



2025

ANNUAL
REPORT



MESSAGE FROM THE SCHOOL BOARD CHAIR

As Chair of the Charthouse PS Board, I reflect with pride on 2025 as a year of significant change and progress for our school. It has been a privilege for the board to work alongside Mrs Auvache and the school staff during a period of important development, characterised by openness, collaboration, and a shared commitment to improving outcomes for students.

Throughout the year, Mrs Auvache, Mrs Wahanui, Mr Blachford and other members of staff engaged with the board in transparent and constructive discussions, presenting data and evidence to support a deeper understanding of the challenges and opportunities facing the school. These conversations included significant school-wide initiatives, such as the implementation of explicit teaching practices, and enabled the board to better understand the rationale behind key decisions and their impact on teaching and learning.

As parents and community representatives, it has been particularly encouraging to see how these informed discussions have translated into positive shifts across the school. Improvements in student engagement and learning outcomes, reflected both in the data presented at board meetings, and in the day-to-day experiences of students and families, highlight the strength of this work.

The board remained visible and engaged within the school community throughout 2025. Members attended events such as Open Night and school commemorations. We have welcomed staff and student leaders into Board discussions, and contributed to the review and strengthening of the Community Charter. The inclusion of student leaders was especially valued, providing an authentic opportunity to hear student voice and gain insight into their perspectives and aspirations.

The board also benefited from a diverse range of representatives, including parents from both the junior and senior school, community members and dedicated teachers. This diversity strengthens governance and ensures the Board remains well connected to the broader school community.

On behalf of the Board, I extend sincere thanks to Mrs Auvache, the Charthouse teaching staff, support staff, and specialist professionals for their dedication and hard work throughout 2025. As Chair, I have been inspired by the progress made this year and look forward to continuing this work in 2026 as the school builds on the strong foundations established during this period of change.

Dr Kate O'Rourke
Board Chair

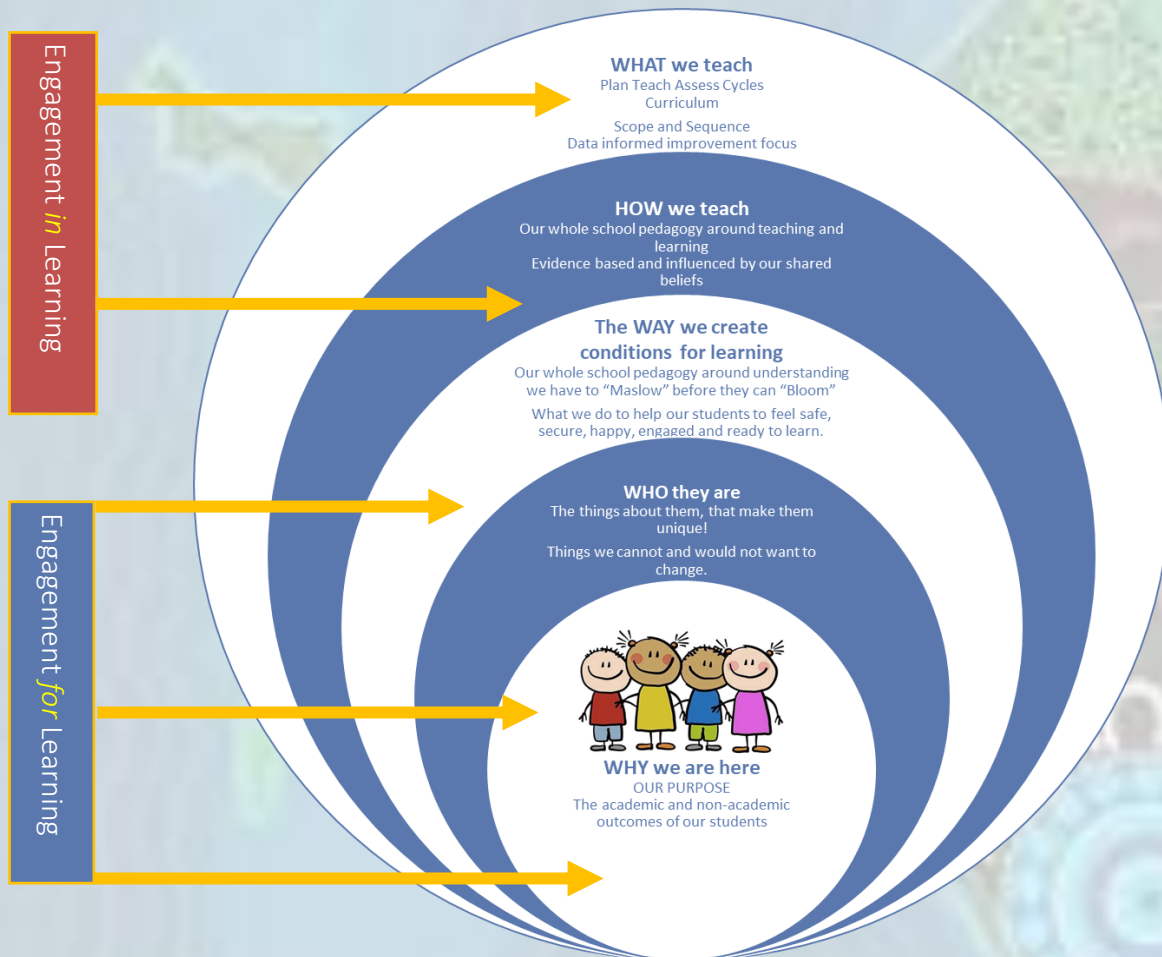


OUR PURPOSE

At Charthouse Primary School, our purpose is clear: to improve the academic and non-academic outcomes of every student. We believe success is achieved through deliberate teaching, strong relationships and a culture where expectations are clear and students are supported to meet them.

Guided by *The Charthouse Way*, our instructional framework, we ensure every child is known, valued and challenged. We maintain high expectations, create safe and predictable classrooms, and deliver consistent, evidence-based instruction. This strengthens *engagement in learning* through clarity in what and how we teach, and *engagement for learning* by ensuring students feel safe, understood and ready to succeed.

THE CHARTHOUSE WAY



ACHIEVEMENTS IN 2025

2025 marked a year of deliberate improvement. We reduced classroom variability through explicit instruction, teacher collaboration, clear expectations and a strong learning environment. In 2025, we:

- Embedded a whole-school explicit instruction model.
- Implemented aligned timetables, collaborative planning and sequenced knowledge units to ensure equitable access to learning across year levels.
- Strengthened early literacy through systematic phonics and phonological awareness instruction.
- Refined daily review, gradual release instruction and checking for understanding to strengthen retention and transfer of learning.
- Fostered an inclusive culture through a continued focus on wellbeing and engagement initiatives.
- Continued embedding the Berry Street Education Model (BSEM) and Positive Behaviour Support (PBS), explicitly linking behaviour and learning.
- Strengthened Multi-Tiered Systems of Support (MTSS) to provide timely academic, behavioural and wellbeing intervention.

AWARDS AND RECOGNITION

In 2025, our work was recognised at a state level, affirming the strength of our approach to wellbeing, culture and teaching.

- Recipient of the WA Primary Principals’ Association Education Award - *Wellbeing and Culture*.
- Finalist in the WA Education Awards – *Wellbeing and Learning*.

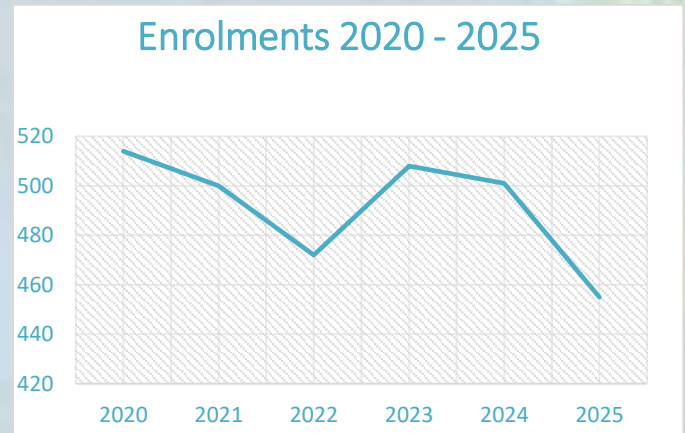
These achievements reflect the collective commitment of our staff, students and wider community and provide a strong platform for sustained improvement.



ENROLMENT TRENDS

Enrolments have fluctuated over the past five years, reflecting broader community movement and student mobility. Despite these changes, we planned proactively to maintain continuity of learning and consistent support for all students.

