

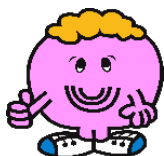
Takari Primary School School Plan 2020-2022



Our Vision

Our shared vision is to enable all students to reach their potential within a learning environment that is safe, positive, inclusive and welcoming. We promote a culture of self-respect and responsibility within a supportive school community.

Our Values



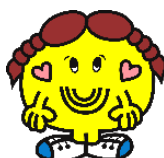
Respect

We treat everyone with dignity, compassion and consideration.



Responsibility

We are accountable for our actions and words.



Kindness

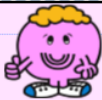



We are helpful, friendly and care about others.



Personal Best

We aim high, striving to improve and do our best.

Behaviour Matrix

	RESPECT 	RESPONSIBILITY 	KINDNESS 	PERSONAL BEST 
Whole School	We use good manners with everyone. We look after our own and other's property. We accept and value differences in others.	We walk around the school quietly and sensibly. We wear the correct school uniform. We are responsible for our own behaviour.	We are inclusive. We make positive comments. We help others. We use positive body language. We are friendly.	We strive to do the right thing. We accept challenges. We bounce back from disappointments and set backs. We celebrate success in ourselves
Classroom	We wait our turn to speak. We follow instructions the first time. We are whole body listeners. We allow others to learn.	We are organised and ready to learn. We participate in every lesson and activity.	We help and encourage others. We wait our turn. We use kind words.	We set personal goals and work towards them. We take pride in our work. We have a go at everything. We accept and learn from our mistakes.
Wet Areas/ Toilets	We respect privacy of others. We leave the toilets tidy, ready for others to use. We respect other students' work in the wet area.	We use the toilet during break times. We wash hands after using the toilet. We use equipment properly.		
Playground	We eat in the undercover area. We sit and eat quietly. We are good sports.	We always wear a hat outside. We use play equipment safely. We play appropriate games. We return from breaks on time and quietly.	We encourage others. We share and take turns. We ask others to join in our games.	We drink water and make healthy food choices. We are good role models.
Community	We use good manners. We listen when others are speaking.	We return permission slip and money on time. We behave sensibly on the bus. We follow all instructions.	We are considerate of others. We accept and celebrate diversity.	We actively participate in our school and community. We take pride in our personal grooming.

Shared Understandings

Successful students

- achieve their academic potential.
- have a mastery of basic literacy and numeracy skills.
- are adaptable, resourceful and quick to learn.
- are adept at seeking out and using information to solve problems.
- are able to think things through for themselves and show initiative, not wait for direction.
- get along well with others.
- have a strong sense of being part of a community.

Effective teachers

- inspire a love of learning in their students.
- build positive relationships with their students.
- have high expectations of students in terms of both their standard of learning and their behaviour.
- treat their students with respect and expect the same in return.
- provide a safe and orderly environment.
- personalise the learning for their students.
- monitor the progress of all their students
- challenge each student to take the next step in their learning.
- search for better ways of teaching those students who are not responding.

Good schools

- have their students at the front and centre in the way they operate.
- provide a friendly, welcoming and cared for environment.
- have clear expectations of the standards expected.
- deliver interesting and stimulating educational programs.
- are well led and well run.
- marshalled resources behind the vision.
- are open and accountable, undertake rigorous self-assessments, set themselves challenging targets for improvement, and use that evidence to inform their improvement efforts.



Planning Framework

Successful students are at the core of our school improvement and accountability processes with all other components connected to, and focussed on, standards of student achievement both academic and non-academic.

Takari's planning framework is consistent with the Western Australian Department of Education's '*School Improvement and Accountability Framework*'.

