

ANNUAL SCHOOL REPORT 2025

R.i.S.E. - Respect, Responsibility, Safety, Excellence



We learn the truth, We speak the truth, We **RISE** together.

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MESSAGE FROM OUR PRINCIPAL



In the year of our 50th Anniversary, our priorities were stripped back to provide clarity for staff and the school community.

Learning to read and learning to behave (including learning how to play, cooperate with others and express feelings) are the two most important skill sets primary schools can teach in order for students to be well prepared for high school and a life of opportunity and choice. At Challis, these two priorities continue to be heavily resourced with additional time, additional staff, a reduced curriculum focus and direct instruction programmes for students whom require intensive support.

For students progressing in line with year level expectations, the full array of subjects were taught in line with SCASA requirements.

For those operating at, or above, year level expectation, skills were taught explicitly with more time spent on the application of skills to deepen and broaden learning. For staff, internal timetables and structures were created to privilege year level collaboration with a focus on lesson rehearsal. Re-energise and refocus weeks provided a two week hiatus each term free from interruptions, in order for us to pause to sharpen our focus and regain our energy. Within the availability of resources, we continued with the aim to provide all students, staff and families with what they need in order to be successful.

Supported students

Our STRIVE programme, provided a differentiated programme for students with additional learning needs for whom mainstream curriculum may be a long term goal.

Our Reading Rangers programme provided additional staff support, reduced class size and “double dosing” of reading lessons in acknowledgement that some students need more time to learn how to read and write. The curriculum was stripped back for these classes to prioritise reading, maths, social skills and health lessons.

Our Reading Rockstars had a reduced class size, additional staff and a slightly broader curriculum focus, to include knowledge rich units built around HASS topics.

Our Rockets classes are at the maximum class size, with one teacher. Skills were taught explicitly, and students are released to apply these skills to deepen their learning.

First Nations students were prioritised for access to resources, were supported to attend school and to engage in all activities that school offers, from leadership to excursions.

Lee Musumeci
Principal

Supported Staff

Acknowledging that the Challis context is complex, demanding and ambitious, multiple layers of support was provided to staff.

Collaboration- through Professional Learning Communities, one day each week, with the same year level.

Coaching- a layered approach, ensuring every teacher is supported to deliver quality instruction. Clarity- pacing calendars set out what is to be taught.

A Well Being Team- to support students with high or frequent levels of disengagement.

Rising Stars- a well paced Professional Learning programme providing comprehensive induction for teachers new to Challis.

A Distributed leadership model and programme that offers varying levels of leadership opportunities and training to identified staff.

Aspirant Level 3 Classroom Teacher pathway identifies, supports and creates opportunities for teachers interested in achieving L3CRT recognition.

An extended Student Services Team provides psycho-social supports, therapies and functional support.

A high performing Executive Leadership Team who are all instructional leaders.

A Supported Community

The Challis Parenting and Early Learning Centre continues to provide access to services and programmes that support parenting and child development, from birth to the start of Kindergarten. A fulltime Child Health Nurse is on site for appointments, a drop in clinic and home visits. School Social Worker and Family Support Workers work alongside families to break down barriers, support food access, transport to school and appointments, and ensure families are safe and well. An extended array of service providers provide access to information, counselling, advice and referrals where necessary. Multiple opportunities for involvement in school activities and the education process. The partnership with Curtin University provides access to allied health services and counselling on site with a focus on early intervention.

The careful design and distribution of leadership, highly productive extended school partnerships, clarity about what to teach and how to teach it, combined with multiple layers of support for students, staff and families has resulted in NAPLAN results that outperform what is expected of this school. This is a tremendous source of pride for the entire school community as we continue to work together in our quest for ...

Better than Postcode results...together as a Community...the Challis Way.

MESSAGE FROM THE SCHOOL BOARD

This is my last school report as chair of the board. I extend my thanks and appreciation to all the staff at our amazing school for their continued dedication to the “Better than post code results” for our students, their families, and our community. It has been a privilege and a pleasure to be part of a school community that has consistently demonstrated what commitment, enthusiasm, love and ‘a never say die’ attitude can accomplish.

Some of these accomplishments I have written about in each and every year’s school report for the last eight years. If you haven’t already read them, you should take the time to do so. Under the leadership of Lee Musumeci, Challis Community Primary School (CCPS) in the last thirteen years, has done what other schools with more resources, more affluence, and more political sway, could never do: CCPS has galvanised a reputation for delivering better than the Australian average in evidence based academic achievement; generating best-in-class student social-emotional wellbeing programs; became a Centre of Excellence in education; and a role model for inter-racial relations in this country.

The year 2025 was CCPS’s 50th year of operation. The original buildings remain in operation.

Perhaps as a cruel reminder to the voting public that unless your local parliamentary member is facing a loss at the polls, your vote and your children’s education, doesn’t count! No more was this evident when CCPS’s asbestos filled, flooded classrooms were compared in contrast to the asbestos filled classrooms of the greater Sydney area that made national news cycles in 2025, resulting in those schools being shutdown and replaced, because the government was going to lose those community’s votes. Its is truly a shame that nothing short of a devastating school fire will see our most deserving community receive a new school build.



As my last parting note, I wish to thank my fellow board members from over the years for their commitment to Challis. Your new Chair, Jules Anderson, is a hard working member of our community.

She is an asset to the school and I believe that the torch of Chair has been handed to a person of the highest integrity and devotion to making Challis even greater in its future.

My association with Challis Community Primary School began when our twins were 3yrs of age.

That was ten years ago. I am committed to our school because I have seen the difference that all the staff have and continue to make in the lives of our kids and community.

It continues to be my privilege to serve as a community member on the Challis Board.

