis Active Train, or CAT. The CAT is comprised of four routes around the school that start at local parks. Parent volunteers and staff coordinated each route and safely escorted children to school on Fridays for several weeks in Term 4. The event was a success amongst students, parents and staff and is something that we are hoping to continue and expand in 2025.

As well as increasing student engagement with physical activity, we have made improvements to our infrastructure. We secured funding which was used to upgrade the junior bike racks including increasing the size of space, installing additional bike and scooter racks and a shelter to protect from the elements.

The WA Teacher Games is an annual, multi-sport, mass participation event exclusively designed for educators across Western Australia. In 2024, Challis staff nominated for a range of sports once again, making this our fourth year of participation. A smorgasbord of high and low intensity events can be chosen from, with Challis staff participation ranging from lawn bowls to competitive netball.



Challis staff view the event as a unique way to build team morale and enhance staff health and wellbeing, alongside winning some medals and showcasing our talents!





On Tuesday 7th May we hosted yet another very successful Ladies High Tea event. Our fabulous Year 4, 5 and Year 6 little ladies invited their Mum's, Grannies, Aunts, or significant female role models to celebrate our 2024 theme "DREAM BIG, DREAM STRONG, MAKE IT HAPPEN". Guests were wowed by our Junior Choir singing Diamonds by Rhianna. They then joined our Senior Girls Choir to perform Yellow by Coldplay. A huge thank you to Miss Langa and Mrs Henderson for preparing the choirs and leading these beautiful performances.

We welcomed many special guests including our favourite former staff members, Mrs Denise Bibby, Mrs Liane Taylor, and Mrs Karen Scari along with our very own Challis new mums and their adorable bubs, Mrs Northover with Hannah, Ms Jones and Harriette and Mrs Turkich and Lucas. We were also delighted that Ruth Moore from 54 Reasons, Hannah Campbell from the Curtin Clinic and Rebecca Waters, Senior Lecturer Curtin School of Allied Health.



The audience was captivated by guest speaker, West Coast Eagles AFLW star Roxanne Roux and her journey to playing the game she has loved since she was a little girl playing with the boys until the women's league. Roxy relied on her mum to drive her 5 hours to train in Perth and then drive back to Dongara, sometimes not getting home until 1am in the morning and then getting up to go to school.

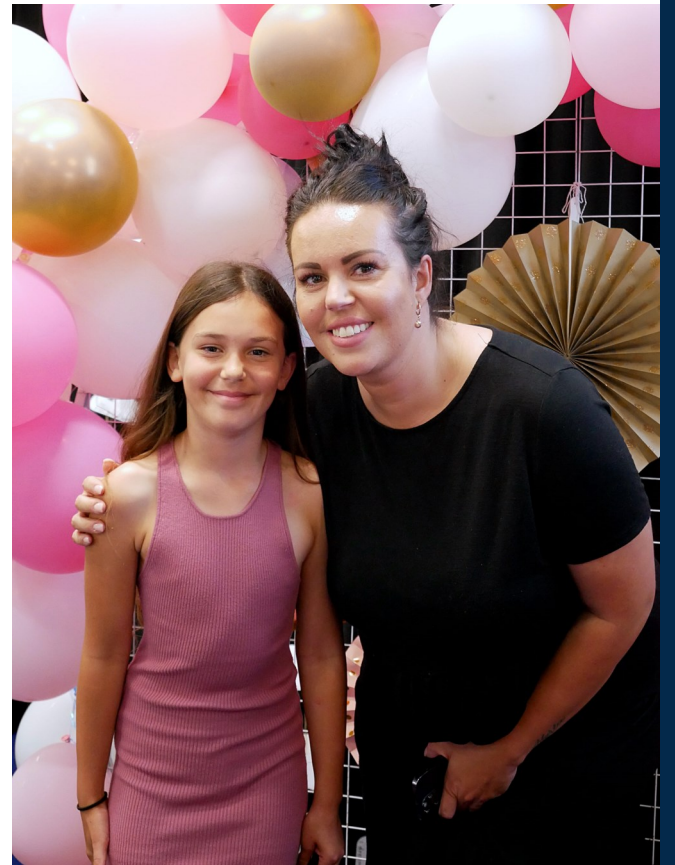
Roxanne answered many intriguing questions from the girls and took lots of photos afterwards which was a highlight for many of the girls. Roxanne inspired our guests to Dream Big, Dream Strong and Make it Happen.

There was an amazing spread of delicious bite sized treats to eat, many donated by our staff and an amazing selection provided by Chevron at 2 Little Grazers in Byford. Our guests also enjoyed the many craft stations on offer with perfectly painted nails, happy snaps in the photo booth, snazzy key chains and the ERA of the Swifty Bracelet was well represented.

