



Department of  
Education

**Shaping the future**

# Charthouse Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opened in 1991, Charthouse Primary School is located in the southern suburb of Waikiki approximately 54 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 969 (decile 7).

Currently there are 504 students enrolled from Kindergarten to Year 6.

It became an Independent Public School in 2019 and is supported an active Parents and Citizens' Association (P&C) and dedicated School Board.

The first Public School Review of Charthouse Primary School was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and transparent school self-assessment highlighting the school's current operations and forward planning considerations for improvement.

The following aspects of the school's self-assessment process are confirmed:

- A culture of reflection and continuous improvement, strongly led by the school leadership team, was evident leading to consideration of the impact of school operations on student achievement.
- Staff approached the Public School Review as an opportunity to reflect and strategically plan for continued school improvement.
- Well-structured domain overviews provided the review team with a clear narrative of the school's performance and demonstrated strong links between the analysis of evidence and planned actions for improvement.
- Judgements made by the school as to their progress in meeting the Standard were reflective of the school's current performance and clear planned future actions were included within the Electronic School Assessment Tool (ESAT).
- A broad range of well-informed and enthusiastic staff, students and parents contributed to the discussions held with the reviewers during the validation visit, providing authentic reflections in support of the school's self-assessment.

The following recommendation is made:

- In preparing for future ESAT submissions, include a final opportunity to refine and distil the school's evidence and analysis to minimise repetition of the analysis of evidence.

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### Relationships and partnerships

Charthouse Primary School is invested in building strong, connected, and respectful relationships with families, students, and each other. Staff model mutual respect and enhance student learning and wellbeing by recognising families as authentic partners in their child's education.

### Commendations

The review team validate the following:

- Open and proactive lines of communication internally and externally strengthen connection and promote the feeling of family.
- The welcoming reception area and school officers provide a vital link between families, the wider community and staff.
- Staff relationships are respectful, inclusive and demonstrate a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment and commitment.
- The school fosters a range of partnerships to optimise students' opportunity and readiness for learning with organisations such as the Mandurah Musketeers, Food Bank and Oz Harvest Australia.
- A dynamic, predominately newly formed School Board is invested in the school's ongoing improvement and capacity to meet the distinct needs of students and families. The informed School Board chair works in collaboration with Board members and the Principal to ensure their governance role is fulfilled.

### Recommendations

The review team support the following:

- Progress intentions for the School Board to access training to support their ongoing effectiveness.
- Continue with the intention to develop a Positive Behaviour Support (PBS) matrix with a community focus to further strengthen behaviour expectations across the Charthouse school community.

### Learning environment

The school is aspirational in their expectations for all students and transforming the learning environment is a core focus of the school improvement agenda. Emphasis is placed on maintaining an environment that is calm and predictable, fostering a positive and inclusive culture to enhance student engagement, and ensuring 'time to teach'.

### Commendations

The review team validate the following:

- The implementation of the Berry Street Education Model has contributed to the development of a shared understanding and common language which underpins 'The Charthouse Way'.
- Reinvigoration of PBS through consultation with the school community has enabled collective ownership of the school's values, Accepting, Respectful, Caring, Honest – the Charthouse ARCH way.
- Student voice, agency and leadership are valued and contribute to the notion of empowerment and school pride. There are opportunities for students to be involved in the direction and improvement of the school.
- A range of wellbeing learning programs and initiatives are in place to support the social and emotional developmental needs of students and their readiness to learn, including therapy dogs, welcome circles, and an engagement officer.
- Genuine and authentic approaches to building and fostering cultural responsiveness are a feature of the school, evidenced by the Aboriginal artwork and accompanying Noongar names introduced for the PBS characters depicting the values.

### Recommendations

The review team support the following:

- Develop a staff charter that reflects the schools' PBS values, prioritises staff wellbeing and outlines expectations for professional behaviour and collaboration.
- Progress intentions to develop a Reconciliation Action Plan in consultation with the school's cultural advisor and community to complement and embed culturally responsive approaches.

## Leadership

Inclusive, committed and supportive leadership exists across the school. Authentic collaboration and collective responsibility for every child's success drives an improvement agenda focused on maximising the social, emotional and academic outcomes of students.