Thank you,
Allan Adams

WELLBEING TEAM

We believe if a student repeatedly displays challenging behaviour, they are most likely doing it for a reason, because it is paying off for the student. The behaviour is functional or serves a purpose and this is key to selecting the correct intervention. Behaviour is a form of communication, unfortunately some students learn that problem behaviour is the best way for them to get their needs met. Our teachers follow a specific Tier 2 pathway that ensures our intervention best meets the individual need of our students. As part of our Multi-tiered Systems of Support, in 2025 a Well Being Team (WBT) was established to help support students identified in an IBMP to emotionally regulate and use differentiated strategies.



The staff in the Well Being Team are Education Assistants who have received on going professional learning in co-regulation and emotional first aid, under the Leadership of Deputy Principal, Hayes Webb. The WBT help 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 and students to minimise behaviour escalations, encourage behaviour change and foster self-regulation so that our students can effectively access the curriculum. 2025 data strongly indicates the support provided by the WBT led to improved classroom Tier 2 intervention and a reduction in students requiring Tier 2 support .

NAPLAN DATA

NAPLAN 2025

In 2025, our Yr3 cohort achieved 'green boxes' in all curriculum areas assessed. This was a remarkable achievement and showcased how Challis outperformed expectations, thanks to staff efforts and through the school systems established to help bring to life the school vision of 'better than postcode results'.

A particular highlight was the Yr3 Reading achievement. Challis student proficiency levels were in line with WA Public Schools (58%), and the percentage of students considered Needing Additional Support was lower than the WA Public Schools (11% compared to 16%). School staff and the community celebrated the NAPLAN achievements, with further work to now occur to maintain this standard and prevent a 'drop off' in Yr5.

NAPLAN Comparative Performance Summary

	Year 3		
	2023	2024	2025
Numeracy	1.0	0.1	1.1
Reading	0.9	0.5	1.2
Writing	1.6	1.5	1.5
Spelling	1.0	1.0	1.7
Grammar & Punctuation	1.2	1.0	1.4

Proficiency

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	9%	13%	11%	7%	11%	8%	16%	16%	14%
Strong	368 - 480	45%	36%	47%	38%	38%	40%	45%	44%	44%
Developing	282 - 367	31%	30%	31%	30%	25%	29%	24%	22%	24%
NAS	281 and below	15%	21%	11%	25%	26%	23%	14%	16%	16%

58%



Above Expected - more than one standard deviation above the predicted school

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

CENTRE FOR EXCELLENCE

The Centre for Excellence initiative aims to improve primary students' outcomes 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 program occurred during 2023-24 with 20 schools being supported to improve literacy practices in their schools. Challis CPS, as a Centre for Excellence mentor school, has been assigned four intern schools each year since the programs relaunch. We're currently supporting Cohort 3, with the following schools assigned to Challis: Bannister Creek, Kardinya PS, Rangeway PS and Woodlupine PS. The current program is a profession-led model and is delivered as a partnership between Statewide Services, Centre Schools and the participating Intern Schools.

The Internship The Centre for Excellence is a one-year internship program that includes:

- professional learning workshops and resources
- a partnership with Centre School for practical support, advice and mentoring

onsite support from Centre School mentors and the Statewide Services Centre for Excellence team.

Round 3 Update Alongside hosting termly visits at Challis CPS to showcase the professional learning delivered each module, we have also supported intern schools at their school. (insert Geraldton notes from Nathan)

Centre for Excellence – Rangeway Primary School, Geraldton Visit

The visit to Rangeway Primary School formed part of our Centre for Excellence work, with the purpose of strengthening instructional practice, building coaching capability, and supporting whole-school improvement through collaboration, modelling, and feedback. This opportunity allowed our team to work alongside Rangeway staff to share effective practices, develop consistency in teaching approaches, and deepen their collective understanding of high-impact instruction. Upon arrival, Principal Karin welcomed the team and provided an overview of the school context. The team quickly transitioned into classrooms, with Nicole leading the first modelled lesson, demonstrating confidence and adaptability in an unfamiliar setting. This set the tone for the visit, as staff engaged in a range of coaching observations, modelled lessons, and professional discussions aimed at improving classroom practice.

Throughout Day 2, the team continued to work collaboratively across the school. Staff engaged in resource development, coaching conversations, and in-class modelling to support teachers in refining their practice. A key highlight was the Talk for Writing (T4W) warm-up delivered to Year 1–2 students, which showcased the impact of clear routines and high expectations on student engagement. This provided a powerful example for staff of how deliberate instructional practices can significantly influence student outcomes.

In the afternoon, Professional Learning on Pair-Share was delivered to all staff, focusing on the importance of clear instruction prior to student discussion and the routine of a Paire-Share. This session supported staff to refine their use of structured partner talk, particularly within the context of varied student attendance. Staff actively participated in rehearsal and left with increased confidence and clarity to implement the strategy effectively in their classrooms.

Subsequent sessions included observation of Daily Review practices, collaborative goal setting, and further modelled lessons across year levels. Team members also engaged in repeated rehearsal of coaching conversations, strengthening their ability to provide precise, actionable feedback to teachers.

The final phase of the visit focused on deep literacy discussions, planning, and scaffolding, ensuring Rangeway staff were equipped with practical strategies and resources to sustain improvement beyond the visit. These collaborative planning sessions reinforced a shared commitment to ongoing development and instructional consistency.

Overall, the visit supported our continual improvement by strengthening our instructional expertise, enhancing our coaching practices, and reinforcing the importance of deliberate, high-impact teaching strategies. It also provided valuable opportunities for reflection, collaboration, and professional growth, ensuring that both our team and Rangeway staff are better equipped to drive improved student outcomes moving forward.