Large scale events like this are not possible without the support and time volunteered by our staff along with their donations of prizes and food. A big shout out to Mr Stewart for his dishwashing skills and helping pack everything away after the event. We were once again fortunate to receive the generous support from the City of Armadale's Community Grant.

Congratulations to all our door prize winners. We hope everyone enjoyed spending quality time with their role models.

This event showcases kindness and care for our community, the 'Challis Way'.





Pictured Above: Medical students presenting healthy eating information to Pre-Kindergarten students

A sincere thank you to Tenix Foundation for 10 years of partnership. The generosity of the Tenix Foundation has enabled hundreds of Curtin University students to complete interprofessional practice placements at the Challis Community Primary School providing therapy to thousands of vulnerable school children.

A decade of impact

The impact of the decade long funding from Tenix Foundation cannot be understated. This extended commitment has allowed for meaningful program growth over a changing landscape and has enabled many cohorts of children and families to benefit from these free, onsite services. Curtin service delivery is embedded in the fabric of the school which has resulted in the removal of barriers such as appointment scheduling, transport, service cost, and hesitance which would otherwise impede access to service.

“The partnership with Curtin University through the IPP program continues to be a flagship partnership, and with more than ten years of successful implementation, is now more than ever firmly embedded in the fabric of Challis Community Primary School. Immediacy of service provided in a natural environment, targeted, focused therapy, involvement of families and teachers to ensure sustainable strategies and on-site supervision to oversee quality delivery, adds up to a service that reduces the vulnerability of our students. This is an excellent example of health and education working together to meet the needs of a disadvantaged community. Thank you Tenix!”
 Lee Musumeci School Principal

Stats at a Glance



* Averages based on 8 years of data

^ Average based on 4 years of data

Mutual benefits

Win-win for Curtin University and the Challis Community Primary School – see impressive Stats at a Glance and Appendix for a comprehensive overview. Vulnerable children can access Curtin services at school while they are on the waitlist in the public system. Free, onsite, interprofessional paediatric services.

More than just placements

The Curtin University Health and Wellness Centre at Challis Community Primary School has been a win-win for all involved parties. In addition to the 634 Curtin University students who had the opportunity to complete an interprofessional, paediatric placement, the service has facilitated free, onsite, interprofessional health services for scores of vulnerable children. The benefits of these services are evident in the classrooms and thus also bring benefit to the teaching staff at Challis Community Primary School. Program highlights Grasshoppers gross motor program led by Physiotherapy students and supported by students of all disciplines Reading Rangers in-class intervention for Years 1-6 led by Speech Pathology and Occupational Therapy students W2 in-class intervention for Year 2 led by Speech Pathology and Occupational Therapy students Teddy Bear Hospital for Pre-Kindergarten students led by Medical students. Reduced time to access services has been an important benefit for local families. While children are on the waitlist to access public health services via Child Development Service, they are eligible to access services via the Curtin University Health and Wellness Centre. This early intervention is key to improving health outcomes and enabling children to access their learning potential and participate fully in school and home life.

“As a classroom teacher at Challis Community Primary School for more than ten years, I have had the opportunity to work alongside the Curtin University coordinators, clinical educators and Curtin students and observe and experience the positive impact the program has had. The program has ensured that the university students have gained firsthand skills and knowledge working with Challis students and teachers, and in turn their involvement has positively impacted the Challis School community - the students, their families and Challis staff.” Denise Bujalka Pre-Kindergarten teacher



Pictured Above: Teddy Bear Hospital for Pre-Kindergarten students

Program highlights Grasshoppers gross motor program led by Physiotherapy students and supported by students of all disciplines Reading Rangers in-class intervention for Years 1-6 led by Speech Pathology and Occupational Therapy students W2 in-class intervention for Year 2 led by Speech Pathology and Occupational Therapy students Teddy Bear Hospital for Pre-Kindergarten students led by Medical students.

“Thank you to all Curtin Students that I have worked with this term. It has been lovely to work alongside each and every one of you. I appreciate the help and support that you have provided for my students, myself and their families. I have seen great improvements in the students that you have been working with. You have all been very helpful and easy to work with.”

Serena Watson Year 1 teacher, 2021

“The clinic at Challis was always very welcoming. It always felt like a team as the disciplines all worked together. The shared workspace allowed us all to have an overview of what the other disciplines were doing, improve our knowledge of other areas, and easily gain insight from other professions. There was never a need to wait for a formal appointment to obtain interprofessional input on the children on my caseload. The staff were all approachable and appreciative of the Curtin services. I was keen to return to Challis as a Coordinator as it was such a good experience. I love mentoring students and expanding their knowledge of interprofessional working.”

JJ Tan, physiotherapy student in 2016 Clinics Program Coordinator in 2024



Pictured Above: Occupational Therapy students screening a Kindy student

“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.”