### Commendations

The review team validate the following:

- Curriculum planning ensures that systemic directions and school priorities are incorporated into operational and classroom plans. The alignment and clarity of purpose to student achievement and progress is evident.
- The Change Management Policy supports staff to navigate the changes required to implement initiatives for improved student outcomes.
- Staff relish opportunities to lead, engage in research, professional learning and data analysis to determine future steps aligned to the school's strategic direction, as a direct result of the schools distributed leadership model.
- Focus group leaders play a pivotal role in instructional leadership, facilitating decision making, encouraging disciplined dialogue, and disseminating critical information to ensure consistency of practice across the school.

### Recommendations

The review team support the following:

- Further evolve induction processes to support the embedding of collaboration and consistency of practice across the school.
- Build the capacity of school-based coaches to support teachers with the implementation of an instructional framework with a focus on consistency and low variance teaching.

## Use of resources

Financial and workforce priorities are skilfully managed, guaranteeing school resourcing and facility management is undertaken with agility to adapt and adjust to the changing needs of the school.

### Commendations

The review team validate the following:

- Through effective budget planning, monitoring and reporting, the school complies with the Funding Agreement for Schools. This has enabled the school to deliver a range of ongoing improvements related to curriculum delivery, grounds maintenance and facilities.
- There are clear links between the provision of support in classrooms for students with special educational needs and the distribution of resources and allied professional support.
- Resource allocation is responsive, evidence-based and supports school planning.
- Workforce planning reflects thoughtful consideration to the existing staff profile and the needs of students, with attention given to enrolment fluctuations.
- Student characteristic funding is prioritised for optimising the learning environment and building staff capacity for the implementation of whole-school approaches.

### Recommendation

The review team support the following:

- Continue effective and equitable distribution of human and financial resources to support sustainability of resource distribution in-line with student needs.

## Teaching quality

The school acknowledges the critical importance of whole-school approaches, with a focus upon low variance teaching practices to support student achievement. Whilst work is underway to establish shared beliefs on what constitutes quality teaching, there is unwavering commitment to the school's mantra, 'We have to Maslow before they can Bloom'.

### Commendations

The review team validate the following:

- There is an interconnectedness between the processes that support effective instruction, including whole-school approaches, professional learning, school planning and peer observation.
- Consciously competent staff participate in disciplined dialogue about the merits and worth of a range of data that is collected to understand and deliver learning programs.
- There is a tangible sense that staff hold knowledge of the power of data informing their classroom practice.
- Teaching Sprints are evident through planning and collaboration processes. Staff engage in collaborative meetings to plan and discuss progress ensuring a degree of uniformity of instruction and curriculum delivery.
- Education assistants, both mainstream and special needs, support students through differentiated planning, guided by students at educational risk procedures to ensure the learning needs are met.
- The implementation of a full-time intervention program is highly valued and successful in producing outcomes for identified students, evidenced by the 29 students who have transitioned into mainstream classes.

### Recommendations

The review team support the following:

- Establish Charthouse shared, school-wide beliefs about teaching to further enhance the school improvement agenda and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Implement enrichment and challenge priorities to provide academic extension opportunities for students.

## Student achievement and progress

There is a united and determined resolve by staff to ensure every child can and will make continued, sustained progress. Systemic and school-based data is collected and interrogated to identify areas of focus for planning, aligned to student needs.

### Commendations

The review team validate the following:

- The development of a dynamic and inclusive learning environment has been prioritised in order to support improved student achievement and progress.
- Staff are adopting a proactive approach to monitoring behaviour data, identifying triggers and investigating strategies to support increased engagement during learning time.
- Student performance, and by extension, school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning.
- Use of the Elastik platform is enabling year level groups to review data and set strategic teaching goals to address the differentiated needs of all students more effectively.

### Recommendations

The review team support the following:

- Continue to monitor the impact of interventions on academic and non-academic student outcomes.
- Refine and embed the interrogation of student achievement data to inform planning.
- Define and document expectations of year-on-year student progress to ensure value is being added to all students.

## Reviewers

Kate Wilson  
**Director, Public School Review**

Rebecca Instance  
**Principal, Beenyup Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**