TOM BENNETT

RUNNING THE ROOM



THE TEACHER'S GUIDE TO BEHAVIOUR

PROFESSIONAL DEVELOPMENT

Tom Bennett: Running the Room

Challis Community Primary School staff were privileged to attend a professional development session with Tom Bennett, behaviour advisor to the UK Government and author of *Running the Room*. This provided powerful insights into establishing a strong, inclusive behaviour culture in schools.



Bennett outlined the three key pillars of a behaviour curriculum: ensuring everyone in the school feels safe, maintaining calm and predictable environments, and treating all individuals with dignity so they know they matter. He emphasised that good behaviour is the foundation for all learning, wellbeing, creativity, and opportunity. Importantly, Bennett reminded us that students are not born knowing how to behave—behaviour must be explicitly taught, modelled, and practised. He also challenged us to reflect on whether all students truly feel safe and valued in our learning environments.

Bennett advocated for a proactive, whole-school approach to behaviour, based on clearly taught norms, routines, and consequences. He highlighted that consistency and high expectations, combined with genuine care and belief in students, are crucial. Teachers must break behaviour down into teachable, concrete actions and script both expectations and responses to reduce cognitive load and build consistency. Consequences, including both proactive feedback and appropriate sanctions, play a vital role in reinforcing boundaries and building a safe, respectful culture.

This session was a timely reminder that building strong, predictable, inclusive behaviour systems is everyone's responsibility—and that when done well, these systems allow every student to flourish.



ABORIGINAL EDUCATION

In 2025, Challis Community Primary School continued to demonstrate a deep and sustained commitment to Aboriginal Education, embedding culturally responsive practices across the school in alignment with the Aboriginal Cultural Standards Framework. This commitment was evident through a whole-school approach that prioritised cultural respect, community connection, inclusive curriculum design, and meaningful student engagement with Aboriginal and Torres Strait Islander histories, cultures, and perspectives. A central feature of the school's approach has been the intentional development of a three-year cyclical model of research-based learning aligned with NAIDOC Week themes. Since 2022, this model has provided a structured yet evolving framework for students to explore Aboriginal perspectives through rich, collaborative projects. In 2022, students engaged in the "Get Up, Stand Up, Show Up" gallery, researching significant First Nations icons. In 2023, the "For Our Elders" gallery walk focused on key historical events led by Aboriginal people. In 2024, the "Keep the Fire Burning" museum invited students to reflect on previous NAIDOC themes and their ongoing relevance. These initiatives have built a strong foundation of shared knowledge, high-quality resources, and staff expertise, enabling the school to refine and strengthen its approach each year while ensuring continuity of learning for students. In 2025, this work culminated in the launch of the "Strength, Vision and Legacy" Gallery, a museum-style exhibition developed in response to the national NAIDOC theme, *The Next Generation: Strength, Vision & Legacy*. This whole-school project exemplified several key domains of the Aboriginal Cultural

Standards Framework, particularly Teaching and Learning, Relationships and Partnerships, and Leadership. Students from Pre-Primary to Year 6 participated in a collaborative inquiry into significant Aboriginal and Torres Strait Islander figures, engaging deeply with the lives, achievements, and ongoing impact of these individuals.

Each year level was assigned a prominent First Nations icon, including Adam Goodes, Cathy Freeman, Patty Mills, Gurrumul Yunupingu, William Cooper, and Archie Roach. These figures were intentionally selected to represent both past and present leaders, enabling students to explore the concept of legacy across generations. By revisiting icons studied in previous years, students were able to deepen their understanding while encountering new perspectives, supporting the development of critical and reflective thinking.

Within each year level, classes were assigned specific research questions that guided their inquiry. These included exploring biographical "fast facts," significant achievements, challenges and barriers overcome, historical timelines, and the broader impact and legacy of each individual. This structured approach ensured that student learning was comprehensive and multifaceted, while also promoting collaboration across classes. The inclusion of challenges such as racism, inequity, and adversity encouraged students to engage with complex social issues in an age-appropriate and respectful manner, fostering empathy and critical awareness.

In the lead-up to the gallery, classroom learning was

explicitly linked to the NAIDOC theme, with students engaging in discussions, multimedia resources, and reflective activities. This ensured that the gallery was not an isolated event, but rather the culmination of sustained learning throughout the term.

Students were encouraged to identify common themes across the featured icons, such as resilience, leadership, and cultural pride, deepening their understanding of what "Strength, Vision and Legacy" means in both historical and contemporary contexts. Beyond the gallery, the school implemented a range of additional initiatives to support Aboriginal Education and strengthen cultural understanding. A whole-school NAIDOC Week assembly marked the beginning of the celebrations, providing an opportunity to come together as a community and acknowledge the significance of the week. Over the three terms leading up to NAIDOC, Challis strengthened its commitment to authentic Aboriginal Education through a valued partnership with First Nations teaching artists from The Songroom. Cultural educators Jack Collard and Rachel Collard worked closely with students to create and teach a series of four contemporary dances that honoured water and significant water animals, embedding cultural knowledge through movement and storytelling. This program provided students with meaningful opportunities to engage with Aboriginal perspectives in a creative way, deepening their understanding of connection to Country. The learning was further supported by the school's AIEOs, Miss Tara and Mrs Johnson, who played a vital role in guiding students through ongoing practice and rehearsal. These dances were performed by First Nations students at the Opening NAIDOC assembly, alongside a Welcome to Country and Smoking Ceremony by Cyril Yarran.

Students also participated in a variety of excursions and incursions designed to provide authentic, experiential learning opportunities. These included a visit to Kings Park, where students explored local Aboriginal history and connection to Country, and a Moorditj Koorlangkas Kaatdjin incursion led by Milliyaan, which brought cultural knowledge directly into the school environment. These experiences supported the Framework's focus on connecting learning to local contexts and engaging with Aboriginal voices.