In 2025, student transiency was 17.4%, representing a substantial level of enrolment turnover and reinforcing the importance of maintaining consistent teaching and support structures.



ATTENDANCE



INCREASE AVERAGE ATTENDANCE TO THE PRE-COVID LEVEL OF 93%

Attendance data over recent years indicates that average attendance at Charthouse Primary School remains below the pre-COVID benchmark of 93%.

While overall attendance in 2025 sat slightly below like schools, the data shows important areas of strength.

In 2025, Charthouse demonstrated:

- A higher proportion of students in the *Regular Attendance* category compared to like schools.
- A lower proportion of students in the *Severe Attendance* category.

Average Attendance Rates 2022-2025

	School	Like Schools	WA Public Schools
2022	86.8%	86.6%	86.6%
2023	88.8%	88.5%	88.9%
2024	89.7%	89.5%	91.0%
2025	88.7%	89.2%	90.7%

The primary area for improvement is within the *Moderate Attendance* category, where our percentage remains higher than like schools. This represents the greatest opportunity to lift overall attendance rates, and will be a targeted focus moving forward.

Categories of Attendance

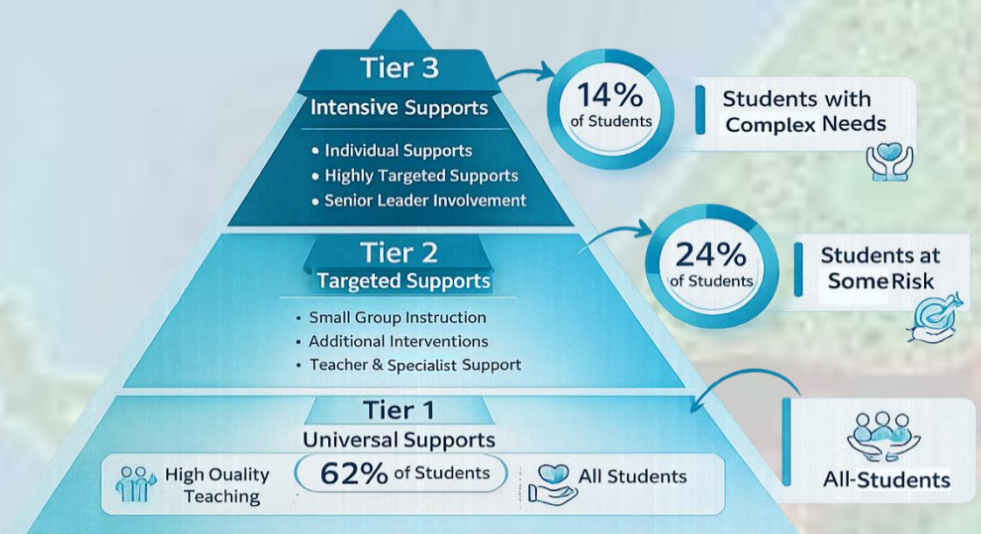
	Regular	Indicated	Moderate	Severe
2025	60.2%	22.4%	14.5%	2.9%
Like Schools 2025	58.6%	24.9%	11.5%	5.0%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

STUDENTS WITH COMPLEX NEEDS

In 2025, we further developed our Multi-Tiered System of Supports (MTSS) in response to the complexity of student learning and wellbeing needs. While Tier 1 universal supports remained the foundation for all students, 24% of students required Tier 2 support and 14% required Tier 3 intervention. This distribution sits above the typical MTSS benchmark of approximately 80% Tier 1, 15% Tier 2 and 5% Tier 3, indicating a higher level of student need within our context.

This profile reinforces the importance of strengthening Tier 1 instructional practice and refining Tier 2 targeted supports to reduce reliance on intensive Tier 3 intervention over time. Our focus remains on early identification, high-quality teaching and timely intervention to improve access to learning and wellbeing outcomes for all students.

MULTI-TIERED LEVELS OF SUPPORT (MTSS) – 2025

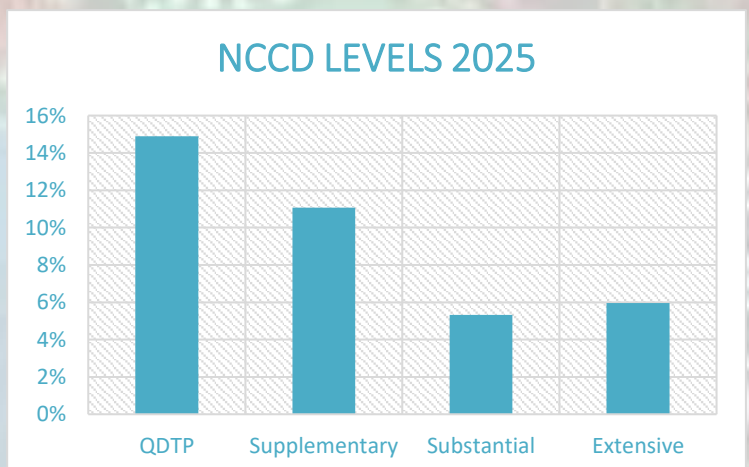


NATIONALLY CONSISTENT COLLECTION OF DATA (NCCD)

In 2025, a high proportion of students requiring support were identified through the Nationally Consistent Collection of Data (NCCD), reflecting the complexity and diversity of our school community. Of enrolled students, 37.2% were identified as requiring educational adjustments, with support ranging from Quality Differentiated Teaching Practice (QDTP) to substantial and extensive adjustments.

Most students received adjustments within classroom programs or through targeted intervention, while a smaller cohort required intensive, individualised support.

This profile closely aligns with our Multi-Tiered System of Supports data. Together, this data reflects a higher-than-typical level of student need and reinforces the importance of strong Tier 1 instruction, targeted Tier 2 intervention and carefully coordinated intensive supports to ensure all students can access learning on the same basis as their peers.



NATIONAL QUALITY STANDARD



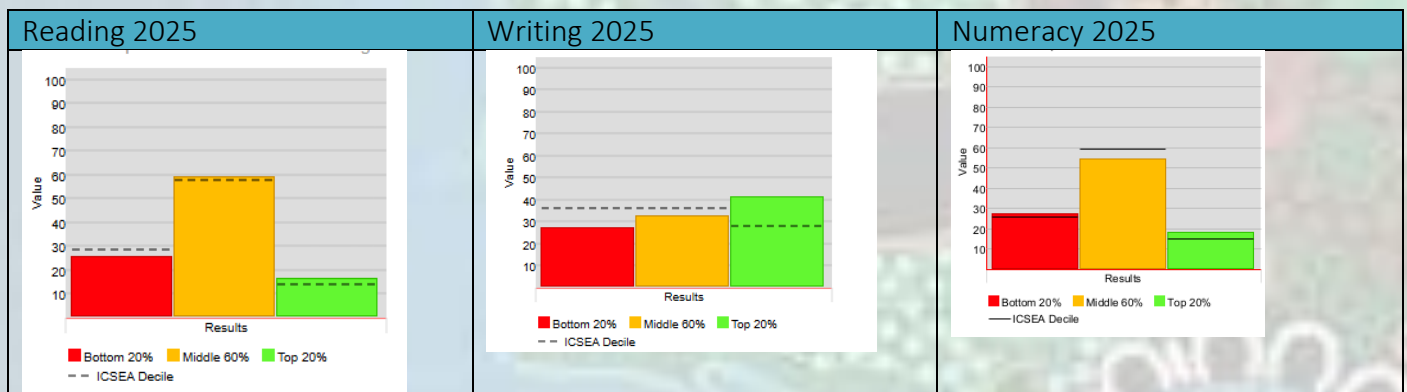
WE ARE MEETING THE NATIONAL QUALITY STANDARDS IN KINDERGARTEN TO YEAR 2.

In the 2025 school-based audit, staff undertook a process of structured self-assessment against the National Quality Standard. This self-reflection confirmed that the school continues to meet the standards, building on the outcomes of the successful verification visit in 2022.

This indicates that high-quality practice in the early years is embedded and sustained, with consistent approaches to learning, wellbeing and care that support positive outcomes for our students.

ON-ENTRY ASSESSMENT

On-entry assessment data provides a snapshot of students' Literacy and Numeracy skills at the commencement of Pre-primary. Reading and Numeracy results in 2025, show a higher proportion of students entering pre-primary in the lower achievement bands compared with like schools. Most students are achieving within the middle range. Writing results indicate relative strength, with a higher proportion of students achieving in the top achievement band. Overall, the data highlights variability in students' starting points and reinforces the importance of explicit early instruction and targeted support to build strong foundations from the beginning of schooling.



