PRINCIPAL'S MESSAGE

It gives me great pleasure to present the Takari Primary School 2013 Annual School Report. The purpose of this Report is to provide parents and the wider community with a comprehensive overview of the school’s operation and achievements in 2013.

This Report should be read along with student reports and portfolios, newsletters and other school documentation in order to gain maximum benefit and an overall perspective. I encourage all parents to carefully read this Annual School Report.

I sincerely thank Mrs Blackwell and all the staff for their efforts last year. It has been a pleasure to come into a school with such a positive learning environment and I look forward to building on their good work for many years to come.

This Report can also be accessed through the school’s website at takarips@wa.edu.au as well as the DoE’s website www.det.wa.edu.au.

Feedback on any elements of the Report is welcomed and can be directed to the Principal or the 2014 School Council.

David Tennant
2014 Principal

2013 SCHOOL STAFF

Principal  Mrs E Blackwell
Deputy Principals  Mrs H Luckhurst
Mrs L O’Hara

Teachers
Kindergarten  Mrs L Hewitt
Pre Primary  Miss K Munns / Miss C Georgi
P/1  Mrs K Williams
Year 1/2  Mrs P Kilkenny / Mrs M Stark
Year 2/3  Miss K Sanders
Year 3  Mrs S Doria / Mrs J Lodwick
Year 4  Mr B Barker
Year 5/6  Mrs J Curtis / Mrs H Luckhurst
Year 6/7  Mrs R Bott / Mrs A Wemdlly
Physical Ed  Mr C Patterson
Music  Mrs A Trigg
Italian  Mrs J Christie
Support  Mrs C O’Mara / Mrs T Palassis

Education Assistants
Kindergarten  Mrs M Russo / Mrs J Watson
Pre Primary  Mrs G Downey
Junior Primary  Mrs L Hill
Special Needs  Ms L Rogers / Miss D Ferraloro
Miss T Coad / Mrs N Ishwariah
Mrs C Donis / Mrs J Martelotta

Registrar  Mrs G Roger
School Officer  Ms S Davies
Library Officer  Miss B Jarvis
Gardeners  Mr C Kitsios
Cleaners  Mrs L Tomasev / Ms S Vannasopa
Takari is the Aboriginal meaning for 'Tomorrow'. Established in 1968, Takari Primary School is located in the northern suburbs of Perth in the Balcatta area. We cater for students from Kindergarten to Year 7. With an approximate population of 230 students, we are a small school where every child is known and valued. The Takari staff is committed to providing a supportive, safe and nurturing environment to all our students.

Our school prides itself on being culturally diverse. Our students are encouraged to celebrate differences and welcome others into the school community. The majority of our students are Australian, however, 30% of our students' families originated from Europe, the Middle East, Asia, New Zealand and the United Kingdom.

Takari has a strong focus on the development of students' numeracy and literacy skills and has developed learning programs that use whole school strategies and planning processes that address individual student needs, provide small group learning experiences and explicit whole class instruction.

The school continues to make significant progress in developing teacher and student skills with a range of technology. With a focus on the integration of technology, all classes have interactive whiteboards and access to the internet. The school's computer lab is equipped with 30 computers and classes have access to iPads and laptops.

Takari also has experienced specialist teachers in Music, Physical Education and Italian.

The Australian Federal Government's Building Education Revolution initiative has seen the completion of two new facilities for the school. Completed in the 2011 school year, we now have a spacious air conditioned library and an enclosed undercover area which accommodates the whole school for assemblies and also provides a safe and well equipped play area for the children. Within the undercover area is our new school canteen, which operates three days a week.

The Takari School Council meets regularly to monitor the school's financial position and actively contribute to the preparation and ratification of policy documents and management plans.

The school's P&C, a small but dedicated group of volunteers, have undertaken many fundraising events to help improve the school's resources. Opportunities exist for parents to become more involved in all areas of the P&C for 2014 and all volunteers will be most warmly welcomed.

Staff firmly believe that students can reach their full educational potential only when they are happy, healthy and safe. This is best achieved through the collaborative practices of all involved in the process - the student, the staff of the school and the family.