The week concluded with a community football match, bringing together students, staff, and families in a celebration of culture and connection. This event highlighted the importance of community partnerships and provided an opportunity to engage families in the school's Aboriginal Education initiatives, strengthening relationships beyond the classroom.

Throughout the year, teachers were supported with a range of curriculum resources, including explicit lessons on the meaning and significance of NAIDOC Week and the Aboriginal and Torres Strait Islander flags. These resources ensured that all students developed a foundational understanding of key cultural concepts, while also supporting staff to deliver culturally responsive and accurate content. Importantly, Challis Community Primary School's approach to Aboriginal Education in 2025 reflects a shift from one-off events to sustained, embedded practice. The integration of Aboriginal perspectives across multiple learning areas, the emphasis on student voice, and the strong connections to community and culture all demonstrate a commitment to continuous improvement and cultural responsiveness.

In alignment with the Aboriginal Cultural Standards Framework, the school has demonstrated strength in creating inclusive learning environments, fostering respectful relationships, and providing authentic opportunities for students to engage with Aboriginal cultures and histories. The 2025 initiatives, particularly the "Strength, Vision and Legacy" Gallery, have empowered students to see themselves as active participants in the ongoing story of Australia, with the capacity to learn from the past and contribute to a more inclusive future. Finally, Challis has continued to strengthen the embedding of Noongar language through the refinement of its Noongar Word of the Week (NWOTW) program, ensuring a sustainable, consistent, and culturally respectful approach to language learning. In response to the need for increased accessibility for staff while maintaining high-quality delivery, a structured whole-school, three-year cycle was developed. Across this cycle, students are introduced to 84 Noongar words organised into six key themes, with deliberate opportunities for repetition and retrieval to support long-term retention. Each cohort will encounter the full sequence twice over six years, reinforcing both language acquisition and cultural understanding. The program is carefully sequenced, with Cycle One (implemented in 2025) focusing on conversational language, Country, land animals, and family. Cycle Two introduces verbs, sky and sea animals, and body parts, whilst Cycle Three explores more complex verbs, feelings, and numbers. A key improvement has been the alignment of all resources with the pronunciation guide of Jayden Boundary, ensuring linguistic accuracy, authenticity, and cultural integrity. This programme fosters a deep respect for local language and culture across the school community.

Through these projects, Challis Community Primary School continues to build a culturally responsive and respectful learning community, where Aboriginal perspectives are valued, celebrated, and embedded in everyday practice.



ALWAYS CLUB 2025

The Always Club initiative commenced in 2020, for the purposes of recognising students who always do the right thing. In its sixth 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 196 students were inducted into the Always Club, from Pre-Primary to Year6. We had 69 PP-Yr2 students, and 127 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 author/illustrator Karen Blair, had pizza with the Principal, and at the end of the year all members were treated to a circus performance and a workshop learning how to juggle, hula hoop, spin plates and put on a performance! Membership to the Always Club only lasts for the academic year, with all 2025 members 'thrown out' and needing to earn their place again in 2026 by always demonstrating the Challis Way!



2025 STEPLAB UK STUDY TOUR

In January, a team of six staff members including Teachers, Impact Coaches and Deputy Principals participated in the 2025 Steplab UK Study Tour. The purpose of the tour was to deepen the school's understanding of effective, evidence-based professional development and instructional coaching, with a focus on improving teaching practice and student outcomes.

During the tour, the team attended a Steplab Conference, a Steplab Training Day and visited schools leading in this space: Reach Academy Feltham, Marine Academy Plymouth Primary, St Luke's Church of England School and St Mark's Church of England Secondary School. These experiences provided invaluable insights into how high performing schools cultivate strong professional cultures and align systems to support teacher growth. These insights have directly informed the ongoing evolution of our own professional development and coaching model and our broader efforts to drive school wide improvement.



What is Steplab?

Steplab is a professional development platform designed primarily for educators. It provides structured support for instructional coaching, helping teachers improve their classroom practice through step-by-step, research-informed guidance. The platform allows coaches to set goals, track progress and give precise, actionable feedback based on classroom observations. Steplab helps schools improve teaching quality through targeted, evidence-based coaching tools.



Key Outcomes

Mission Statement for Professional Development:

At Challis Community Primary School, we see ourselves as one community. We are a community that is collaborative and supportive through a unified approach. We form habits of excellence through high expectations and a shared understanding that we can all develop. We are professional learners and contract ourselves to professional development rituals – engage, unite, reflect.

Every teacher is connected to a coach via StepLab.

There has been a significant increase in deliberate practice sessions and rehearsals across the whole school, phases, and teams.

Lessons are increasingly scripted and codified. The number of drop-ins, coaching cycles, and steps achieved has grown.

Coaching quality assurance has been enhanced.



NATIONAL FAMILIES WEEK



CHALLIS PARENTING AND EARLY LEARNING CENTRE

The month of May for the Challis Parenting and Early Learning Centre (CPELC) marked the achievement of a key milestone within the School Improvement Plan, the official relaunch of the Centre, celebrated through *Challis Families' Day*.

On May 16th, the CPELC and school hosted a community-level event to raise awareness and provide opportunity for families to engage with the CPELC and local organisations. Importantly, the event acknowledged: -

- International Families Day (May 15)
- Harmony Week (March 17-23)
- 54 Reasons' Safer Pathways Prevention Project: Building Healthy Relationships Together.



Representatives from approximately 35 services and organisations co-located onsite for the day to advertise services and promote their partnership with the CPELC if established. The school's Family Support Workers (FSW) showcased the developmental groups on offer at the CPELC by creating interactive experiences that reflect each group and the targeted AEDC domains (Physical Health and Wellbeing, Social Competence, Emotional Maturity, Language and Cognitive skills, Communication skills and general knowledge). Curtin University's Inter-Professional Practicum Clinic also showcased their services and promoted the innovative toddler screening clinic established in 2022 (operates on a termly basis). Walking tours through the CPELC, demonstrating the support available onsite, operated throughout the morning with the intention of resulting in an increase of families accessing the centre. The school's partnership with The Smith Family was promoted throughout the centre as many new families to the school benefitted from the school scholarship program. The school's social worker and FSW completed and supported these referrals. This event involved a whole-school assembly, community service expo, CPELC tour and showcase, family picnic, a community artwork creation and performances.