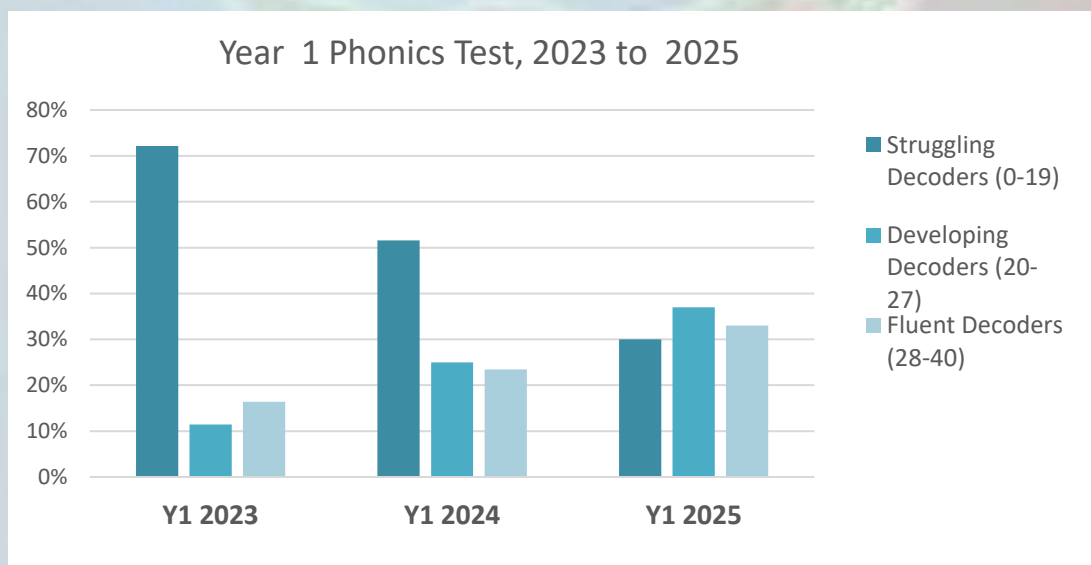
YEAR 1 PHONICS TEST

The Year 1 phonics data from 2023 to 2025 shows a significant and sustained improvement in early decoding outcomes.

In 2023, the majority of students were identified as *struggling decoders*, with a comparatively small proportion achieving at the *fluent decoder* level. In 2024, there was a clear shift, with a reduction in the proportion of *struggling decoders* and corresponding growth in both *developing* and *fluent decoders*.

By 2025, the data reflects a substantial improvement. The proportion of *struggling decoders* has reduced markedly, while the percentage of students achieving at *developing* and *fluent* levels has increased significantly. Notably, the percentage of *fluent decoders* has more than doubled since 2023.

Overall, the 2025 results indicate strong improvement in early phonics and decoding skills. This trend suggests that the consistent implementation of explicit and systematic phonics instruction is having a measurable impact in the early years, providing a stronger foundation for reading development in subsequent year levels.



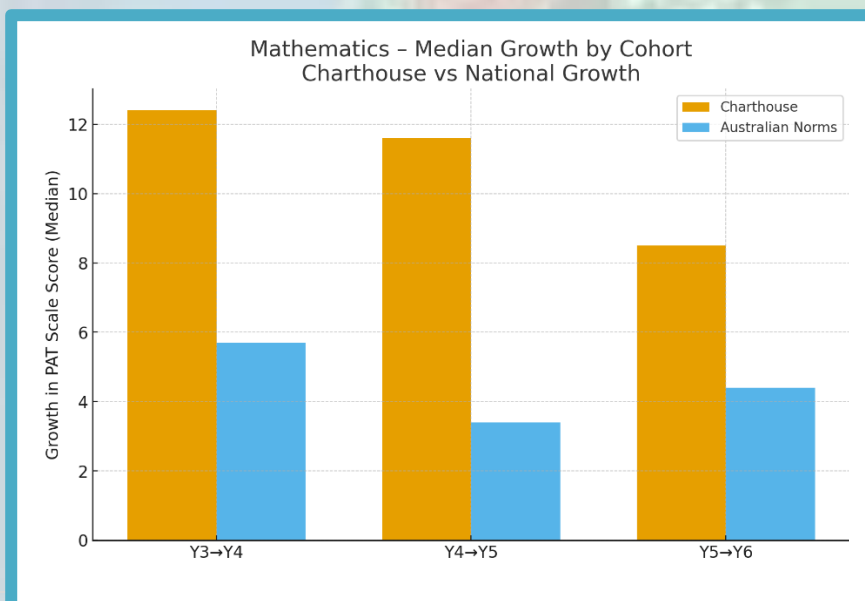
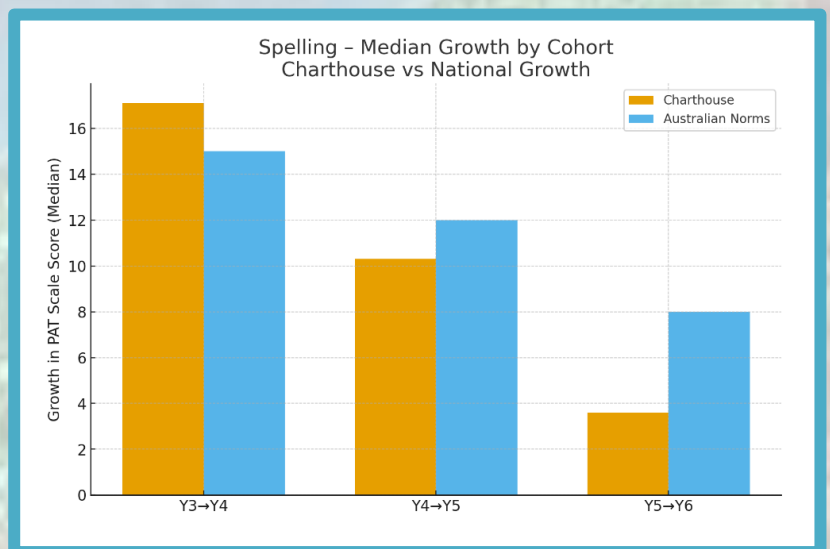
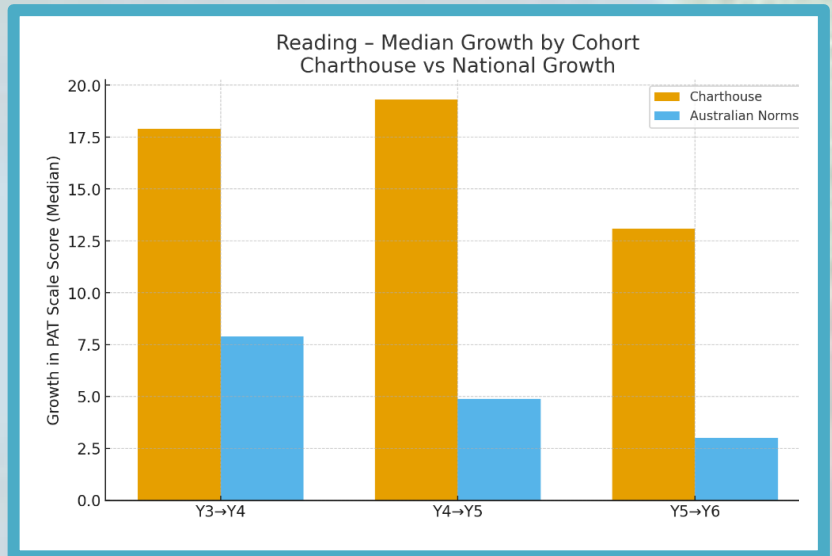
PAT (PROGRESSIVE ACHIEVEMENT TESTS)

Student growth in Reading, Mathematics and Spelling is measured using Progressive Achievement Test (PAT) data and compared with national growth norms. Growth is calculated using the change in median scale scores from one year to the next and compared against national averages.

In Reading and Mathematics, we achieved growth above national norms across all cohorts, particularly from Year 3 to Year 5. This progress reflects the impact of consistent explicit teaching practices, clear learning expectations and targeted support aligned to student need.

In Spelling, results exceeded national norms from Year 3 to Year 4; however, progress from Year 4 to Year 6 fell below national averages.

Overall, PAT data demonstrates strong gains in Reading and Mathematics and provides clear direction for targeted improvement in Spelling.



NAPLAN



YEAR 3 AND YEAR 5 NAPLAN PERFORMANCE WILL BE AT OR ABOVE LIKE SCHOOLS.

In 2025, both Year 3 and Year 5 results show improvement compared to 2024, indicating a positive shift following the decline evident in the previous year.