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**STAFF**

**PROFILE**

In 2013, Takari Primary School employed a total of thirty five teaching and non teaching staff. The staff bring considerable experience and stability to the school with many being employed at Takari for more than ten years. All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board.

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>Teachers*</td>
<td>10.6</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12.6</td>
<td>18</td>
</tr>
</tbody>
</table>

*Included in the total of twenty three teachers are:
4 Senior Teachers
1 Level 3 Classroom Teacher (Mr Patterson)
1 Learning Support Coordinator (Mrs Stark)

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>School Officer</td>
<td>0.4</td>
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<tr>
<td>Library Officer</td>
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</tr>
<tr>
<td>Ed. Assistants</td>
<td>7.2</td>
<td>11</td>
</tr>
<tr>
<td>Gardener</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Cleaners</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11.3</td>
<td>17</td>
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</table>
STUDENTS

ENROLMENT TRENDS
Enrolments at Takari Primary School have remained steady of the past two years.

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>PP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>29</td>
<td>31</td>
<td>29</td>
<td>25</td>
<td>22</td>
<td>28</td>
<td>18</td>
<td>9</td>
<td>20</td>
<td>211</td>
</tr>
<tr>
<td>2012</td>
<td>34</td>
<td>36</td>
<td>24</td>
<td>27</td>
<td>32</td>
<td>28</td>
<td>19</td>
<td>22</td>
<td>14</td>
<td>236</td>
</tr>
<tr>
<td>2013</td>
<td>38</td>
<td>32</td>
<td>28</td>
<td>24</td>
<td>24</td>
<td>34</td>
<td>23</td>
<td>18</td>
<td>12</td>
<td>233</td>
</tr>
</tbody>
</table>

ATTENDANCE
Takari Primary School’s attendance rate in 2013 was sound when compared with the state average, with the majority of absences being accounted for by genuine illness and extended family holidays.

<table>
<thead>
<tr>
<th>Yr</th>
<th>School 2013</th>
<th>State 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 4</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 7</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>93%</td>
</tr>
</tbody>
</table>

STUDENT DESTINATION
Thirteen students graduated from Year Seven at the conclusion of 2013 and were headed for the following high schools:
- Balcatta SHS: 10 students
- Ashdale Secondary College: 1 student
- Carine SHS: 1 student
- Duncraig SHS: 1 student

Twenty students completed Year Six at Takari in 2013:
- Continued at Takari PS: 12 students
- Servite College: 7 student
- John Septimus Roe: 1 student

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>PP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>29</td>
<td>31</td>
<td>29</td>
<td>25</td>
<td>22</td>
<td>28</td>
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<td>32</td>
<td>28</td>
<td>19</td>
<td>22</td>
<td>14</td>
<td>236</td>
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<tr>
<td>2013</td>
<td>38</td>
<td>32</td>
<td>28</td>
<td>24</td>
<td>24</td>
<td>34</td>
<td>23</td>
<td>18</td>
<td>12</td>
<td>233</td>
</tr>
</tbody>
</table>

2013 STUDENT COUNCIL
Selection for the 2013 School Councillors was based on attitude, work habits, cooperation with peers and teachers and leadership potential. Six students were selected in December 2012 and immediately given the task of hosting the 2012 Graduation Ceremony.

Two further students were added to the Student Council after demonstrating outstanding improvement throughout the first semester in 2013. Each fortnight the councillors met with the Deputy Principal to discuss strategies to help overcome any problems in the playground. They also organised fundraising events - Jeans for Genes Day, Princess Margaret Hospital’s ‘Stitches the Bear’ Campaign and ‘Walk a Mile in Her Shoes’.

The councillors reported to the school at fortnightly assemblies, announcing citizenship awards, presenting sports awards to individual students for outstanding effort during Friday Sport and awards for tidy classrooms and garden areas. They also did a wonderful job of hosting our annual ANZAC Assembly.
All students in years three, five and seven participated in the National Assessment Program in Literacy and Numeracy (NAPLAN) being administered to all students in Australia. Although NAPLAN assessments can be narrow in their coverage, they are regarded as the best tool currently available for comparing students and schools across Australia. NAPLAN results can also be used to track the progress of individual students, year group cohorts and the whole school.