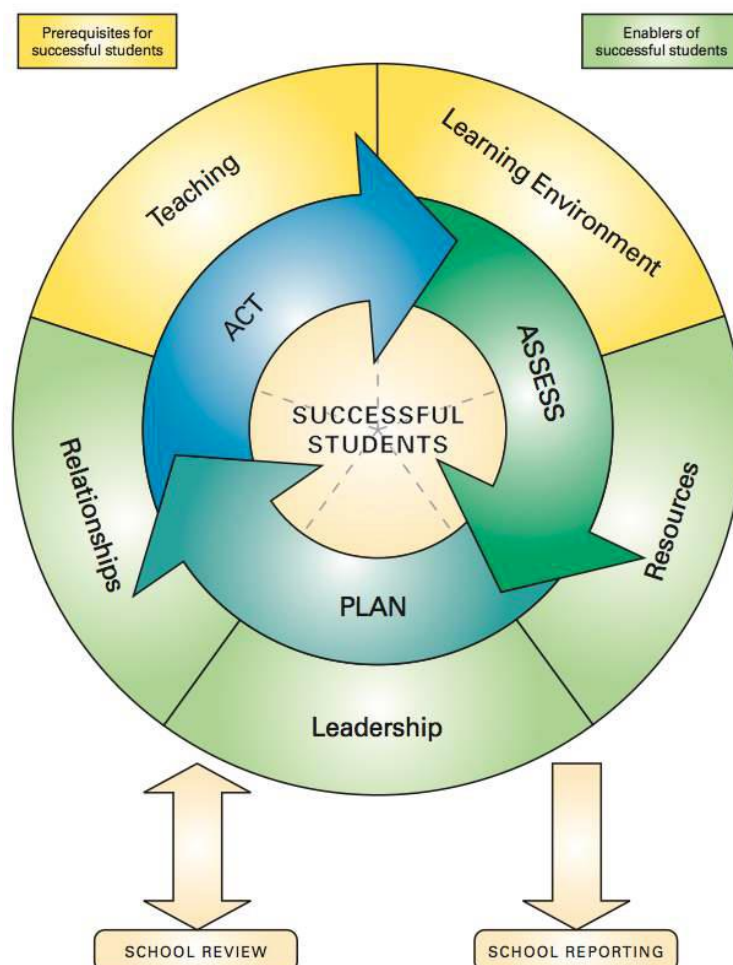
School operations are those processes and procedures that enable the standards of student achievement to improve. There are five areas of focus for effective school operations:

- Teaching
- Learning Environment
- Leadership
- Resources
- Relationships

At Takari Primary School we endeavour to achieve excellence in all five areas.

We undertake a self-assessment process annually, making judgements about standards of student achievement and the effectiveness of our school processes in maximising student success. We consider the following questions:

- What did we achieve and how can we sustain it?*
- What can we improve and how will we achieve that?*



Teaching and Learning

Quality teaching is what makes the difference to whole school and individual student improvement.

The school will:

- Implement identified priority areas as outlined in the School Plan.
- Continue to use system level achievement targets (e.g. NAPLAN, On Entry).
- Continue to focus on the development and implementation of Individual Education Plans (IEPs) and Group Education Plans (GEPs) for identified students.
- Monitor and review whole school programs and approaches.
- Implement new system initiatives as identified in the School Plan.
- Continue to analyse system and school data to inform future planning.
- Continue to implement the Aboriginal and Cultural Standards framework.
- Continue with specialist programs offered in Music, Languages (Italian), Science and Physical Education to provide a balanced program.

Leadership

Instructional leadership within a distributed leadership model is integral to strengthening staff knowledge.

The school will:

- Reflect and build upon the 2020 Public School Review findings.
- Discuss the School Plan with teachers and the School Council.
- Maintain a distributed leadership model through the school.
- Professionally develop staff in areas that link to the school priorities.
- Ensure staff access to professional learning.
- Ensure staff complete the biennial National Schools Opinion Survey (NSOS).
- Make decisions based on what is best for our students through a clear change management process.

Learning Environment

The learning environment promotes a culture of high standards and high expectations of staff and students.

