



**Charthouse Primary School**  
Business Plan 2023 - 2025

*Towards*



# Towards Charthouse 2025

*Charthouse 2025* articulates both the vision for our school in 2025 and the strategies we will use to accomplish our vision.

*Charthouse 2025* will be supported by:

- The ongoing development of the Charthouse Way.
- Operational plans in each of our key priority areas outlining specific timelines, milestones, targets and resources required.
- Focus plans that outline our annual strategic intentions.
- Term by term commitments.

**Our Motto:** Guiding Our Future

## The Charthouse Way

### WHAT WE TEACH

Plan Teach Assess Cycles.  
Curriculum.  
Scope and Sequences.  
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, them!  
Things we cannot and would not want to change.



### WHY WE ARE HERE... OUR PURPOSE

The academic and non-academic outcomes of our students.

The pedagogical framework that informs everything we do at Charthouse Primary School.

The underlying premise of this framework is that each student's relationship with the teacher and the learning environment is the key to igniting learning.












# 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.

# Our Guiding Principles

-  Everything we do, we do for our students.
-  We ensure that our students learn in a calm and predictable environment .
-  Teachers have 'time to teach', and students have 'time to learn'.
-  We have positive and supportive relationships.
-  We are proactive and focus on what is important.
-  We have high expectations.
-  Staff and students have a voice and agency.



# Our School

At Charthouse we care about every one of our students and focus on catering for their individual needs. Our students are optimistic, respectful, and positive. Students want to come to school every day because they know they can be successful.

Staff are passionate, professional, and highly valued in our school community. Staff want to come to school every day because they know they can make a difference.

We follow the Charthouse Way which is a whole school emphasis on what is important. By working as a team and committing to whole school approaches, we strive to improve academic achievement, emotional wellbeing and increase student engagement.

As a school community we strive to provide a safe and inclusive learning environment where everyone is valued and work together to 'guide our future'.

# Student Council

Our students have told us that they passionately care about sustainability and student well-being in our school. From 2023 our Student Representative Council will generate and work towards their own priorities in these areas.

The Student Council will be engaged as a school improvement team representing student voice.

The Student Council represent students from K-6.

The Student Council report to the staff, School Board and community on matters of student voice.

The Student Council will create a student vision in the areas of sustainability and positive student relations.

The Student Council will develop and implement Student Action Plans to create an emotionally safe, proactive environment, increasing student to student support and reducing bullying.

The Student Council will develop and implement Student Action Plans to create sustainable practice and improvement of the school grounds.



# Our Targets by 2025

## Academic

1. All students will demonstrate year-on-year progress in all learning areas.
2. Year 3 and 5 NAPLAN results in all areas will be at or above the levels of like schools.
3. Progress between On-Entry and Year 3 NAPLAN in English and Maths will be at or above like schools.
4. Progress between Year 3 and 5 NAPLAN in English and Maths will be at or above like schools.
5. Year 2-6 ACER Progressive Achievement test results in English and Maths will be at the national norms.
6. 85% of students will reach the achievement standard (C grade or above) in English and Maths.
7. 90% of students will reach expected progress in the Charthouse Primary School screening tool following formal intervention.

## Non-Academic

1. Increase average attendance to the pre-COVID level of 93%.
2. Maintain the verification that we are meeting all areas of the National Quality Standard.
3. Maintain positive parent feedback through the National School Opinion Survey (each item has an average rank of at least 4).
4. Increase the number of students responding to National School Opinion Survey that *they feel safe, heard by staff* and that *behaviour is well managed at the school* (each item has an average rank of at least 4).

## Milestones

1. The Charthouse Way is visible, embedded and formalised in our practice.
2. Staff and student responses to the school culture survey reflect an increased satisfaction that the Charthouse Way is building a culture that promotes learning and engagement.
3. Aboriginal Cultural Standards Framework self-reflection shows a recognition of 2023-2025 targets and an increased commitment to family and community engagement.
4. Inquiry is an integral part of applying learning in every classroom.
5. Teachers and students engage in the implementation of changes to the positive behaviour support system and values and report increased levels of positive behaviours.
6. Professional Learning Communities are fully implemented and drive student improvement.
7. All aspirant leaders are supported with leadership opportunities and targeted training.
8. Students can measure and demonstrate year-on-year progress in their 2025 priorities of Sustainability and Positive Student Relations.

# Our Strategic Intent

As a school community we have identified the following priority areas:

- 💡 Transform the learning environment.
- 🎯 Commit to whole school processes.
- 👁️ Keep our eyes on the ball.
- 🤝 Intervene early.
- 🧩 Work together as a highly effective team.

## Towards Charthouse 2025

*The journey begins*

We place students firmly at the centre of quality teaching and learning





# Transform The Learning Environment

We focus on student engagement and wellbeing to **transform the learning environment** and support our students to be ready to learn. We recognize that we need to 'Maslow' before they can 'Bloom'.