Jemma Regan Junior Reading Rangers teacher

Program evolution and sustainability

Reading Rangers is a wonderful example of an evolving in-class therapy initiative. Since its inception in 2021, Reading Rangers has grown from a literacy support program for children approaching primary school graduation, to an early intervention program for the next wave of academically vulnerable children. Reading Rangers was the first program of its kind at Challis, developed to meet the complex needs of children in Years 3-6 whose literacy skills were up to three years behind their same-age peers. Following initial success, a Junior Reading Rangers class was set up to provide early intervention for an emerging cohort of students who were demonstrating similar challenges retaining key literacy skills. From 2021 onwards, Curtin University Speech Pathology students have delivered group therapy targeting articulation, semantics, and narrative skills in collaboration with Occupational Therapy students targeting proprioception, working memory, and handwriting. These initiatives have grown to become a sustainable and regular component of classroom teaching

The Grasshoppers physical activity program for children in Pre-Primary and the STRIVE special education needs classes has been a program highlight over this past decade. While Curtin University students learn to deliver physical therapy to groups of children of varying physical abilities and assess the children’s skills, the children complete fun, themed activity circuits with their peers. Each year, many children from these cohorts are referred to the clinic for individual Physiotherapy as well. Due to this program, Curtin students are affectionately known to teachers and school students as the “Grasshoppers”.



Pictured: Curtin Occupational Therapy students delivering a working memory activity in Reading Rangers



Pictured Above: Physiotherapy student leading a Grasshoppers session for Pre-Primary students

Overcoming COVID-19 - it was a tough challenge



Despite COVID-19 causing the temporary closure of the Challis Community Primary School in 2020, the Program continued uninterrupted and remained available during the lock down period to families and children in need of these crucial therapies. To do so effectively, Curtin students quickly switched to video, phone and telehealth sessions. “Thank you for looking after us so well during this placement. It could have been such a stressful time, but you always made us feel safe and made sure we were COVID-safe. This clinic achieves amazing things because of you!” Occupational Therapy student, 2022

Overcoming COVID-19 - it was a tough challenge Later, from March 2022 as Challis Community Primary School managed the highest COVID-19 outbreak of any primary school in the State, the onsite Challis

Interprofessional Practice Program continued service delivery largely unaffected. Additional hygiene precautions were added to the clinic hygiene protocol and great care was taken to ensure all Curtin students and staff understood and adhered to the protocol at all times. As a result, face-to-face therapy for school children continued, affected only by the absences of some children due to COVID-19 and close contact isolation requirements for classrooms. We are proud to report not a single Curtin University student or staff member contracted COVID-19 onsite in the 2021-2022 financial year.

“Thank you for looking after us so well during this placement. It could have been such a stressful time, but you always made us feel safe and made sure we were COVID-safe. This clinic achieves amazing things because of you!” Occupational Therapy students



Pictured Above: Clinics Program Coordinator Hannah Campbell and Curtin student team June 2022

This placement is one of my absolute favourites. I've learnt so much as a student here over the 8 weeks and I've loved having to develop skills that allow me to work independently. It is a very safe space that has been created and I have loved being part of the IPP clinic here.” Occupational therapy student, 2024

From practicum experience to professional employment

The clinic provides real-world learning experience for Curtin students, working collaboratively with school staff, families, interprofessional peers, and other onsite services.

“The Curtin program at Challis increases community access to interprofessional health services. This is so important with the growing prevalence of developmental delays and means there are less children falling through the gaps. Co-location with other health services like the Child Development Service and 54 Reasons replicates the real-world experience after graduation. It is invaluable to the Curtin students on placement and the families accessing these services. I was lucky enough to connect with 54 Reasons during my placement at Challis and have since gone on to secure a Social Work position at 54 Reasons where I continue to work at Challis once a week.” Katie, Curtin Social Work student, 2022



Pictured Above: Speech Pathology student working with a Year 1 student



Pictured Above: Physiotherapy student completing a balance activity with a Year 4 student

“It was a thoroughly enjoyable placement. Very much a build-your-own-experience, but if you get involved with the children and teachers, spending time with them outside sessions like during recess, lunch, or PE classes, the placement is really rewarding.” Physiotherapy student, 2024

“I thoroughly enjoyed my placement and will cherish all the memories, learning experiences and fun I had each day with the students, my peers and supervisors. I feel much more confident with interprofessional practice and collaborating with other health professionals as a result of this placement.” Physiotherapy student, 2024

