



Department of  
Education

D20/0651845

Public education  
**A world of opportunities**

# Takari Primary School

## Public School Review

December 2020



# PUBLIC SCHOOL REVIEW

## Purpose

---

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

## Expectations of schools

---

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

## Public School Review – The Standard

---

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



<https://creativecommons.org/licenses/by/4.0/>

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

---

Takari Primary School is located in Balcatta, approximately 12 kilometres north of the Perth central business district, in the North Metropolitan Education Region. The school was established in 1969 and takes its name, Takari, from the Aboriginal word meaning tomorrow.

The school is small with a culturally diverse student population and a current enrolment of 181 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage of 1027 (decile 4).

Working alongside the school and the dedicated Parents and Citizens' Association (P&C), the School Council actively supports the school community.

## School self-assessment validation

---

The Principal submitted a school self-assessment reflecting the school's view of its performance against each domain of the Standard.

The following aspects of the school's self-assessment process are confirmed:

- An open, transparent and honest reflection was submitted.
- A wide range of staff and parents met with the review team to validate indicators of school performance outlined in the school's self-assessment.
- Further evidence was presented by staff and parents during the validation visit to support the school's judgements made in the Electronic School Assessment Tool (ESAT) submission.
- During the validation visit, student councillor representatives provided insights that added value to the review process.

The following recommendation is made:

- Consider the breadth and depth of evidence that can be submitted in the ESAT to support the Principal's judgement.

## Public School Review

Relationships and partnerships	
<p>The school is well regarded and enjoys a positive reputation within the local community. The school culture reflects a strong sense of teamwork and shared confidence in the future directions of the school.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Interactions between staff, students and families are respectful and focus on supporting student learning.</li> <li>• The School Council and P&amp;C value the work of the school and contribute positively to school activities.</li> <li>• Established, long-term community partnerships provide students with meaningful learning opportunities that complement the curriculum.</li> <li>• The School Council, P&amp;C and school leadership commented on the value of the school's 50<sup>th</sup> anniversary celebrations, in 2019, and how they contributed to strengthening school and community connections.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue with School Council member training and establish processes for greater engagement of the Council in school planning and decision making.</li> <li>• Develop a strategy to raise the School Council's profile and the school community's understanding of the role.</li> </ul>

Learning environment	
<p>Leaders and staff are committed to the wellbeing of every student. They have established structures that promote a positive learning environment and encourage students to take greater responsibility for their own learning and behaviour.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• 'Team Takari' has had a positive impact on school culture, providing a consistent approach to the management of student behaviour.</li> <li>• Students at educational risk are monitored with the assistance of the school psychologist and chaplain. Individualised approaches are implemented to support students and families.</li> <li>• Student and staff relationships are respectful. Students commented that staff provide support beyond the classroom, offering additional out-of-hours programs and opportunities.</li> <li>• Education assistants support targeted students' literacy needs through implementation of the MiniLit and MultiLit programs.</li> <li>• The gardens are aesthetically pleasing, with the interactive outdoor spaces and nature play areas adding value to student learning experiences.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue with 'Team Takari' to develop the school's behaviour matrix.</li> <li>• Explore programs and support options for students who demonstrate high levels of anxiety.</li> </ul>

## Leadership

The leadership team demonstrates a unified purpose and articulates a vision for the essential elements of school improvement. Whole-school planning processes are established and understood by staff.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Decision making is consultative. Staff are provided opportunities to discuss new programs before reaching agreement on implementation.</li> <li>• ‘Team Takari’ and the school’s literacy and numeracy committees guide the development and implementation of whole-school teaching practices.</li> <li>• The leadership team provides strong relational leadership that is focused on developing both staff collegiality and family connections.</li> <li>• Staff are provided with opportunities to participate and lead various school committees.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Investigate the Department’s Future Leaders Framework to build leadership capacity and provide career development for identified staff.</li> <li>• Identify suitable staff and provide development opportunities to ensure continuity of school programs.</li> </ul>

## Use of resources

Resources are managed through formalised procedures involving the Principal, manager corporate services and Finance Committee. These processes provide effective oversight of appropriate resource allocation.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Principal and manager corporate services oversee the budget and work collaboratively in their respective areas of expertise.</li> <li>• Student characteristics funding and targeted initiative funding are directed towards the provision of teaching and learning adjustments that align with student needs.</li> <li>• All support roles are reviewed regularly to ensure that student needs are met. A strength-based approach to this allocation ensures maximum impact for students needing support.</li> <li>• The leadership team and School Council actively seek additional sources of funding to supplement programs and continually improve the school grounds.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Review the workforce management plan in 2021 to ensure it addresses the ongoing needs of staff and their capacity to address predicted change.</li> </ul>

## Teaching quality

Staff demonstrate an enthusiasm for their core business of teaching and learning. This is being strengthened by the 'Team Takari' initiative, which supports staff to set the pre-conditions for learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Collaborative structures have been established to enable staff to share their knowledge and experience for the benefit of all students.</li> <li>• The specialist programs, including science, physical education, Italian and music, are highly valued and provide continuity in teaching and learning expectations across year levels.</li> <li>• Education assistants are allocated to classrooms and work in partnership with teachers in the implementation of Individual and Group Education Plans.</li> <li>• Working with the West Coast Language Development Centre, the school is implementing evidence-based teaching approaches in Early Childhood.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Reflect on school context and expose staff to research about how students learn best, to facilitate the establishment of shared beliefs about teaching and learning.</li> <li>• Consolidate a whole-school approach to mathematics, emphasising support for staff to analyse, interrogate and utilise data to inform teaching strategies.</li> </ul>

## Student achievement and progress

The school collects systemic and school-based data, which inform reflection against school targets, teachers' planning and strategic planning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Brightpath is being introduced to support teacher assessment and planning for writing.</li> <li>• The school has a documented schedule for the systematic collection of data to monitor and assess student progress and achievement.</li> <li>• Following analysis of student performance data, staff consider the implications of whole-school teaching and learning practices.</li> <li>• Analysis of NAPLAN<sup>1</sup> and school-based assessments are undertaken by all staff.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Seek support to strengthen staff understanding and their analysis of school and system data to ascertain the impact of teaching on student achievement and progress in literacy and numeracy.</li> <li>• Due to the variability in cohorts, establish reliable monitoring processes for tracking individual student performance.</li> <li>• Explore options to moderate with like schools to build staff capacity to use data to identify and respond to trends in student achievement.</li> </ul>

## Reviewers

---

Lou Zeid  
Director, Public School Review

Anne Christodulou  
Principal, East Hamilton Hill Primary School  
Peer Reviewer

## Endorsement

---

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2023.



Stephen Baxter  
Deputy Director General, Schools

---

## References

- 1 National Assessment Program – Literacy and Numeracy
- 7 PUBLIC SCHOOL REVIEW | REPORT

