



# Charthouse

*Primary School*

**Business Plan  
2026-2028**



**Guiding our Future**

# Towards Charthouse 2028

Charthouse 2028 outlines our vision for the future, the beliefs that guide our work, and the strategic priorities that will drive improvement over the next three years. It reflects our commitment to ensuring every student experiences a safe, supportive, and high-quality learning environment where they can thrive academically, socially, emotionally, and culturally.

## Our Motto

*Guiding our Future*

## Our Vision

At Charthouse Primary School, we care. We set high expectations, supporting all learners; academically, socially, and emotionally. We guide our students in their learning journey by providing a safe and inclusive environment, inspiring children to achieve their full potential both now and into the future.

## From Engagement to Impact *The Charthouse Way*

### Engagement **FOR** learning

Creating the conditions for students to feel safe, regulated, connected, and ready to learn.

### Engagement **IN** learning

Providing high-quality, explicit, low-variance instruction that maximises clarity, participation, and success.

### Impact

Using evidence to understand students, guide teaching, and evaluate our effectiveness.



# The Charthouse Way

The Charthouse Way places students at the centre of everything we do. We prioritise safety, belonging, and wellbeing to create the foundation for learning, and we deliver clear, structured, purposeful teaching that engages students and enables success.

## Engagement *IN* Learning

### **WHAT** we teach

Plan Teach Assess Cycles  
Scope and Sequence Data informed improvement focus

### **HOW** we teach

Our whole school pedagogy around teaching and learning  
Evidence-based and influenced by our shared beliefs

### **The WAY** we create conditions for learning

Our whole school pedagogy around understanding  
we have to “Maslow” before they can “Bloom”  
What we do to help our students to feel safe, secure,  
happy, engaged and ready to learn

### **WHO** they are

The things about them, that make them unique!  
Things we cannot and would not want to change

### **WHY** we are here

*OUR PURPOSE*  
The academic and non-academic  
outcomes of our students

## Engagement *FOR* Learning



## Our Beliefs *Linked to The Charthouse Way*

### We Believe:

#### WHY WE ARE HERE

- Every student matters every day and deserves to feel safe, valued, and supported.
- All students deserve the knowledge, confidence, and opportunities to succeed.
- Schools play a vital role in supporting students to thrive intellectually, emotionally, socially, and culturally.

#### WHO THEY ARE

- Every student brings a unique story, identity, and set of experiences that must be recognised and respected.
- Equity begins with understanding – knowing and responding to student needs is essential for success.
- Students thrive when they feel safe, respected, valued, and have a strong sense of belonging.

#### THE WAY WE CREATE CONDITIONS FOR LEARNING

- Calm, predictable learning environments foster security, confidence, and readiness for learning.
- Trusting relationships, built on unconditional positive regard, underpin a thriving school community.
- Encouragement, consistency, and restorative processes support safe, respectful classrooms.

#### HOW WE TEACH

- Effective teaching supports the transfer of knowledge and skills from short-term to long-term memory, through purposeful practice and revisiting key concepts.
- Effective teaching reduces cognitive load through clear learning intentions, predictable engagement norms, the gradual release model, and spaced retrieval.
- Effective teaching holds high expectations for every student and provides timely, constructive feedback that promotes problem-solving, expert learning, and deep understanding.

#### WHAT WE TEACH

- What we teach is guided by the Western Australian Curriculum and informed by student data to ensure all learners access the essential knowledge and skills they need to succeed.
- A strong foundation of knowledge and skills is developed through well-designed scope and sequences and evidence-based programs.
- Knowledge underpins critical and creative thinking; new learning builds on what students already know.

# Our Targets By 2028

## Academic

1. Year 3 and 5 NAPLAN results in Reading, Writing, Spelling, Grammar and Numeracy are at or above those of like schools.
2. Progress from On-Entry to Year 3, and from Year 3 to Year 5, in English and Mathematics, is at or above that of like schools.
3. At least 85% of K–2 students meet end-of-year benchmarks in phonemic awareness, phonics, and reading fluency.
4. At least 85% of students achieve the year-level achievement standard (C grade or above) in English and Mathematics.
5. The number of students requiring reading intervention reduces by 40%, supported by strong early reading instruction and timely Tier 2 supports.