Year 3 results reflect increased stability, with Numeracy, Reading, Writing and Spelling moving to expected performance, while Grammar & Punctuation remains *below expected* performance.

Year 5 results demonstrate stronger improvement, particularly in Reading, which has moved to *above expected* performance in 2025. Numeracy, Writing, Spelling and Grammar & Punctuation have also strengthened to being *at expected* performance.

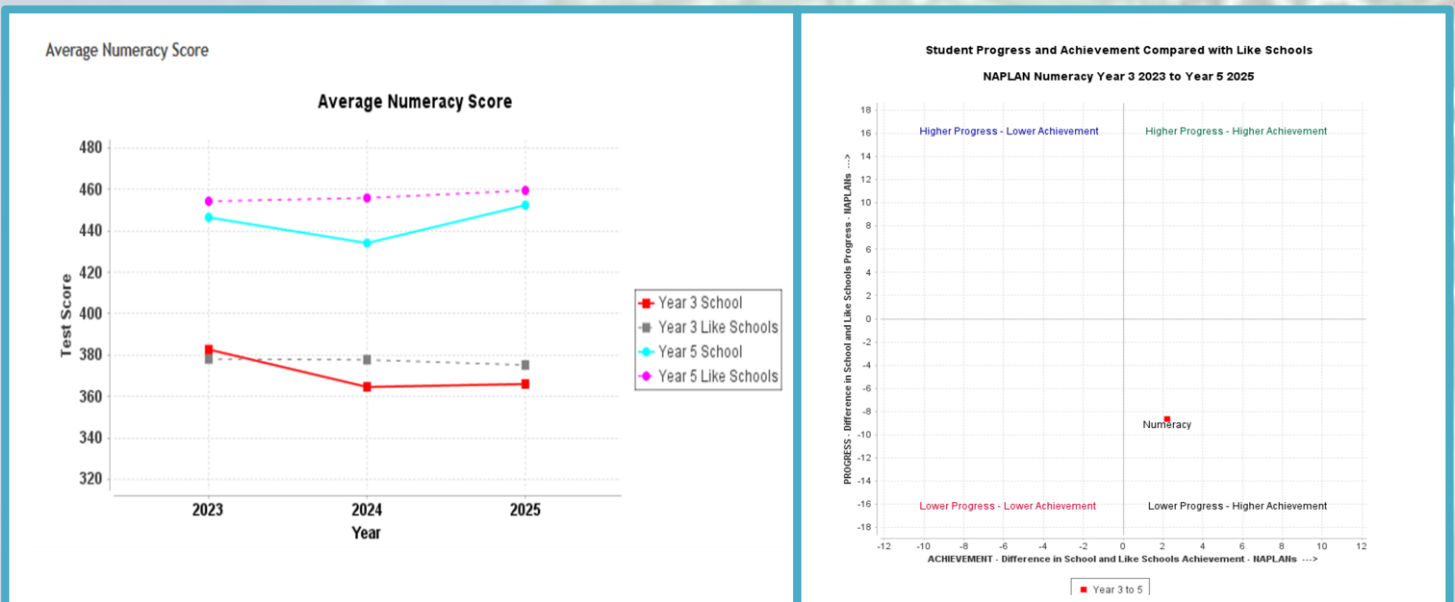
Year 3	Performance		
	2023	2024	2025
Numeracy	0.2	-0.7	-0.5
Reading	-0.6	-1.0	-0.5
Writing	0.4	-1.1	-0.5
Spelling	-0.1	-1.4	-0.6
Grammar & Punctuation	0.1	-1.2	-1.2

Year 5	Performance		
	2023	2024	2025
Numeracy	-0.8	-1.2	-0.8
Reading	-1.5	-1.1	1.1
Writing	-0.8	-1.8	0.6
Spelling	-0.4	-1.8	-0.1
Grammar & Punctuation	-0.9	-1.3	0.2

NAPLAN NUMERACY

The Year 3 to Year 5 Numeracy data places the school in the *higher achievement but lower progress* quadrant when compared with like schools. This indicates that while students are achieving at a relatively strong level by Year 5, their rate of progress between Year 3 and Year 5 has been lower than that of comparable cohorts.

This pattern suggests that achievement levels are being maintained, however greater consistency in growth over time is required. As explicit and systematic teaching approaches continue to be embedded across the middle years, increased rates of progress are expected in future cohorts.

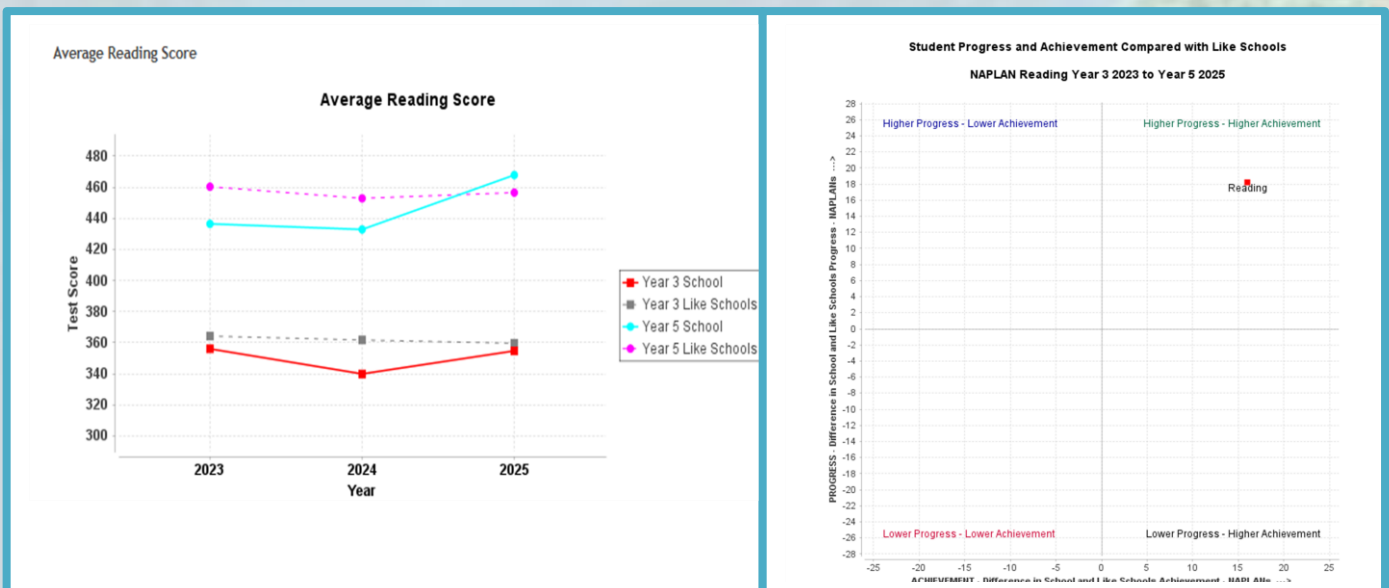


NAPLAN READING

The Year 3 to Year 5 Reading data shows the school positioned in the *higher progress and higher achievement* quadrant when compared with like schools. This indicates that students not only achieved at a higher level by Year 5 but also made stronger progress between Year 3 and Year 5 than comparable cohorts.

This pattern is reflected in average reading scores over time. While Reading performance dipped slightly in 2024 across both Year 3 and Year 5, a strong improvement is evident in 2025. Year 5 Reading scores in particular show a marked increase and are now above those of like schools, indicating accelerated growth through the upper primary years.

Overall, the 2025 data suggests that recent instructional focus in Reading is translating into both improved achievement and increased rates of progress.

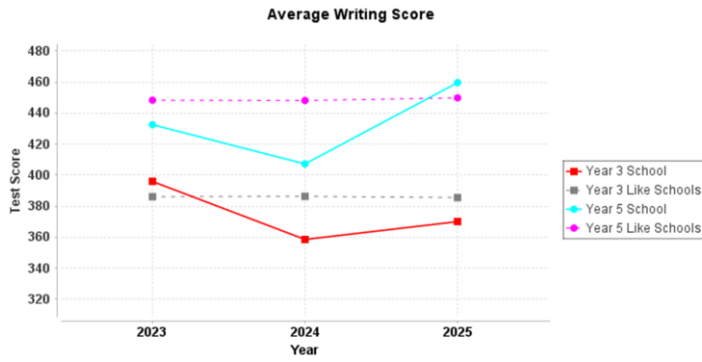


NAPLAN WRITING

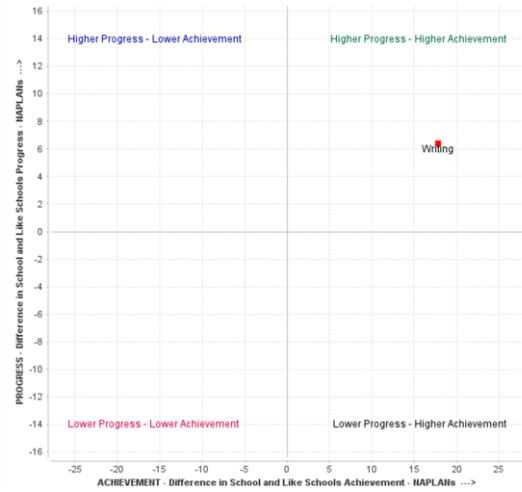
The Year 3 to Year 5 Writing data places the school in the *higher progress and higher achievement* quadrant when compared with like schools. This indicates that students achieved at a higher level by Year 5 and made stronger progress between Year 3 and Year 5 than comparable cohorts.