The school will:

- Maintain a culture of capacity building of all teachers through Performance Management that includes the National Professional Standards for Teachers and Professional Learning.
- Review the Takari Primary School Positive Behaviour Support Policy every year.
- Continue the development of the Team Takari program.
- Continue to strive for attendance improvement through monitoring and implementing strategies.
- Continue to monitor and improve the National Quality Standard (NQS).

Relationships

Effective relationships between students, parents, staff and the local and wider community support positive student outcomes.

- Conduct, review and report the findings of the biennial NSO Parent Survey to the school Council and community.
- Maintain links with the City of Stirling and community groups.
- Maintain links with Balcatta Senior High School.
- Continue lease arrangements with businesses, community and sporting groups.
- Promote and support P&C initiatives.
- Promote and support a parent representative for each class, each year.
- Continue with the Practice Teacher Program through Notre Dame University.
- Maintain and regularly update the school website.
- Develop positive relationships through the Balcatta, Greenwood and Warwick Network.
- Foster links between school and home through education.

Resources

There are clear links between school priorities and the human, physical and financial resources of the school.

- Review the Workforce Plan annually.
- Review School Plan annually and ensure priority areas are financed and resourced.
- Monitor and maintain reserve accounts.
- Continue the Information, Communication and Technical (ICT) support for the school provided through TFX.
- Ensure that Cost Centre Managers (CCMs) support the management of the student-centred funding for maximum benefit.



Priority 1 Focus Areas *see strategic plans*

Literacy

At Takari Primary School, our whole school literacy plan provides a sequential approach to the teaching of Literacy across all year levels. We are committed to providing our students with the best possible chance of meeting and exceeding national and school targets. We strive to ensure students develop the basic literacy skills to succeed in the future and meet their full potential.

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|------------|---|
| Goals | <ul style="list-style-type: none">• Perform at or above “Like Schools” in all areas as reported in NAPLAN for Year 3.• Maintain or improve in all areas as reported in NAPLAN for Year 3 to Year 5.• 70% of students in Years 3 to 6 in Pat-R to meet end of year median norm targets.• 80% of Pre Primary students to achieve proficiency in Reading of 450 in On Entry. |
| Strategies | <ul style="list-style-type: none">• Continue whole school Instructional Reading approaches.• Focus on implementing a Science of Reading approach to Literacy.• Continue and further develop intervention programs, including MiniLit and MacqLit.• Continue moderation of Brightpath assessments.• Implement a Literacy Spine to support reading of quality texts.• Decodable reader focus in Early Childhood and Intervention classes.• Implement KAT and RAT assessment tools in ECE.• Investigate and implement a new phonics and spelling program in ECE.• Whole school focus on developing students’ vocabulary through targeted practise. |
| Assessment | <ul style="list-style-type: none">• Pre Primary On Entry Assessment.• NAPLAN, KAT and RAT assessments.• Fountas and Pinnell.• Brightpath.• SCSA Judging Standards. |

Numeracy

At Takari Primary School, our whole school numeracy plan provides a sequential approach to the teaching of numeracy across all year levels. We are committed to providing our students with the best possible chance of meeting national targets and ensuring they develop numeracy skills which meet their potential.

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|------------|--|
| Goals | <ul style="list-style-type: none">• Perform at or above “Like Schools” in all areas as reported in NAPLAN for Year 3.• Maintain or improve in all areas as reported in NAPLAN for Year 3 to Year 5.• 80% of students in Years 1-6 at Stanine 5 in PAT-M by the end of the year.• 70% of students in Year 1 at 1.0 point by the start year as reported in On Entry.• All students to improve their On Entry Numeracy score by 0.5 points or more from Pre- Primary Term 1 to Year 1 the following year. |
| Strategies | <ul style="list-style-type: none">• Develop whole school consistent guidelines for teaching mathematics.• Develop a whole school approach to problem solving.• Explicit teaching strategies used in Mathematics lessons.• Whole school focus on Vocabulary development and mental computation strategies.• Provide students with the opportunity to work in small groups with teachers/Education Assistants. |
| Assessment | <ul style="list-style-type: none">• Staff will analyse NAPLAN data and set further targets.• Set targets based on PAT-M results Term 1 (2-6) and Term 4 (1-6).• Set targets based on On-Entry Assessments (PP and Yr 1) Term 1.• Admin to track progress of students PP-6. |



Team Takari

Takari commenced its Positive Behaviour Support (PBS) program in 2018. Renamed Team Takari, the program continues to develop with nine staff on the team.