## Non-Academic

1. Student wellbeing surveys show year-on-year improvement in safety, belonging and engagement.
2. Behaviour incidents reduce by 20% through explicit routines, PBS lessons and BSEM-aligned strategies.
3. Attendance reaches 92% or above, with fewer than 10% of students at moderate or severe risk.
4. Parent and community satisfaction shows year-on-year improvement in communication, trust and school–home partnership measures.
5. School-wide practices demonstrate increasing alignment with the Aboriginal Cultural Standards Framework, measured through annual self-assessment and community feedback.
6. Continue to meet the National Quality Standard across all seven Quality Areas.

## Our Milestones

1. The Charthouse Way is fully embedded school-wide with consistent expectations for teaching, behaviour and engagement evident across all classrooms.
2. Explicit Instruction is delivered with low-variance, underpinned by a whole-school Scope and Sequence and Core Knowledge units in literacy, numeracy, and foundational content.
3. Staff capability is strengthened through coaching and distributed leadership.
4. The Aboriginal Cultural Standards Framework is enacted across teaching, relationships, and the learning environment, reflecting genuine respect and cultural connectedness.
5. Strong relationships with parents and the community are evident through the lived Community Charter, and student voice is authentically embedded in school decision-making.

# Our Strategic Intent

Our four priorities work together to ensure every student feels safe, learns through clear and explicit instruction, and is supported through evidence-informed decisions within a culture of strong relationships and purposeful leadership.

### 1. Set the Stage for Learning:

We will set the stage for learning by building safety, belonging, and wellbeing through calm, predictable environments and strong, caring relationships.

### 2. Teach with Intention:

We will move from consistency to excellence — refining explicit teaching to maximise learning and impact for every student.

### 3. Collaborate for Impact:

We will strengthen partnerships between students, staff, and the community to enhance learning, deepen relationships, and share responsibility for every student's success.

### 4. Let Data Lead the Way:

We will turn data into action: to understand students, guide teaching, and evaluate the impact of our work.

**1** Set the Stage  
for Learning

**2** Teach with  
Intention

**3** Collaborate  
for Impact

**4** Let Data Lead  
the Way

# Set the Stage for Learning

## Engagement **FOR** Learning

*We will set the stage for learning by building safety, belonging, and wellbeing through calm, predictable environments and strong, caring relationships*

### By 2028

*We have a calm, predictable learning environment that provides a safe and positive learning culture for students and staff.*

*We have high expectations for student learning and behaviour that are explicit, identifiable and understood by staff, students, and parents.*

### TOWARDS 2028 WE WILL

- Deepen our commitment to Maslow before Bloom by recognising each student's background, strengthening their sense of safety and belonging, and prioritising wellbeing as the foundation for learning.
- Foster strong, supportive relationships by practising unconditional positive regard and maintaining consistent, caring teacher–student interactions, in alignment with the Berry Street Education Model.
- Create calm, inclusive, and predictable learning environments by embedding Berry Street strategies, establishing consistent expectations, and using clear routines that strengthen safety, engagement, and readiness to learn.
- Embed culturally responsive practices aligned with the Aboriginal Cultural Standards Framework to ensure Aboriginal perspectives, voices and histories are valued, visible, and meaningfully incorporated across the school.
- Continue reducing unnecessary interruptions so that teachers have time to teach, and students have time to learn.
- Embed clear, consistent expectations for learning and behaviour so they are understood and enacted by staff, students, and parents.
- Strengthen Engagement for Learning in the Charthouse Way through induction, professional learning, and daily practice.



# Teach with Intention

## Engagement *IN* Learning

*We will move from consistency to excellence — refining explicit teaching to maximise learning and impact for every student.*



### By 2028

*A culture of teaching excellence is firmly embedded through the Charthouse Way.*

*A coherent whole-school curriculum ensures aligned and predictable teaching.*

*A responsive system of intervention and extension drives growth for every student.*