This trend is reflected in average writing scores over time. Following a decline in 2024, Writing results show a clear improvement in 2025 across both Year 3 and Year 5. Year 5 Writing performance in particular has strengthened and is now above that of like schools, indicating improved outcomes through the upper primary years. Overall, the 2025 Writing data suggests that recent focus on explicit and structured writing instruction is supporting both improved achievement and increased rates of progress.

Average Writing Score



Student Progress and Achievement Compared with Like Schools
NAPLAN Writing Year 3 2023 to Year 5 2025

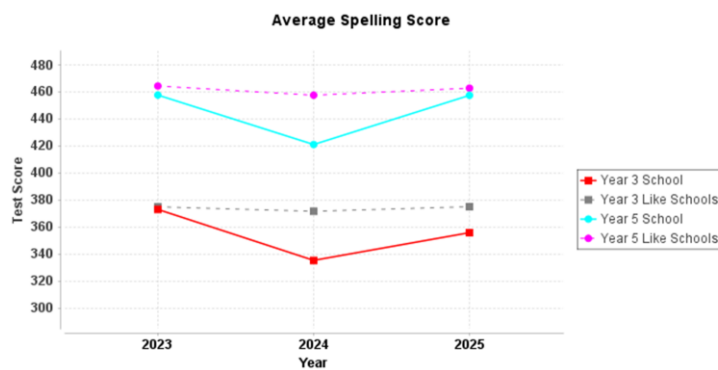


NAPLAN SPELLING

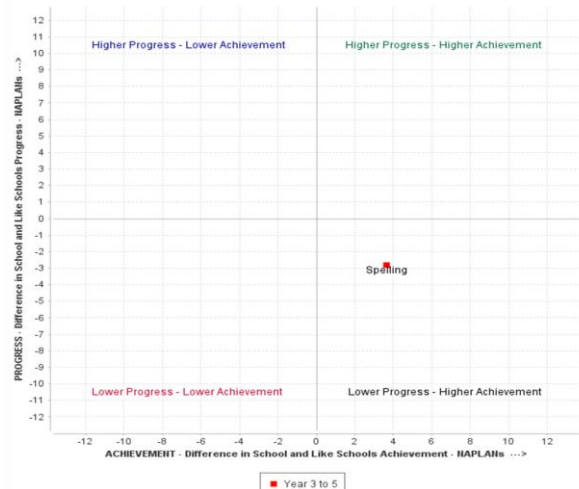
The Year 3 to Year 5 Spelling data places the school in the *higher achievement but lower progress* quadrant when compared with like schools. This indicates that while student achievement in Spelling by Year 5 is relatively strong, the rate of progress between Year 3 and Year 5 has been lower than that of like schools.

This pattern is reflected in average spelling scores over time. Following a decline in 2024, results in 2025 show improvement across both Year 3 and Year 5; however, performance remains broadly comparable to, or slightly below, that of like schools. Overall, the 2025 data indicates stabilisation and early improvement in Spelling. As explicit and systematic approaches to spelling instruction continue to be embedded, stronger rates of progress are expected in future cohorts.

Average Spelling Score



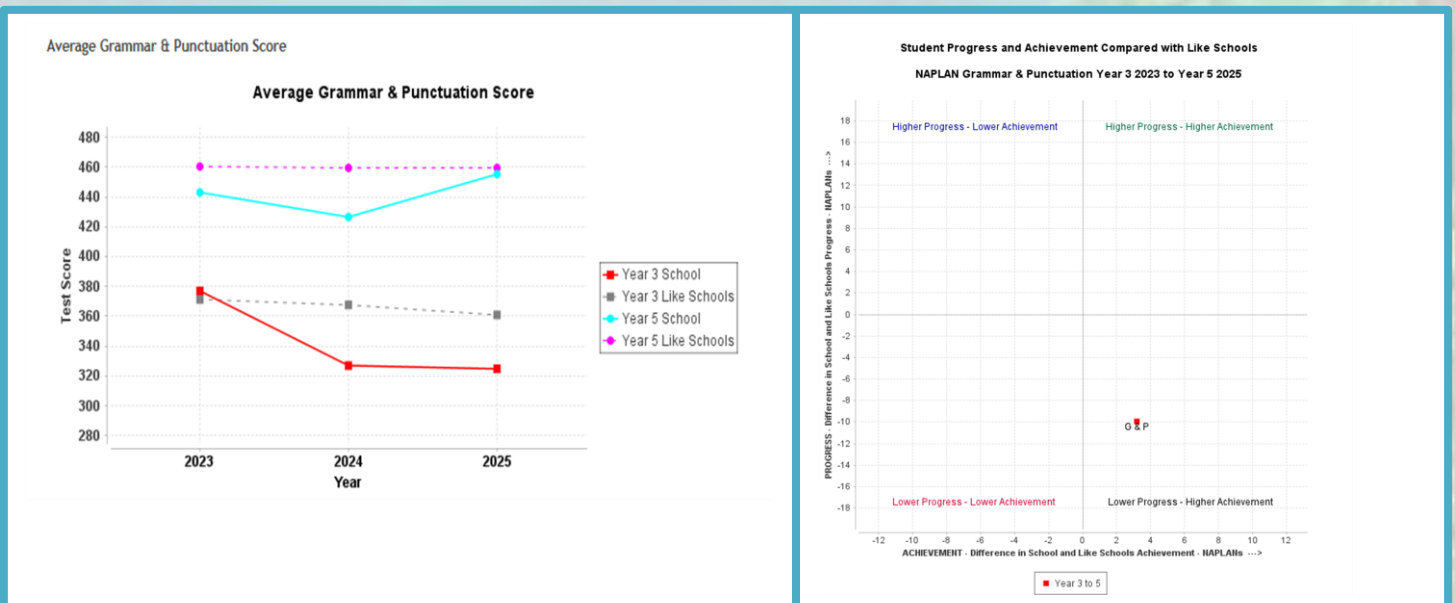
Student Progress and Achievement Compared with Like Schools
NAPLAN Spelling Year 3 2023 to Year 5 2025



NAPLAN GRAMMAR AND PUNCTUATION

The Year 3 to Year 5 Grammar and Punctuation data places the school in the *higher achievement but lower progress* quadrant when compared with like schools. This indicates that while student achievement by Year 5 is relatively strong, the rate of progress between Year 3 and Year 5 has been lower than that of comparable cohorts.

This pattern is reflected in average Grammar and Punctuation scores over time. Following a notable decline in Year 3 results in 2024, performance in 2025 has stabilised, while Year 5 results show improvement and are approaching those of like schools. Overall, the 2025 data indicates stabilisation rather than accelerated growth. As explicit and systematic teaching of grammar and punctuation continues to be embedded across year levels, stronger progress outcomes are expected in future cohorts.



Achieved	Developing	Not Yet Achieved
----------	------------	------------------

SCHOOL PERFORMANCE

Charthouse Primary School met key milestones outlined in our 2023–2025 Business Plan and made measurable progress toward remaining objectives. The priorities identified in our 2026–2028 Business Plan have been directly informed by this review and the evidence gathered throughout the improvement cycle.