APPENDIX 10 Years of Placements at Challis

	Total New Referrals	Average Curtin Students (per week)	Total Curtin Placements	Placement Weeks Per Year	Total Placement Hours
2014	123	*	82	*	*
2015	147	*	80	*	*
2016	*	11	45	46	*
2017	*	10	55	45	*
2018	163	10	48	44	*
2019	171	8	49	42	*
2020	302	12	54	43	14,738
2021	176	10	59	47	14,550
2022	245	11	98	48	19,050
2023	231	9	64	43	15,210
TOTAL	Total N/A Average 195 (8 years)	11 (8 years)	634 Average 63	Total N/A Average 45 (8 years)	Average 15,887 (4 years)

* Data unavailable or not systematically collected at the time

Discipline Placements

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Speech Pathology	X	X	X	X	X	X	X	X	X	X
Occupational Therapy	X	X	X	X	X	X	X	X	X	X
Physiotherapy	X	X	X	X	X	X	X	X	X	X
Professional Psychology	X	X	X	X	X	X	X	X	X	X
Exercise Sport Science		X								
Counselling Psychology		X	X	X	X	X				
Nursing		X	X					X	X	
Social Work			X	X	X	X	X	X	X	X
Medicine						X	X	X	X	X
Dietetics			X				X	X	X	X
TOTAL	4	7	8	6	6	7	7	8	8	7

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Make tomorrow better.



Curtin University



Operational One Line Budget Statement

Issued on 12 February 2025

School: Challis Community Primary School School Year: Dec 2024 (Verified Dec Cash)

Region: South Metropolitan Region Aria: 0
Distance to Perth (km): 24.54

One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	709,866	709,866	
Carry Forward (Salary):	\$	263,903	263,903	
INCOME				
Student-Centred Funding (including School Transfers	\$	9,910,141	9,910,141	
Locally Raised Funds:	\$	752,205	780,110	-27,905
Total Funds:	\$	11,636,115	11,664,020	-27,905



Operational One Line Budget Statement

Issued on 12 February 2025

School: Challis Community Primary School School Year: Dec 2024 (Verified Dec Cash)

Region: South Metropolitan Region Aria: 0 Distance to Perth (km): 24.54

One Line Budget – Dec 2024

EXPENDITURE

Salaries:	\$	9,335,917	9,335,917	
Goods and Services (Cash):	\$	1,657,824	1,258,993	398,831
Total Expenditure:	\$	10,993,741	10,594,910	398,831
Variance:	\$	642,373	1,069,110	-426,736

2024 has been a challenging year for many families in our school community due to increasing rental and housing costs and the increasing cost of many items.

The school has received many donations and support which are very gratefully received.

These include.

Coles - North Armadale providing food vouchers so we can provide occasional food hampers to families in need. In addition, they provided food platters for the Ladies High Tea in May 2023.

Eat Up Eat up is a charity encourages the business sector to make sandwiches for children who would miss out on lunch. They provide the school with 250 cheese sandwiches every 4 weeks. These are all eaten by the end of the 4-week period.

54 Reasons (Previously known as Save the Children) 54 Reasons play an important role in the school community working together with the school social worker to help family access housing, emergency relief, NDIS and other supports as required. 54 Reasons as a Non-Government Agency also help the school to access fruit and food through the Second Bite programme.

In addition, 54 Reasons have provided support to families in the school through the Home2School programme supporting some of our EALD families and have supported the Karen Family Homework Club.

Communicare Communicare have supported the school through a collaborative project with another primary school for children that have been impacted by domestic violence. In addition, they have provided workshops for parents on several different topics including Anxiety in children, toileting, and healthy eating.

Anglicare Anglicare have partnered with the school to provide Young Hearts Counselling for children impacted by domestic violence.

Saint Mary's Outreach Service This is a Church Group based in Victoria Park who offer support to vulnerable communities. They have provided the school with school supplies including backpacks, shoes and school snacks for vulnerable children.

Rapid Relief Team This organisation provide fun activities for children, some stationary supplies and muesli bars.

Foodbank have continued support the school with a school fruit pack and supplies for our Breakfast Club.

Manna Manna services have assisted by collecting the food from Foodbank and delivering it to school along with additional food supplies.

Bakers Delight - Haynes Bakers Delight have continued to provide a weekly donation of bread for Breakfast Club.

The Smith Family The Smith Family provide financial support and learning resources to nominated families with a health care card. The Smith Family are currently providing invaluable support to over 100 families at Challis Primary School.



Musica Viva Australia

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

City of Armadale



Save the Children | 54 reasons

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Artemis Media – Book Awards

TLG (Teach, Learn, Grow)- Fogarty Foundation



Sebastian Foundation – Open Parachute



FoodBank



Onesight – Eye Testing and OPSM



Youth Care - Chaplain



ATCO Gas – Blue Flame Kitchen Program



Curtin University



Child and Adolescent Community Health, Aboriginal Health Team



The Minderoo Foundation



Department of Health



BeKids – Instrumental Book Awards



The Smith Family



Professionals Real Estate, Jason Shier. Instrumental Music Book Award