A key measure of success for the CPELC in 2025 was the increased relationships with families and parents from culturally and linguistically diverse backgrounds, thus further reflecting the growing demographics within community. While the school continues to work with the Champion Centre wherever possible, it also looks to develop a culturally responsive environment within which families feel safe and supported to share and celebrate Culture. The school

concluded the end of a 12-month pilot program with the Deadly Arts' Songroom initiative. On Families' Day, infants and toddlers who had participated in our weekly Songroom developmental group, and children in our 3-year old Pre-kindergarten program, excitingly showcased their learning of Noongar Culture; song, dance, language and flora and fauna. This was the first of two events that occurred as a result of the Deadly Arts partnership.

The CPELC continued to pro-actively align to the Early Years Partnership's foci of Child Development, Family Safety, Maternal Health and Financial Wellbeing. In April, the school established a relationship with Redgum Justice, a community legal community centre. This directly responds to the need for increased financial wellbeing.

Additionally, the toddler screening clinic run by Curtin University onsite resulted in toddler referrals to Child Development Services or the Child Health Nurse for further assessment or intervention. An example of prioritising child development with an emphasis on 'as early an intervention as possible.

The school continued its partnership with Waullo Dawn, a family and domestic violence service, with referrals occurring at a case-by-case basis. Waullo Dawn continued to work onsite each Monday of Term 1 to promote family safety as a priority.

Pre kindy families were welcomed and settled in the Pre Kindy programme from the start of the year. The programme continued to focus on oral language, play skills and school readiness, with a heavy emphasis on family engagement.

Move n Groove, Stay n Play and Tiny Tots developmental groups continued and were led by a qualified Early childhood teacher, who is a familiar staff member. Families continued their attendance through trusted relationships rolling over from 2024.

The Family Support Workers maintained a demanding schedule, providing assistance to families across a range of identified parenting and support needs. This included supporting families to attend appointments, supplying food hampers, and coordinating the distribution of clothing and essential household items as required. They were also approached to assist with housing and accommodation letters, support applications for birth certificates, provide advice on matters relating to family and domestic violence (FDV) and Parenting Orders, and facilitate referrals to relevant external agencies.

An indicator of the success of the early intervention programme is that

47/52 (90%) students who attended the 2025 Pre K programme have enrolled in the 2026 Kindergarten programme.

49/119 2025 Graduating Year 6s had completed the Pre Kindy programme in 2017 and remained at the school 9 years later.

The outcomes being achieved within the programme continue to set children and families up for a successful journey throughout their primary school years.

OPEN PARACHUTE

At Challis, we are privileged to receive funding from the Guy Sebastian Foundation, which enables students across Years 3 to 6 to participate in Open Parachute lessons as part of the school's health curriculum. Open Parachute is a school-based mental health program that supports students in developing resilience, strengthening interpersonal relationships, and enhancing their understanding of emotions.

Each lesson incorporates documentary-style videos featuring Australian young people who share authentic accounts of overcoming personal challenges. These stories assist students in recognising that their experiences are not unique, thereby promoting a sense of connection and belonging. The use of peer role modelling contributes to the development of a safe and supportive classroom environment, in which students feel increasingly comfortable reflecting on their own thoughts and emotions.

What makes these lessons especially meaningful is the opportunity for students to work together through partner activities, where they can talk, listen, and practise important mental health skills. These conversations often extend beyond the classroom, helping students build stronger connections with one another and feel more confident seeking support when they need it.

Overall, Open Parachute plays an important role in fostering a caring, connected classroom community where every student feels seen, supported, and empowered to navigate life's challenges. This program has become a valued and meaningful part of our health curriculum, as evidenced in the testimonials from some of our 2025 Year 3 students.

Open Parachute 2025 M1 Year 3

I liked how people expressed their feelings about how they felt when they were left out and when they had friendship problems. When we did a lesson about friendship problems and how to solve them, I learnt that when you have a friendship problem you can talk about it with a person you can rely on. I learned what I need to do if I bottle up my emotions: I can read, relax, sleep, walk. My favourite thing was doing the skits.

Fiona



Open Parachute Programme M1 Yr 3 2025

I've enjoyed listening to everyone's opinions and learning about why we shouldn't bottle up emotions.

I think what helped me the most was the things we could ask to make new friends.

I think for me that the hardest thing was having the courage to tell someone I didn't like something or what they were doing, especially to friends.

After I tried, I think I made more friends and got to join in more games.

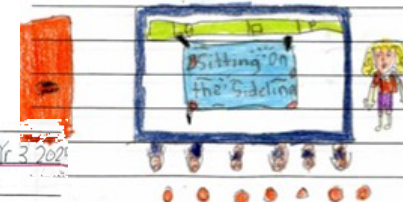
I definitely recommend it.

Hudson

Open Parachute 2025 M1 Yr 3

I have enjoyed learning Health with Open Parachute this year. My favourite lesson was Sitting on the Sideline because it had a short skit that was fun but also educational. Every lesson such as Friendship Choices, Bottling up Emotions and Inclusion and Exclusion were amazing! They teach you valuable skills like asking someone to play and how to deal with bullies. Your program not only teaches everyone to make friends at times but gets everyone to make friends and build relationships during Open Parachute lessons. I have learnt a lot. Keep it up!