## By 2025

We have a calm and predictable Learning Environment that provides a safe and positive learning cultures for students and staff.

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

Teachers have 'Time to Teach' and students have 'Time to Learn'.

## Towards 2025 we will

- Recognise and show commitment to 'Maslow' before 'Bloom'.
- Continue to build and support teacher understanding and knowledge of trauma informed practice through the Berry Street Education Model.
- Commit to best practice around trauma, neuro-divergence, psycho-social and poverty responses in the Charthouse Way.
- Reflect an understanding of, and commitment to, the Aboriginal Cultural Standards to inform practice in the Charthouse Way.
- Support students at point of need through engagement strategies and programs.

- Build a classroom culture that caters for and engages all learners and aligns with the Charthouse Way.
- Embed new PBS systems, ensure consistent approach across the whole school and commitment of all staff.
- Ensure that behaviour expectations are explicit, well-defined and regularly communicated to the whole school community.
- Review behaviour and anti-bullying policy to reflect the Berry St Education Model and the Framework for Understanding Poverty.

- Identify and address any impediments to maximising time to teach.
- Collaboratively develop guidelines and parameters that dictate how events and activities impact upon classroom learning time.
- Give students voice and agency in the application of their learning and maximise the effect of 'time to learn'.



# Commit To Whole School Processes

We adopt evidence-based quality teaching and learning practices, **commit to whole school processes** and follow them together with fidelity and care.

## By 2025

We have an embedded culture of teaching excellence with a commitment to a consistent approach across the school in the Charthouse Way.



## Towards 2025 we will

- 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' and accountability to whole school processes.
  - Define an evidence-based approach to curriculum delivery, student well-being and engagement.
  - Implement a whole school lesson design and instructional framework aligned with the Department of Education, Teaching for Impact model.
- 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 to support teachers with implementation of the instructional framework.
- Embed the English and Mathematics scope and sequences into phase of learning planning.
- Ensure that formalised change management processes are embedded, understood and followed consistently.



# Keep Our Eyes On The Ball

We constantly evaluate our impact on student learning and **keep our eyes on the ball**. We will interrogate data, understand what our students need and plan for continuous improvement.

## By 2025

We have a collective sense of responsibility for school improvement and continuously measure our impact using assessment for of and as learning.

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.

## Towards 2025 we will

- Ensure strong plan, teach and assess cycles exist.
- Staff use individual and system level assessments for learning, of learning and as learning.
- Collectively build an understanding of what strong year-on-year progress looks like for every student.
- Work together in Professional Learning Communities to:
  - Moderate student work to make consistent judgements.
  - Interrogate classroom, school, and system data through disciplined dialogues to measure teacher impact on student learning.
  - Plan to improve student learning and seek continuous improvement.
  - Monitor student results to ensure that all students achieve year-on-year progress.
- 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.
  - Articulate their professional growth needs and set goals for improvement.
  - Build leadership capacity at all levels.
- Implement an observation and feedback model linked to the Charthouse Way to support teacher development in high impact teaching strategies and classroom management skills.



# Intervene Early & Effectively

We deliver a strong evidence based early childhood program and intervene early and effectively when students have difficulty with learning.

## By 2025

We have best practice in early childhood education.

Intervention strategies are well embedded and ensure that every student at CPS achieves year-on-year growth and has a successful pathway through primary school.

## Towards 2025 we will

- Embed play based inquiry learning in K-2.
- Focus collectively on maintaining our verification of meeting all Quality Areas within the National Quality Standard.
- Identify the imputed needs of students in early learning and design appropriate interventions
- Develop a formal screening process to guarantee students learning needs are continually monitored and identified during their years at CPS.
- Implement student services processes.
- Build student capacity to ensure year-on-year progress through in-class differentiation, documented plans and intervention programs.



# Work Together As A Highly Effective Team

We seek to understand ourselves, our colleagues, our students and community. We work together as a highly effective team to support our students and build a culture of trust, pride and high expectations.

## By 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.

Authentic leadership, authority and accountability is delegated through distributed leadership.

Empower students, and build a sense of pride through authentic voice, agency and leadership.

We have strong, positive and supportive relationships between staff, parents and students.

## Towards 2025 we will

- Create and embed a community section of our PBS matrix as part of the Charthouse Way.
- Review communication at all levels of the school between staff, students and parents and plan for improved processes.
- Continue to build on a culture where staff feel supported and valued as capable professionals.

- Implement new sub-school governance structures to support effective phase of learning teams to drive school improvement.
- Create opportunities for aspiring leaders through the distributed leadership model.
- Design and implement a comprehensive induction process for the participation of new staff.

- Ensure authentic student voice is reflected through genuine opportunities to participate in decision-making.
- Establish a student representative council with a focus on achieving student priorities.

- Ensure authentic parent voice is heard through genuine opportunities to participate in decision-making.
- Build community engagement through whole school events, P&C and School Board involvement.







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