Takari’s Index of Community Socio-Educational Advantage Index (ICSEA) is very close to the Australian and Western Australian means.

Every year, staff analyse NAPLAN data and make recommendations on future curriculum and programs. If the school or a cohort performs well in an area, it is important to investigate why this was the case and ensure the successful programs are continued. When performance or progress is lower than expected, the school ensures the areas of future need are addressed.

Below is an analysis of the 2013 NAPLAN data and the progress the school has made over the past two years.

**NUMERACY**

<table>
<thead>
<tr>
<th>Year</th>
<th>School Mean</th>
<th>State Mean</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 7</td>
<td>549</td>
<td>535</td>
<td>+3%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>485</td>
<td>474</td>
<td>+2%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>383</td>
<td>384</td>
<td>nil</td>
</tr>
</tbody>
</table>

**Yr 7 COHORT:** The Yr 7 cohort performed slightly above the state mean in Numeracy in 2013. Analysis indicated Measurement and Geometry were strengths while Statistics and Probability required further support. The two year progress of the cohort (2011 Yr 5 to 2011 Yr 7) was slightly down but still within the expected range.

**Yr 5 COHORT:** The Yr 5 cohort performed slightly above the state mean in 2013. The cohort achieved well in the Geometry but had difficulty in Algebra and Statistics and Probability. The two year progress of the cohort (2011 Yr 3 to 2013 Yr 5) was slightly down, but still within the expected range.

**Yr 3 COHORT:** The Yr 3 cohort performed at state mean level in Numeracy in 2013. Analysis indicated Geometry was a strength while Measurement and Number required further support.

**OVERALL:** Takari students performed well in Numeracy 2013, with all three cohorts achieving mean results at or slightly above state means. The two year progress of cohorts was slightly down, but still within the expected range. Geometry was a strength across all cohorts.
**Yr 7 COHORT:** The Yr 7 cohort performed slightly below the state mean in 2013. Analysis indicated *Poem* and *Informational Text* were areas requiring further support. The two year progress of the cohort (2011 Yr 5 to 2011 Yr 7) was considerably below expected and required further investigation.

**Yr 5 COHORT:** The Yr 5 cohort performed above the state mean in 2013. The cohort achieved well in the *Informational Text* but had difficulty with *Narrative Text* and *Persuasive Text*. The two year progress of the cohort (2011 Yr 3 to 2013 Yr 5) was below expected.

**Yr 3 COHORT:** The Yr 3 cohort performed slightly below the state mean in Reading in 2013, though still within the expected range. Analysis indicates *Persuasive Text* and *Narrative* were areas requiring future support.

**OVERALL:** Takari students performed quite well in Reading 2013, with all three cohorts achieving mean results within an expected range. There was concern over the lack of progress over the last two years, with the Yr 7 cohort making no progress at all. This will be monitored over coming years.

**WRITING**

<table>
<thead>
<tr>
<th></th>
<th>School Mean</th>
<th>State Mean</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 7</strong></td>
<td>523</td>
<td>509</td>
<td>+3%</td>
</tr>
<tr>
<td><strong>Yr 5</strong></td>
<td>487</td>
<td>464</td>
<td>+5%</td>
</tr>
<tr>
<td><strong>Yr 3</strong></td>
<td>413</td>
<td>401</td>
<td>+3%</td>
</tr>
</tbody>
</table>

**Yr 7 COHORT:** The Yr 7 cohort performed above the state mean in Writing in 2013. Analysis indicated *Paragraphing* and *Sentence Structure* were areas of strength. *Cohesion* and *Spelling* required further support. The two year progress of the cohort (2011 Yr 5 to 2011 Yr 7) was slighted down, but still within the expected range.

**Yr 5 COHORT:** The Yr 5 cohort performed above the state mean in 2013. The cohort achieved well in the *Paragraphing* and *Sentence Structure*, but had difficulty with *Audience* and *Persuasive Devices*. The two year progress of the cohort (2011 Yr 3 to 2013 Yr 5) was slightly down, but still within the expected range.