-Florence



Open Parachute 2025 M1 Yr 3

I enjoyed learning how to make friends and how to solve a situation when you have a problem with a friend. I also liked when we learnt about inclusion and exclusion. Open parachute helped me make a new friend. In one of the skit we were in the line and one of my friend, Mike, was the bully and my other friend, Ivana was the canteen lady. Mike pushed in and we told him to stop. I want to do it again next year.

Kyle

WILDCAT ASPIRE

Several standout student performances emerged throughout the program, with many students sharing how the experience inspired them to step outside their comfort zone, build confidence, and feel a greater sense of belonging at school. The program also contributed to improved attendance for particular students, who were motivated to come to school on session days and eager not to miss key activities. Home reading levels increased as well, with several students showing greater consistency and effort as they worked towards their individual targets. The excitement around Wildcat player visit days further boosted engagement and provided students with positive role models who reinforced the values of perseverance, teamwork, and striving for personal bests. Overall, the program helped build a stronger class culture, fostering collaboration, shared pride, and a more positive learning environment.

As a teacher involved in the program, I noticed a remarkable boost in student motivation and engagement after each classroom visit. The Wildcats players genuinely inspired my students to put greater effort into their learning, and I saw many of them approaching tasks with increased focus and pride. The visits also helped strengthen relationships within our class, as students bonded over the shared excitement and developed a stronger sense of connection and teamwork. I found that the players served as powerful role models, consistently demonstrating perseverance, respect, and commitment—qualities that my students began to reflect in their own behaviour. Overall, the program created a positive shift in our classroom culture and led to meaningful improvements in student engagement and educational effort.



YEAR SIX SCHOOL CAMP

Year 6 Camp was a fantastic and fun filled experience that our students will remember for years to come. The adventure began with a visit to Kings Park, where students took in the views from the Glass Bridge and DNA Tower before enjoying some well-earned play time at May Drive Parkland. From here, our excited campers loaded back onto the buses and made their way to Woodman Point in Coogee.

Across two action-packed days at Woodman Point, students threw themselves into a wide range of activities including the flying fox, orienteering, archery, rock climbing, team-building games, Search and Rescue, and STEM challenges. It was fantastic to see students stepping outside their comfort zones, encouraging one another, and celebrating each other's successes along the way.

Search and Rescue proved to be a particular favourite, with students split into two teams and venturing into the bush armed with only a walkie-talkie, a map, and each other. Their mission was to find hidden remnants and clues to piece together a secret code that would unlock a special lock box. The mix of adventure, teamwork, and clever problem-solving made this challenge an absolute hit and had everyone buzzing with excitement!

The fun continued into the evenings with activities such as Escape from Quarantine, a quiz night, and a movie night held, which gave students a chance to relax and enjoy time together. Mealtimes were lively affairs -sometimes a bit like a feeding frenzy- but even the fussiest eaters managed to find a favourite dish or two, with spaghetti bolognese and Moroccan chicken stealing the show!

Sleeping in dorms with friends added an extra layer of fun and excitement to camp life. With rooms ranging from four to ten, most students caught enough sleep to stay energized and smiling throughout the day—while the teachers quietly depended on an ever-growing supply of coffee to keep going!

Year 6 Camp is a truly special part of the final year of primary school. It provides students with the opportunity to strengthen friendships, build confidence and independence, and develop a deeper sense of connection with their peers. The shared experiences, laughter, and challenges all contribute to lasting memories and support students' overall wellbeing as they prepare for the transition to high school.



GIRLS SCIENCE CLUB

The inaugural all-girls science club for Year Three students was launched in Term 2. This initiative was driven by the observation that previous science clubs had far fewer girls participating than boys. The club's main goal is to inspire girls, nurture their interest in STEM subjects and encourage them to pursue careers in science, technology, engineering and mathematics - fields where women are often underrepresented. A total of thirteen girls enrolled in the club. During the first session, the girls constructed hoop gliders. This hands-on activity required them to ask questions, make measurements, solve problems, communicate effectively and investigate the performance of their creations to see whose glider could fly the farthest. Excitement filled the room as everyone tested their gliders to see which one would fly the furthest, forging new friendships and sparking curiosity. A hoop glider is a simple paper aircraft that flies using the four forces of flight, similar to a paper airplane. Its curved surface generates lift, while its aerodynamic design minimizes drag. Gravity pulls the glider downward and the thrower's arm provides thrust



SCIENCE WEEK 2025: DECODING THE UNIVERSE

Science Week kicked off in week 4, and this year's theme is "Decoding the Universe" — a fun and fascinating look at how science helps us make sense of the world (and universe!) around us. Here's what we've got planned: In Week 5, Cecil Andrews Senior High School will be joining our Year 5s for a science activity during their lessons. In Week 6, Telethon is visiting the Year 4s on Friday 29 August for a special science session. We're still waiting to hear back from Western Power about an incursion for the Year 6s — fingers crossed! And in our Junior classes, we have an exciting science program lined up for after swimming. It's going to be a big couple of weeks full of fun, learning and discovery — we can't wait!

Nature Walk and Pattern Discovery To kick off Science week, the Year 3 students embarked on a nature walk around Challis. Their mission: to decode objects in the environment and identify hidden patterns. The six patterns observed were spirals, lines or stripes, rings, branching, spots and



symmetry. With excellent cooperation, the students successfully discovered all the patterns during their walk, demonstrating both keen observation and teamwork



PHYSICAL EDUCATION

The importance of Fundamental Movement Skills cannot 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, Challis began working with the Stephen Michael Foundation who invited us to attend the Indigenous All Stars football match. A team of our Indigenous students attended the match with their families, along with Mr Gibson and Mr Brighthouse, and then competed in traditional games during halftime. Running out onto the field at Optus Stadium and competing in front of thousands of football fans was an incredible experience and one we are grateful to the Stephen Michael Foundation for providing.