TRANSFORM THE LEARNING ENVIRONMENT	2023	2024	2025
WE HAVE A CALM AND PREDICTABLE LEARNING ENVIRONMENT THAT PROVIDES A SAFE AND POSITIVE LEARNING CULTURE FOR STUDENTS AND STAFF			
<ul style="list-style-type: none"> Recognise and show commitment to ‘Maslow’ before ‘Bloom’. 			
<ul style="list-style-type: none"> Continue to build and support teacher understanding and knowledge of trauma-informed practice through the Berry Street Education Model. 			
<ul style="list-style-type: none"> Commit to best practice around trauma, neuro-divergence, psycho-social and poverty responses in the Charthouse Way. 			
<ul style="list-style-type: none"> Reflect an understanding of, and commitment to, the Aboriginal Cultural Standards to inform practice in the Charthouse Way 			
<ul style="list-style-type: none"> Support students at point of need through engagement strategies and programs 			
WE HAVE HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOUR THAT ARE EXPLICIT, IDENTIFIABLE, AND UNDERSTOOD BY STAFF, STUDENTS, AND PARENTS.			
<ul style="list-style-type: none"> Build a classroom culture that caters for and engages all learners and aligns with the Charthouse Way. 			
<ul style="list-style-type: none"> Embed new PBS systems, ensure consistent approach across the whole school and commitment of all staff 			
<ul style="list-style-type: none"> Ensure that behaviour expectations are explicit, well-defined, and regularly communicated to the whole school community 			
<ul style="list-style-type: none"> Review behaviour and anti-bullying policy to reflect the Berry St Education Model. 			
TEACHERS HAVE ‘TIME TO TEACH’ AND STUDENTS HAVE ‘TIME TO LEARN’			
<ul style="list-style-type: none"> Identify and address any impediments to maximising time to teach. 			
<ul style="list-style-type: none"> Collaboratively develop guidelines and parameters that dictate how events and activities impact upon classroom learning time. 			
<ul style="list-style-type: none"> Give students voice and agency in the application of their learning. 			
COMMIT TO WHOLE SCHOOL PROCESSES	2023	2024	2025
WE HAVE AN EMBEDDED CULTURE OF TEACHING EXCELLENCE WITH A COMMITMENT TO A CONSISTENT APPROACH ACROSS THE SCHOOL IN THE CHARTHOUSE WAY.			
Utilise the Kindergarten Guidelines, Early Years Learning Framework, and the WA Curriculum as the foundation of planning and drivers of developmentally appropriate learning activities.			
Through the Charthouse Way we will: continue to build the ‘why’			
Define an evidence-based approach to curriculum delivery, student well-being and engagement.			
Implement a whole school lesson design and instructional framework			
Use problem solving and inquiry to develop learners’ capacity to be collaborative, critical, creative and innovative thinkers by: Maintaining the efficacy of the inquiry program in K-2			
Using a problem-solving inquiry-based focus for students in years 3 – 6.			
Embedding an integrated curriculum approach to STEAM to activate core content knowledge and skills			
Enable students to apply their knowledge and skills through higher order thinking, application of technologies, development of work capabilities and opportunities to transfer their learning.			
Build capacity of school-based impact coaches			
Embed the English and Mathematics scope and sequences into phase of learning planning.			
Ensure that formalised change management processes are embedded, understood and followed			

KEEP OUR EYES ON THE BALL	2023	2024	2025
WE HAVE A COLLECTIVE SENSE OF RESPONSIBILITY FOR SCHOOL IMPROVEMENT AND CONTINUOUSLY MEASURE OUR IMPACT USING ASSESSMENT FOR OF AND AS LEARNING			
Ensure strong plan, teach and assess cycles exist.	Yellow	Green	Green
Staff use individual and system level assessments for learning, of learning and as learning.	Yellow	Green	Green
Collectively build an understanding of what strong year-on-year progress looks like for every student.	Red	Yellow	Yellow
Work together in PLCs to moderate student work to make consistent judgements.	Yellow	Green	Green
Interrogate classroom, school, and system data through disciplined dialogues to measure teacher impact	Yellow	Green	Green
Plan to improve student learning and seek continuous improvement.	Yellow	Green	Green
Monitor student results to ensure that all students achieve year-on-year progress.	Red	Yellow	Yellow
WE HAVE AN EMBEDDED PERFORMANCE AND DEVELOPMENT CULTURE WHERE STAFF ARE MOTIVATED BY THE BELIEF THAT THEY CAN MAKE A DIFFERENCE AND STUDENTS CAN LEARN.			
Implement performance development processes and student services meetings that encourage all staff to: Understand that they can unlock the learning potential of every student, evaluate their impact on student learning and articulate their professional growth needs and set goals for improvement.	Yellow	Yellow	Green
Build leadership capacity at all levels.	Green	Green	Green
Implement an observation and feedback model linked to the Charthouse Way to support teacher development in high impact teaching strategies and classroom management skills.	Yellow	Yellow	Yellow
INTERVENE EARLY	2023	2024	2025
IMPLEMENT AN OBSERVATION AND FEEDBACK MODEL LINKED TO THE CHARTHOUSE WAY TO SUPPORT TEACHER DEVELOPMENT IN HIGH IMPACT TEACHING STRATEGIES AND CLASSROOM MANAGEMENT SKILLS.			
Embed play based inquiry learning in K-2	Green	Yellow	Red
Focus collectively on maintaining our verification of meeting all Areas of the National Quality Standard.	Green	Green	Green
Identify the imputed needs of students in early learning and design appropriate interventions	Yellow	Green	Green
INTERVENTION STRATEGIES ARE WELL EMBEDDED AND ENSURE THAT EVERY STUDENT AT CPS ACHIEVES YEAR-ON-YEAR GROWTH.			
Develop a formal screening process to continually monitor student learning needs	Green	Green	Green
Implement student services processes	Green	Green	Green
Build student capacity to ensure year-on-year progress through in-class differentiation, documented plans and intervention programs.	Yellow	Yellow	Green
WORK TOGETHER AS A TEAM	2023	2024	2025
WE HAVE HIGH QUALITY PROFESSIONAL RELATIONSHIPS AND HAVE HIGH EXPECTATIONS OF OURSELVES, OUR COLLEAGUES AND OUR STUDENTS. WE ALL WORK TOGETHER FOR THE BENEFIT OF OUR STUDENTS			
Create and embed a community section of our PBS matrix as part of the Charthouse Way	Red	Green	Green
Review communication at all levels of the school between staff, students and parents and plan for improved processes	Green	Yellow	Green
Continue to build on a culture where staff feel supported and valued as capable professionals	Yellow	Green	Green
AUTHENTIC LEADERSHIP, AUTHORITY AND ACCOUNTABILITY IS DELEGATED THROUGH DISTRIBUTED LEADERSHIP.			
Implement new sub-school governance structures	Green	Green	Green
Create opportunities for aspiring leaders through the distributed leadership model.	Green	Green	Green
Design and implement a comprehensive induction process for the participation of new staff.	Yellow	Green	Green
EMPOWER STUDENTS, AND BUILD A SENSE OF PRIDE THROUGH AUTHENTIC VOICE, AGENCY AND LEADERSHIP			
Ensure authentic student voice is reflected through opportunities to participate in decision-making.	Yellow	Green	Green
Establish a student representative council with a focus on achieving student priorities.	Yellow	Yellow	Yellow
WE HAVE STRONG, POSITIVE AND SUPPORTIVE RELATIONSHIPS BETWEEN STAFF, PARENTS AND STUDENTS			
Ensure authentic parent voice is heard through genuine opportunities to participate in decision-making.	Yellow	Yellow	Yellow
Build community engagement through whole school events, P&C and School Board involvement	Yellow	Green	Green

OUR CHARTERS

In 2025, we finalised and launched our Staff Charter and Community Charter to strengthen shared expectations and promote consistency across the school.

The Staff Charter was co-constructed with staff, fostering strong ownership, shared language and alignment with professional standards. The Community Charter was developed in partnership with the School Board, providing clear and transparent guidance for families and carers in their engagement with the school.

Both charters align explicitly with our Positive Behaviour Support (PBS) values, reinforcing a coherent approach to respectful, caring and responsible behaviour across all settings.

As part of implementation, we conducted charter check-ins with staff and the community to establish baseline data and inform next steps. These check-ins provided insight into current practice and perceptions, enabling us to identify strengths and areas requiring further clarification or support.

Overall, the introduction of the charters has increased clarity, strengthened collective responsibility and established a foundation for ongoing reflection and continuous improvement.