**Yr 3 COHORT:** The Yr 3 cohort performed slightly above the state mean in 2013. Analysis indicates *Text Structure* and *Persuasive Devices* were areas of strength while *Cohesion* and *Spelling* were areas requiring further support.

**OVERALL:** Takari students performed well in Reading this year, with all three cohorts achieving mean results above the state mean. The two year progress of cohorts was slightly down, but still within the expected range.
Yr 7 COHORT: The Yr 7 cohort performed at the state mean this year in Spelling in 2013. Analysis indicated Paragraphing was an area of strength, while Spelling in Context required further support. The two year progress of the cohort (2011 Yr 5 to 2011 Yr 7) was considerably below expected and required further investigation.

Yr 5 COHORT: The Yr 5 cohort performed well above the state mean in 2013. The cohort achieved well in all areas, particularly Spelling in Context. The two year progress of the cohort (2011 Yr 3 to 2013 Yr 5) was slightly down, but still within the expected range. The cohort did well to maintain the high level achieved in 2011.

Yr 3 COHORT: The Yr 3 cohort performed slightly above the state mean in 2013. All areas were strong with no identified weaknesses.

OVERALL: Takari students performed quite well in Reading in 2013, particularly the Yr 5 cohort. There was concern over the lack of progress over the last two years with the Yr 7 cohort. This will be monitored over coming years.

Yr 7 COHORT: The Yr 7 cohort performed slightly below the state mean in Grammar in 2013. The two year progress of the cohort (2011 Yr 5 to 2011 Yr 7) was considerably lower than expected, with test data indicating the group went backwards.

Yr 5 COHORT: The Yr 5 cohort performed slightly above the state mean in 2013. As with the Yr 7 result, this cohort’s scores (2011 Yr 3 to 2013 Yr 5) indicated they went backwards over the last two years.

Yr 3 COHORT: The Yr 3 cohort performed above the state mean in 2013.

OVERALL: Takari students performed quite well in Grammar in 2013, with all three cohorts achieving mean results within an expected range. There was concern over the negative progress of the Yr 7 and Yr 5 cohorts over the last two years. Both cohorts had exceptional 2011 results and, while it is difficult to maintain these high results, both groups could have been expected to perform better than they did. This will be monitored over coming years.
Congratulations to the following students who received awards at the final assembly in 2013.

### 2013 AWARD RECIPIENTS

#### Kindy Red
- **Sebastian Lovanovski**
  - Striving for Excellence
- **Annabelle Barbagiovanni**
  - Encouragement

#### Kindy Green
- **Holly Budalich**
  - Striving for Excellence
- **Johanna Romasanta**
  - Encouragement

#### Pre Primary
- **Massimo Saliszewski**
  - Striving for Excellence
- **Anuki Peiris**
  - Citizenship

#### PP/1
- **Isaiah Alexander**
  - Striving for Excellence
- **Kaylee Gellatly**
  - Citizenship

#### Year 1/2
- **Tiana Greenfield**
  - Citizenship
- **Momoko Price**
  - Improvement

#### Year 2/3
- **Sara Avramovic**
  - Citizenship
- **Chloe Crutchley-Smith**
  - Improvement

#### Year 3
- **Jasmina Nikolovski**
  - Striving for Excellence
- **Lilly Hill**
  - Citizenship

#### Year 4
- **Denver Wormald**
  - Striving for Excellence
- **Katerina Rufov**
  - Citizenship

#### Year 5/6
- **Monique Peek**
  - Improvement
- **Daniel Kotronis**
  - Most Industrious

#### Year 6/7
- **Maddison Rabnott**
  - Citizenship
- **Jason Shore**
  - Improvement

### Year 7 Awards
- City of Stirling Citizenship: Brianna Patrick and Aaron Woo
- North Metropolitan REO Excellence in Mathematics: Daniel Johnston and Ana Radalj
- Margaret Meaney Consistent Effort: Ana Radalj
- Takari PS Consistent Effort: Amber Fleming
- Woodside Science: Christopher Jones
- Balcatta SHS Scholarships: Amber Fleming and India Ravindran
- Physical Education: Brianna Patrick and Jack Bos
- Italian: Madison Rabnott and Hannah Bilney
- Music: India Ravindran