Our purpose is to create a positive teaching and learning community where all students are supported to achieve academic, social and emotional success by:

- ✓ explicitly teaching appropriate behaviour.
- ✓ having shared vision and responsibility.
- ✓ implementing consistent, fair and inclusive practices.
- ✓ providing a safe and supportive environment for all.

Goals

- Continue developing Team Takari through involvement in PBS program.
- Develop strategies to address Tier 1, 2 and 3 behaviours.
- Use behaviour data to inform on future lessons and focus areas.
- Reduce the number of behavioural issues.

Strategies

- Promote and teach school behaviour expectations as set out in Behaviour Matrix.
- Explicit teaching of school wide behaviour lessons.
- Fortnightly committee meetings and newsletter articles.
- Continually review and reinvigorate reward systems.
- Daily PA announcements reinforcing Team Takari messages.

Assessment

- Yearly School Evaluation Tool (SET) data.
- Tick checklist.
- Behaviour and reward systems data.

Priority 2 Focus Areas

Mental Health

Takari aims to support students with mental health initiatives to reduce stress and anxiety. The Students at Educational Risk coordinator works with staff on developing the positive mental health of students through implementation of programs, with the support of the school psychologist and chaplain.

Attendance and Punctuality

Good attendance and punctuality is important for all students to achieve. Under Department of Education guidelines, all students must attend school above 90% or they are identified as a student of concern. School staff work with parents to support all students. The school will achieve this through strategies outlined in the Attendance Procedure Plan and Operational Plan.

Science and Technology

A classroom was converted into a dedicated Science laboratory in 2019. A Science and Technology teacher position was created in 2020. Takari aims to develop a school wide program focused on exposing students to inquiry and problem solving in Science and Technology.

Sustainability

Takari aims to build the capacity of staff, students and the school community, to develop knowledge, skills, values and world views necessary to create long term change for a sustainable future. The school is focused on educating students to become young sustainability ambassadors, targeting energy efficiency and recycling. All classes will have a sustainability responsibility.

Projects (2020)

- Re-engage with Notre Dame's preservice teacher program. ✓
- Develop and resource a dedicated music centre. ✓
- Develop a Class Parent Representative group and process to support P&C. ✓
- Refurbish all classrooms, including new carpet, paint and board. ✓

Projects (2021)

- Develop old canteen into a multi-purpose Community Room.
- Introduce and implement Letters and Sounds program in early childhood.

Projects (2022)

Whole School Assessment Schedule

	Assessment Tool	Timeline		Achievement Standard/Target
		Term	Week	
Kindergarten	KAT- Comprehension Blank Screen	1	Week 5-7	Refer to KAT testing
	KAT- Concepts of Print Section 1	1/2	End of Term 1/ Beginning of Term 2	Refer to KAT testing
	KAT- Concepts of Print Section 2	4	Early Term Four	Refer to KAT testing
	KAT- Phonological Awareness	3	Early Term Three	Refer to KAT testing
	Letters and Sounds Tracking booklet (assessment) including tricky words	Ongoing	Ongoing	Refer to Letters and Sounds Teacher guide
Pre Primary	Rainbow Assessment Tool	1	8-9	Refer to RAT testing
	On Entry Assessment	1 As required in T4	3-6 1-4	
	Letters and Sounds Tracking booklet (assessment) including tricky words	Ongoing	Ongoing	Refer to Letters and Sounds Teacher guide
	Kindergarten Assessment Tool	As required	As required	Refer to KAT testing
Year One	Rainbow Assessment Tool	As required	As required	
	Alphabet Recognition	1 & 3	6-9	Achieved
	Letters and Sounds Tracking booklet (assessment) including tricky words	Ongoing	Ongoing	Refer to Letters and Sounds Teacher guide
	Fountas and Pinnell BAS	2- All students 4- SAER students & 1-2 students from each reading group	Data due Week 8	Please refer to F&P guidelines page of policy
	Bright Path Writing	Term 1 Term 2	2 4	Refer to Bright Path scoring on website
Year Two	Rainbow Assessment Tool	As required	As required	
	Letters and Sounds Tracking booklet (assessment) including tricky words	Ongoing	Ongoing	Refer to Letters and Sounds Teacher guide
	Fountas and Pinnell BAS	2- All students 4- SAER students & 1-2 students from each reading group	Data due Week 8	Please refer to F&P guidelines page of policy
	Bright Path Writing	Term 1 Term 2	2 4	Refer to Bright Path scoring on website