### TOWARDS 2028 WE WILL

- Implement the Charthouse Primary School instructional model with high fidelity and full participation to ensure low-variance, high-impact teaching across the school by:
  - beginning lessons with clear learning intentions and success criteria.
  - using daily and spaced review to strengthen recall and retention.
  - teaching new content in small, manageable steps to reduce cognitive load.
  - explicitly modelling thinking (“I do”) using clear examples and non-examples.
  - embedding engagement norms (full participation, active response routines, fast pace).
  - checking for understanding regularly with high-frequency, targeted questioning.
  - providing guided practice (“We do”) with immediate corrective feedback.
  - gradually releasing responsibility to independent practice (“You do”) to build fluency and mastery.
  - scaffolding learning and decreasing supports as students gain confidence and accuracy.
- Create and embed whole-school scope and sequences in literacy and numeracy to ensure aligned, predictable teaching.
- Develop and consistently implement a bank of core knowledge units to strengthen vocabulary, background knowledge, reading comprehension, and engagement.
- Establish an integrated specialist program that delivers engaging, enriching, and rigorous STEAM learning.
- Extend learning within explicit instruction by identifying early mastery and providing structured, challenging tasks that deepen or broaden understanding.
- Strengthen multi-tiered systems of support (MTSS) with targeted early-reading intervention, expanding to wider literacy and mathematics as mastery improves.

# Collaborate for Impact

*We will strengthen partnerships between students, staff and the community to enhance learning, deepen relationships, and share responsibility for every student's success.*

## By 2028

## TOWARDS 2028 WE WILL

*We have high-quality professional relationships and have high expectations of ourselves, our colleagues, and our students.*

- Provide targeted, ongoing professional learning and peer coaching to strengthen classroom practice, deepen shared understanding of whole-school approaches and ensure staff have the skills and confidence to implement them with fidelity.
- Sustain an instructional coaching model that:
  - models effective, evidence-based practice.
  - facilitates purposeful professional learning and moderation.
  - builds collective expertise across teams and year levels.
  - strengthens low-variance, consistent practice across classrooms.
- Reduce workload by streamlining systems, clarifying expectations, and making planning more consistent and efficient.

*Leadership, authority, and accountability are enacted through a consistent, distributed leadership model.*

- Strengthen distributed leadership by empowering leaders to support collaboration through professional learning teams (PLTs) and shared decision-making.
- Support Senior Teacher and Level 3 aspirants to progress toward their goals.
- Promote leadership development and succession planning across the school.
- Embed and consistently apply formal change-management processes to ensure clarity, transparency, and alignment.

*We have strong, positive, and supportive relationships between parents, staff, students, and the wider community.*

- Develop and implement a Reconciliation Action Plan to support reconciliation with Aboriginal and Torres Strait Islander peoples.
- Implement the Community and Staff Charters with regular review cycles to monitor and strengthen partnership practices.
- Deepen partnerships with the P&C, School Board, and local community organisations to enhance learning, engagement, and wellbeing.



# Let Data Lead the Way

*We will turn data into action: to understand students, guide teaching, and evaluate the impact of our work.*



## By 2028

*We have a collective responsibility for school improvement, using assessment for, of, and as learning to measure our impact and drive continuous growth.*

*Strengthen understanding of the link between learning, engagement, and achievement.*

## TOWARDS 2028 WE WILL

- Strengthen staff confidence and capability in using data so all staff can accurately interpret evidence, monitor student progress, and adjust teaching to meet learner needs.
- Develop K-2 end-of-year phonemic awareness, phonics, and fluency benchmarks.
- Create and maintain whole-school data processes that support transparent decision-making, with clear expectations for data collection, entry, and use in line with the school assessment schedule.
- Implement a coherent whole-school approach to assessment by:
  - embedding reliable moderation practices to strengthen accuracy and professional judgement.
  - setting and reviewing literacy and numeracy targets aligned with school priorities.
  - using ongoing assessment cycles — assess, plan, teach, reassess, reflect — to inform teaching and monitor improvement.
- Integrate academic, attendance, and behaviour data to build a full picture of student engagement, progress, and need.
- Use evidence from multiple sources to guide instructional decisions, design targeted supports, and monitor their impact.





## Student Priority 2026–2028: *Empower Student Voice*

At Charthouse, student voice isn't something extra. It's normal. "It's what we do here". We work together to make the school better for everyone.

### By 2028

*Student voice is authentically embedded across the school, with representation from every year level and genuine influence in decision-making.*

### TOWARDS 2028 WE WILL

- Ensure student voice from every year level is heard, respected, and used to guide decisions that affect school life.
- Build structures where student leaders collect feedback, share ideas, and communicate with staff and the wider school community.
- Students work in partnership with staff to lead improvements in:
  - sustainability and environmental responsibility.
  - the physical environment and school spaces.
  - student engagement across learning and wellbeing.
  - connection to our ARCH values.
- Celebrate student leadership and acknowledge the impact of student-led initiatives.
- Report progress to classmates, staff, parents, the School Board, and the wider community.