Staff Charter

The Charthouse Staff Charter

Whole Staff	What does it look like?	Maintaining the Standard
<p>Accepting</p> <p>At Charthouse, acceptance means actively supporting school goals, adhering to Education Department processes, and showcasing individual strengths within our community, with enthusiasm and calm intent.</p>	<ul style="list-style-type: none"> Offer support to colleagues and leverage each other's strengths. Celebrate diversity and inclusivity, respecting different views and contributions. Use positive, professional language and maintain confidentiality. Follow school procedures, department policies, and respect decisions made in the best interest of students. Keep school and personal information confidential, both inside and outside the school environment. Acknowledge and celebrate colleagues' achievements. 	<p>How will we support each other to uphold the Standard?</p> <ul style="list-style-type: none"> Collaborate and build relationships with students and across teams of learning. Speak respectfully around people who are not in our direct line of vision. Share information on meetings with all staff processes. Engage in the staff's professional development and staff meetings. Make available their views on meetings and other. All staff members should be supportive. Join in meetings in a respectful manner. Respect each other's views. Join in positive staff meetings. Respect school procedures, policies and decisions. Respect each other's professional boundaries.
<p>Respectful</p> <p>At Charthouse, respect involves treating everyone with fairness, kindness, and consideration, valuing their contributions and beliefs, we maintain safety and care for resources, and model respect through positive communication and daily behaviour.</p>	<ul style="list-style-type: none"> Maintain cleanliness and organisation in classroom and communal areas, and respect school and personal resources. Engage actively in meetings, listen attentively, and provide opportunities for colleagues to contribute and have their views heard. Assure positive intent, have positive interactions with students, families, and staff with respect and kindness (avoid community members). Be punctual, vigilant and strive to achieve personal best while respecting colleagues' professional space. 	<p>How will we support someone who is falling below the Standard?</p> <ul style="list-style-type: none"> Highlight concerns to staff. Work as a team. Use the staff's own data of the Staff Charter if necessary, to challenge staff and address challenges. Be respectful and empathetic. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Share your observations or concerns openly and work collaboratively with staff to address issues. Offer feedback to the school staff in a helpful and constructive manner. If you have suggestions present them honestly, and focus on facts rather than emotions. Monitor commitments and agreements made with the school.
<p>Caring</p> <p>At Charthouse, caring means showing concern for others, treating people, the school environment, and our natural world. It involves prioritising health, safety, and wellbeing, showing respect and responsibility, and fostering an inclusive, positive school community with respect for personal and professional boundaries.</p>	<ul style="list-style-type: none"> Take care of physical and mental health for ourselves and others, support colleagues' wellbeing, and look after resources. Work together with kindness, model good sportsmanship, and ensure respectful and appropriate interactions. Maintain and respect other's equipment, personal belongings, and the natural environment, taking care of resources. Support calm, on-site meetings and follow appropriate channels for addressing wellbeing, stress, and foster a positive and caring school culture, work collaboratively, and offer assistance to colleagues. Share resources fully, respect professional and personal boundaries, and care for living organisms in the school grounds. 	<p>How will we support someone who is falling below the Standard?</p> <ul style="list-style-type: none"> Highlight concerns to staff. Work as a team. Use the staff's own data of the Staff Charter if necessary, to challenge staff and address challenges. Be respectful and empathetic. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Share your observations or concerns openly and work collaboratively with staff to address issues. Offer feedback to the school staff in a helpful and constructive manner. If you have suggestions present them honestly, and focus on facts rather than emotions. Monitor commitments and agreements made with the school.
<p>Honest</p> <p>At Charthouse, honesty is crucial for fostering a positive school culture. Being open, fair, and truthful builds trust, encourages learning, and creates a secure environment where community members feel valued and supported.</p>	<ul style="list-style-type: none"> Admit when you are wrong and accept constructive feedback in a kind manner. Engage honestly and with integrity to build a trusting environment within the school community. Share and work towards goals and strive to reach and complete work on the basis of our ability. Share a process, correct mistakes, and be ready to learn and teach. Meet deadlines or communicate early with line managers if assistance is needed. Provide feedback in a kind and respectful manner to colleagues, students, and parents. 	<p>How will we support someone who is falling below the Standard?</p> <ul style="list-style-type: none"> Highlight concerns to staff. Work as a team. Use the staff's own data of the Staff Charter if necessary, to challenge staff and address challenges. Be respectful and empathetic. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Share your observations or concerns openly and work collaboratively with staff to address issues. Offer feedback to the school staff in a helpful and constructive manner. If you have suggestions present them honestly, and focus on facts rather than emotions. Monitor commitments and agreements made with the school.

Community Charter

The Charthouse Community Charter

Whole Community	What does it look like?	Maintaining the Standard
<p>Accepting</p> <p>In our school community, we embrace and value the diversity of all our members. We recognise that each student, staff member, and parent bring unique perspectives, experiences, and talents to our community. We also respect their individual needs and integrate diverse perspectives.</p>	<ul style="list-style-type: none"> Recognise that every student is important to us and has a right to an education. Help us to maintain a safe environment by promoting and modelling appropriate behaviour when on school site. Understand that staff members have personal lives and respect their right to disconnect from work outside of school hours. Respect our school rules, regulations and policies and support our children to follow the student good standing policy. Provide and model good behaviour in public areas or in front of students. 	<p>How will we support each other to uphold the Standard?</p> <ul style="list-style-type: none"> Speak respectfully about people who are not in our direct line of vision. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member.
<p>Respectful</p> <p>We are committed to fostering a culture of respect for all interactions. We respect the expectations of the school site and create a positive and supportive atmosphere that enhances collaboration and strengthens our school community.</p>	<ul style="list-style-type: none"> Avoid rudeness or judgmental gossip in person, in writing or on social media. Speak to staff respectfully and avoid aggressive behaviour, especially in front of children. Use the school's communication channels and processes to address concerns. Respect that school staff may not be available to respond immediately or out of hours. Respect our school rules, regulations and policies and support our children to follow the student good standing policy. Provide and model good behaviour in public areas or in front of students. 	<p>How will we support someone who is falling below the Standard?</p> <ul style="list-style-type: none"> Highlight concerns to staff. Work as a team. Use the staff's own data of the Staff Charter if necessary, to challenge staff and address challenges. Be respectful and empathetic. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member.
<p>Caring</p> <p>By embedding the value of caring, the school community creates an environment where every member feels supported and respected, contributing to a positive and effective learning and working atmosphere.</p>	<ul style="list-style-type: none"> Be kind when interacting with others. Maintain relationships that are open, honest, and respectful. Provide feedback or request information in a kind and respectful manner. Take care of the school's efforts to provide a good education and ensure your child attends school on time and ready to learn. Work together with staff to resolve issues or concerns. Encourage and reinforce positive behaviour in your child and in interactions with others. 	<p>How will we support someone who is falling below the Standard?</p> <ul style="list-style-type: none"> Highlight concerns to staff. Work as a team. Use the staff's own data of the Staff Charter if necessary, to challenge staff and address challenges. Be respectful and empathetic. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member.
<p>Honest</p> <p>Honesty in our community is strengthened by the commitment of all our members to engage openly, transparent, and truthfully with each other. This includes being straightforward about concerns, challenges, and needs, as well as being sincere in efforts to collaborate and resolve issues.</p>	<ul style="list-style-type: none"> Engage honestly and with integrity to build a trusting environment within the school community. Share your observations or concerns openly and work collaboratively with staff to address issues. Offer feedback to the school staff in a helpful and constructive manner. If you have suggestions present them honestly, and focus on facts rather than emotions. Monitor commitments and agreements made with the school. 	<p>How will we support someone who is falling below the Standard?</p> <ul style="list-style-type: none"> Highlight concerns to staff. Work as a team. Use the staff's own data of the Staff Charter if necessary, to challenge staff and address challenges. Be respectful and empathetic. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member. Provide support and advice. Be calm and check with staff. Find someone to talk to be available to listen, identify issues, have a conversation, investigate or follow up on ongoing, and report to the appropriate staff member.

SUMMARY

2025 was a year of steady consolidation. We reduced classroom variability by strengthening explicit instruction, tightening routines and reinforcing clear behaviour expectations. Classrooms became more predictable and aligned, giving students clearer conditions for learning.

Our data shows early signs of impact. Year 1 phonics outcomes have improved significantly and Year 5 students demonstrated strong achievement and progress in Reading and Writing. PAT growth in Reading and Mathematics was above national norms.

The data also reflects the complexity of our context. Student transiency remained high, and the proportion of students requiring Tier 2 and Tier 3 supports remained well above the typical MTSS benchmark. This profile highlights the significant level of need within our school and reinforces the importance of strong Tier 1 teaching, early identification and coordinated intervention.

Overall, 2025 marked a turning point as greater consistency in teaching and learning became embedded in daily practice. Clearer teaching, stronger routines and aligned expectations are beginning to translate into improved outcomes, even within a context of high student need.

RECOMMENDATIONS 2026 AND BEYOND

Our 2026–2028 Business Plan builds on the progress made in 2025 and sets a clear direction for the next phase of school improvement.