During our NAIDOC week celebrations, the Stephan Michael Foundation assisted us in running the inaugural Staff verse Students AFL match. A team of students from Years three through to six competed against a team of staff, with the Stephen Michael Foundation umpiring the game. At the conclusion, trophies were presented to the Best and Fairest and MVP of each year group, as well as to the staff. The event was well attended by the Challis community and is a new tradition that hopefully will continue in the years to come.

Senior students were given the opportunity each term to apply these skills in interschool events, participating in competitions as part of the Dale Districts Sporting Association. In Term One, students competing in the Summer Carnival, a participation rather than competitive carnival where students played either European Handball, Ultimate Frisbee or Flag Belt Rugby. The Winter Carnival in Term Two allowed students to compete in Soccer, Hockey, AFL and Netball. Challis won the shield in Netball, and the shields in Soccer and Hockey for the second year in a row. Term Three was the Interschool

Cross Country and while we didn't win the shield, several students placed in the top three and earned themselves a medal.



To wrap up the year's interschool events, in Term Four we attended the Interschool Athletics Carnival, spread over two weeks. The 400m, jumps and throws events were held at Ern Clark athletic track for the first time and the track and team game events were held at Armadale Primary School. The competition was tough and only two points separated the two top schools but Challis came out as the overall winners.

This made 2025 the fifth year in a row that Challis won the athletics carnival, a record for the DDSA.

LADIES HIGH TEA



On Tuesday 6th May, Challis hosted another highly successful Ladies High Tea event. Year 4, 5, and 6 girls invited the significant women in their lives to join them in celebrating our 2025 theme, ***"I am me, I am beautiful."***

Our guest speaker, Louise O'Donovan, is the current Principal of Jilbup Primary School and a former Associate Principal at Challis Community Primary School. Louise shared her journey to becoming a principal, including her recognition alongside Lee Musumeci in receiving the prestigious Principal of the Year award.



Growing up in Armadale, Louise attended Challis Primary School as a child before graduating from university and gaining teaching experience abroad in Ireland. She also taught in remote areas of Western Australia before eventually returning to her roots in Armadale. Louise inspired our young girls to believe in the power of having a dream and the importance of pursuing it.

Challis staff, both ladies and gents, supported the event by generously giving their time to bake, prepare and plate bite-sized treats, serve tables, make coffee, and bring joy to the young ladies and the significant women in their lives.

Guests enjoyed a range of activities, including making bracelets and dreamcatchers, having their nails painted, and creating lasting memories together.

The Ladies High Tea is a truly special event that has a lasting impact on our students. It provides an opportunity for our girls to dress up, feel proud, and celebrate themselves while sharing the experience with a significant female in their lives. The event brings our community together, creating a warm and inclusive atmosphere where families can connect, laugh, and make meaningful memories. These shared moments help strengthen relationships and foster a strong sense of belonging within our school community.



50TH ANNIVERSARY TWILIGHT CELEBRATION ENTERTAINMENT & PERFORMANCE



Prepared by: Alice Langa (Music Teacher/Entertainment & Performance Team Coordinator)

Overview

The 50th Anniversary Twilight Celebration was an outstanding success, showcasing exceptional student talent and strong whole-school collaboration. All performances ran smoothly, transitions were efficient, and students presented with confidence and joy. Staff flexibility and support played a crucial role in enabling high-quality rehearsals and a polished event.

Key Highlights

Choir, Orchestra, Bands, Guitar Ensemble, Chamber Strings, and solo instrumentalists delivered confident and engaging performances.

The Challis Got Talent Showcase was a major highlight, with students demonstrating impressive stage presence.

Jake and Miriam from Kelmscott contributed a vibrant guest band performance.

A festive atmosphere was created through the History Walk, Fantasy Land, dunk tank, stalls, and strong family engagement.

Operational Notes

Technical: The sound technician managed a complex schedule with professionalism, ensuring clear audio and smooth changeovers.

Logistics: Alec and John prepared banners, staging, and equipment; Corinne safeguarded trophies; Specialist Team and Year 6 teachers supported student movement and backstage organisation.

Administration: Exceptional support from Lee, Kelly, Rechelle and Liz ensured seamless communication, documentation, and problem-solving throughout planning and delivery.

Acknowledgements/Sincere thanks to:

Classroom teachers, EA's, Specialist Team, Year 6 staff, and student helpers.

Instrumental teachers: Ziggi, Steph and Jade.

Volunteers, P&C, grounds and cleaning teams.

MC, judges (Kelly and Stacey) and crowd support (Kerri)

Your collective efforts ensured a safe, joyful, and memorable evening.

Reflections & Impact

The celebration successfully showcased the strength of the school community, the depth of student talent, a Challis' commitment to arts excellence.

The event contributed to:

- Increased student confidence
- High family engagement
- Positive community perception of Challis CPS

A memorable celebration befitting a 50-year milestone!



BOOK WEEK MAGIC.



Thank you. From the Rainbow Fish with her scales so bright,

To Woody and Bullseye who galloped off in flight,

From Wally in stripes, who was hard to be found,

To the Bad Guys' shark, stomping proudly around.

You dressed up with flair, you joined in the fun,

You chased every clue until the treasure was won,

Through parades and big smiles, you led every cheer,

Making Book Week dress up the best time of year.

The stories came alive in the things that you do,

And the children made memories, all thanks to you.

For costumes, for laughter, for the joy you create;

To Team Challis, you truly are simply first-rate!





ONE BIG VOICE 2025

On Friday 29th August, students from Challis Community Primary School proudly represented our school at the *One Big Voice* Festival held at RAC Arena. This spectacular event brought together thousands of children from across Western Australia to celebrate the joy of singing, friendship, and unity through music.