Year Three	Rainbow Assessment Tool	As required	As required	
	Letters and Sounds Tracking booklet (assessment) including tricky words	As required	As required	Refer to Letters and Sounds Teacher guide
	PAT-R Reading and Comprehension Test	1 and 4	5	Year 3- 110.9
	Fountas and Pinnell BAS	2- All students 4- All SAER students & 1-2 students from each reading group	Data due Week 8	Please refer to F&P guidelines page of policy
	Bright Path Writing	Term 1 Term 2	2 4	Refer to Bright Path scoring on website
	Words Their Way	1	2-3	Year 3- Early Syllables and Affixes
	PAT M	2 and 4	Week 4	
	NAPLAN	2	3	
Year Four	Rainbow Assessment Tool	As required	As required	
	PAT-R Reading and Comprehension Test	1 and 4	5	Year 4- 118.7
	Fountas and Pinnell BAS	2- All students 4- All SAER students & 1-2 students from each reading group	Data due Week 8	Please refer to F&P guidelines page of policy
	Bright Path Writing	Term 1 Term 2	2 4	Refer to Bright Path scoring on website
	Words Their Way	1	2-3	Year 4- Middle Syllables and Affixes
	PAT M	2 and 4	Week 4	
	PEAC Testing	2	4/5	
Year Five	Rainbow Assessment Tool	As required	As required	
	PAT-R Reading and Comprehension Test	1 and 4	5	Year 5- 124.7
	Fountas and Pinnell BAS	2- All students 4- All SAER students & 1-2 students from each reading group	Data due Week 8	Please refer to F&P guidelines page of policy
	Bright Path Writing	Term 1 Term 2	2 4	Refer to Bright Path scoring on website
	Words Their Way	1	2-3	Year 5- Late Syllables and Affixes
	PAT M	2 and 4	Week 4	
	NAPLAN	2	3	
Year Six	Rainbow Assessment Tool	As required	As required	
	PAT-R Reading and Comprehension Test	1&4	5	Year 6- 128.8
	Fountas and Pinnell BAS	2- All students 4- All SAER students & 1-2 students from each reading group	Data due Week 8	Please refer to F&P guidelines page of policy
	Bright Path Writing	Term 1 Term 2	2 4	Refer to Bright Path scoring on website
	Words Their Way	1	2-3	Year 6- Derivational Relations
	PAT M	2 and 4	Week 4	

Supporting Documents

As a Department of Education Public School we are guided by the following documents:

- [Building on Strength](#)
- [Strategic Directions 2020-2024](#)
- [Focus 2020](#)
- [Progressing Classroom First](#)
- [Classrooms First](#)
- [Aboriginal Cultural Standards Framework](#)
- [Western Australian Public School Leadership Strategy 2018-2021](#)
- [Building a Culture of High Performance and High Care in Every School](#)
- [AITSL Standards for Teachers and School Leaders](#)
- [Disability Access and Inclusion Plan 2018-2023](#)
- [National Quality Standards](#)