We will continue to strengthen the conditions for learning by embedding calm, predictable and inclusive classrooms with clear expectations for learning and behaviour. This includes explicitly teaching routines and engagement norms, maintaining alignment with Berry Street and PBS practices, and regularly reviewing the Staff and Community Charters to support safety, belonging and wellbeing. This work will further improve student engagement, attendance and self-regulation, ensuring students are ready and able to learn each day.

Teaching practice will move from consistency to greater intention, with a continued focus on high-quality explicit instruction. Whole-school alignment through shared scope and sequences, strong daily review, and responsive intervention and differentiation will support stronger progress.

Purposeful coaching will support teachers to refine their practice, build confidence and maintain consistency in explicit instruction across classrooms. Professional Learning Teams and distributed leadership will reinforce shared responsibility for student progress.

This next stage is not about doing more, but about doing what matters — clearly, consistently and with purpose — so that every student, regardless of starting point, experiences success.

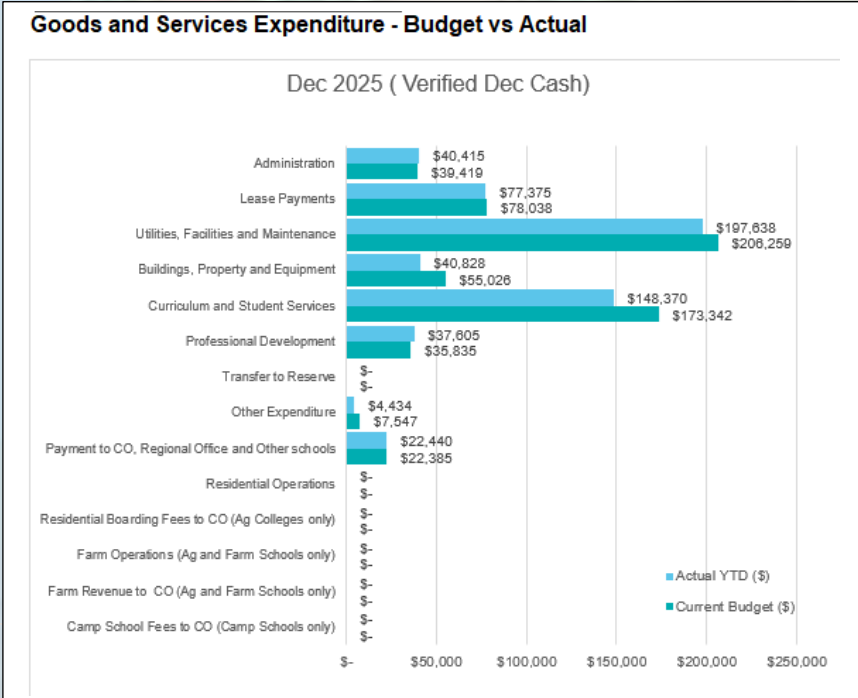
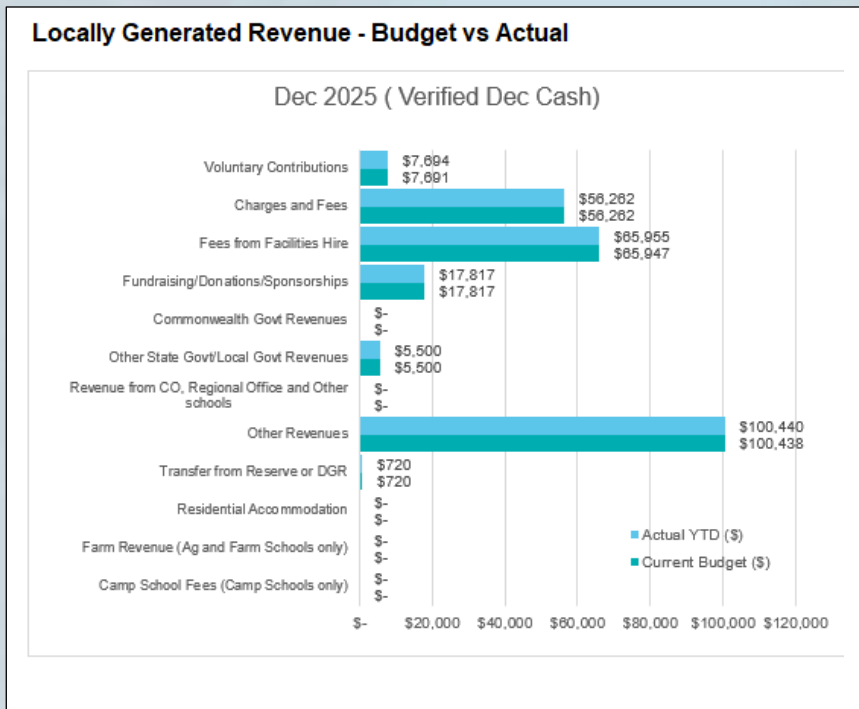
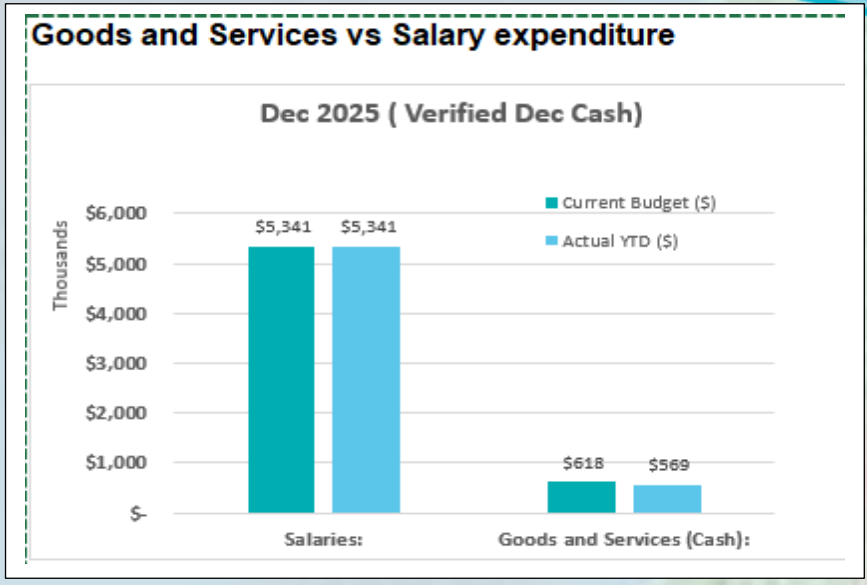
FINANCIAL SUMMARY

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	73,065	73,066
Carry Forward (Salary):	37,802	37,802
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,715,126	5,715,126
Locally Raised Funds:	254,375	254,389
Total Funds:	6,080,367	6,080,382
EXPENDITURE		
Salaries:	5,341,279	5,341,279
Goods and Services (Cash):	617,851	569,105
Total Expenditure:	5,959,130	5,910,384
VARIANCE:	121,237	169,998

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	73,065	73,066
Carry Forward (Salary)	37,802	37,802
STUDENT-CENTRED FUNDING		
Per Student	3,952,471	3,952,471
School and Student Characteristics	1,206,096	1,206,096
Disability Adjustments	200,148	200,148
Targeted Initiatives	327,290	327,290
Operational Response Allocation	9,900	9,900
Total Funds:	5,695,905	5,695,905
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(243,246)	(243,246)
School Transfers - Cash	262,467	262,467
Department Adjustments	0	0
Total Funds:	19,221	19,221
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	7,691	7,694
Charges and Fees	56,262	56,262
Fees from Facilities Hire	65,947	65,955
Fundraising/Donations/Sponsorships	17,817	17,817
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	5,500	5,500
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	100,438	100,440
Transfer from Reserve or DGR	720	720
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	254,375	254,388
TOTAL	6,080,368	6,080,382

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,872,622	4,872,622
New Appointments	0	0
Casual Payments	467,327	467,327
Other Salary Expenditure	1,331	1,331
Total Funds:	5,341,280	5,341,280
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	39,419	40,415
Lease Payments	78,038	77,375
Utilities, Facilities and Maintenance	206,259	197,638
Buildings, Property and Equipment	55,026	40,828
Curriculum and Student Services	173,342	148,370
Professional Development	35,835	37,605
Transfer to Reserve	0	0
Other Expenditure	7,547	4,434
Payment to CO, Regional Office and Other schools	22,385	22,440
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	617,851	569,105
TOTAL	5,959,131	5,910,385

Revenue and Expenditure





Guiding our future

Charthouse Primary School 43 Rand Avenue, WAIKIKI WA 6169 T: 08 9591 7900

e: Charthouse.PS@education.wa.edu.au

www.CharthousePS.wa.edu.au