Our Challis choir shone brightly on stage, performing with passion, confidence, and energy. Their beautiful singing was matched by their exceptional performance etiquette, showing focus, teamwork, and maturity both on and off stage. From travelling together, to supporting each other behind the scenes, to presenting themselves so proudly on stage, our students truly embodied the *Challis Spirit*.

The concert was the culmination of months of rehearsals and preparation, with students dedicating themselves to learning a variety of uplifting and inspirational songs. We are so grateful to all the staff who supported the choir along the way, from allowing students to attend rehearsals, to helping with logistics, costumes, and encouragement.

Special thanks must also go to our administration team and supporting staff for the countless hours spent on behind-the-scenes organisation, and to our school leadership for their guidance, encouragement, and hands-on assistance on the day. Every effort, big or small, helped make this performance such a success.

The feedback from families and attendees was overwhelmingly positive, with many commenting on how beautifully our students performed and how proud they were to see Challis represented on such a large stage. For our students, it was an unforgettable opportunity to be part of something so special, uniting their voices with thousands of others in a celebration of music and community.

The success of One Big Voice 2025 was truly a testament to the collaboration, care, and commitment of our students and staff working together. It was a day filled with joy, pride, and lasting memories for everyone involved.



ANZAC ASSEMBLY 2025

On Wednesday 10th April, Challis Community Primary School held a respectful and moving ANZAC Assembly to honour the service and sacrifice of past and present members of the Australian Defence Force. The whole school came together to reflect on the meaning of ANZAC Day through music, student leadership, and shared community values.

The assembly featured performances from our talented Orchestra, Band, and Choir, whose music added a powerful emotional depth to the ceremony. Their contributions were a result of weeks of dedicated rehearsals, and we are especially grateful to the teachers who supported these students by allowing them time to prepare.

The student-led wreath-laying ceremony was a beautiful and symbolic tribute, with representatives from various classes participating to honour the fallen. Our Year 6 Student Councillors also played a significant role, confidently guiding the assembly and contributing heartfelt reflections throughout the service.

We were honoured to welcome local dignitaries and families of our students, who joined us in commemorating this important day. Their presence made the occasion even more meaningful, and the feedback received from all attendees, staff, parents, and special guests—was overwhelmingly positive. Many commented on how beautifully the students performed and how respectfully the entire school conducted themselves throughout the assembly.



ONE LINE BUDGET STATEMENT

Issued on 13 February 2026

School: Challis Community Primary School **School Year:** Dec 2025 (Verified Dec Cash)

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

One Line Budget – Dec 2025

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 549,472	549,472	
Carry Forward (Salary):	\$ 519,637	519,637	
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 10,257,734	10,257,734	
Locally Raised Funds:	\$ 468,070	495,569	-27,499
Total Funds:	\$ 11,794,913	11,822,412	-27,499
EXPENDITURE			
Salaries:	\$ 9,851,151	9,851,151	
Goods and Services (Cash):	\$ 1,165,597	746,011	419,587
Total Expenditure:	\$ 11,016,748	10,597,162	419,587
Variance:	\$ 778,165	1,225,250	-447,086

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$549,472.00	\$549,472.00	\$0.00
Carry Forward (Salary)	\$519,637.35	\$519,637.35	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$10,257,733.65	\$10,257,733.65	\$0.00
Per Student	\$7,155,910.00	\$7,155,910.00	\$0.00
School and Student Characteristics	\$1,853,489.95	\$1,853,489.95	\$0.00
Disability Adjustments	\$194,706.34	\$194,706.34	\$0.00
Targeted Initiatives	\$1,048,668.18	\$1,048,668.18	\$0.00
Operational Response Allocation	\$4,959.18	\$4,959.18	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	-\$183,521.17	-\$183,521.17	\$0.00

School Transfers - Cash	\$183,521.17	\$183,521.17	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$468,070.00	\$495,568.96	-\$27,498.96
Voluntary Contributions	\$16,113.00	\$16,686.52	-\$573.52
Charges and Fees	\$127,894.00	\$143,383.93	-\$15,489.93
Fees from Facilities Hire	\$20,981.00	\$20,983.44	-\$2.44
Fundraising/Donations/Sponsorships	\$10,626.00	\$22,722.24	-\$12,096.24
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$5,611.00	\$5,611.08	-\$0.08
Revenue from CO, Regional Office and	\$0.00	\$0.00	\$0.00
Other Revenues	\$67,539.00	\$66,875.75	\$663.25
Transfer from Reserve or DGR	\$219,306.00	\$219,306.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$11,794,913.00	\$11,822,411.96	-\$27,498.96

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$9,851,150.96	\$9,851,150.96	\$0.00
Appointed Staff	\$9,220,413.28	\$9,220,413.28	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$624,832.68	\$624,832.68	\$0.00
Other Salary Expenditure	\$5,905.00	\$5,905.00	\$0.00
Goods and Services (Cash Expenditure)	\$1,165,597.43	\$746,010.62	\$419,586.81
Administration	\$58,294.66	\$45,961.66	\$12,333.00
Lease Payments	\$80,000.00	\$43,250.82	\$36,749.18
Utilities, Facilities and Maintenance	\$334,027.00	\$244,054.96	\$89,972.04
Buildings, Property and Equipment	\$155,189.00	\$64,282.16	\$90,906.84
Curriculum and Student Services	\$348,776.92	\$233,636.97	\$115,139.95
Professional Development	\$70,789.00	\$40,064.05	\$30,724.95
Transfer to Reserve	\$70,000.00	\$20,000.00	\$50,000.00
Other Expenditure	\$46,668.00	\$52,907.15	-\$6,239.15
Payment to CO, Regional Office and Other schools	\$1,852.85	\$1,852.85	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$11,016,748.40	\$10,597,161.58	\$419,586.81

