

# School Report 2022



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## School Overview

Takari is the Aboriginal meaning for 'Tomorrow'. Established in 1969, Takari Primary School is located in the northern suburbs of Perth in the Balcatta area. We cater for students from Kindergarten to Year 6. With an approximate population of 180 students, we are a small school where every child is known and valued.

Takari offers specialist programs in Music, Physical Education and Italian. The Music program includes two rock bands that perform at special events. After school sporting clinics are also offered each term. All classes at Takari have up to date interactive panels and wireless internet. Classes have access to sets of laptop computers and iPads, which are used regularly across all curriculum areas.

The school has four main teaching blocks within the main building infrastructure, a spacious air-conditioned library and a large enclosed undercover area. Recent upgrades include the conversion of the old canteen into a breakout multipurpose area. Additionally, several classes gained some storage upgrades.

The Takari School Council meets regularly and actively contributes to the preparation and ratification of policy documents and management plans and monitor the school's financial position. The P&C, a small but dedicated group of volunteers, have undertaken many fundraising events to help improve the school's resources. In 2022, funds raised by the P&C were accumulated to purchased agreed upon items for 2023.



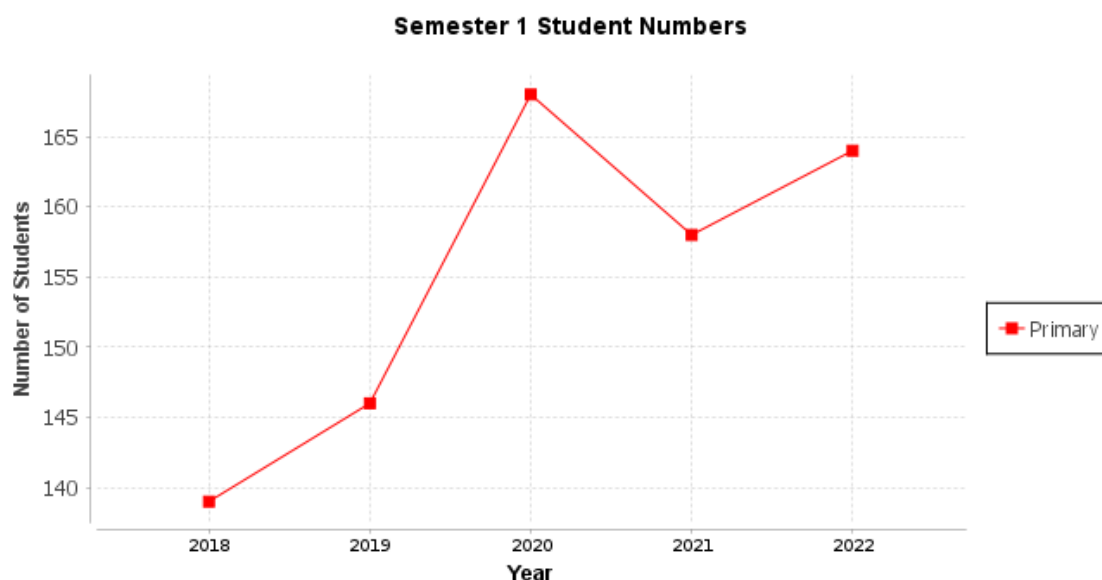
## Student Numbers and Characteristics

As at Semester Two 2022, we had 185 enrolments. 175 students from Pre-Primary to Year 6 and 21 Kindergarten students.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	20	21	32	22	23	26	20	175
Part Time	21								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	11	10	63		84
Female	10	10	81		101
Total	21	20	144		185



### Comments:

Fulltime student numbers have increased by about 18 students over the last 4 years.

Student numbers are expected to increase slightly in 2023, with an upward trajectory.

An area of focus could be increasing our numbers in Kindy by expanding capacity to cater for enrolment interest.

## Workforce

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.0	0
Total Administration Staff	3	2.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	14	9.2	0
Total Teaching Staff	15	10.2	0
<b>Allied Professionals</b>			
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	7	4.4	1
Total Allied Professionals	9	6.2	1
<b>Total</b>	<b>27</b>	<b>18.4</b>	<b>1</b>

### Comments:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

We have a very stable and experienced workforce, consisting of primarily permanent staff. In 2022, there were some staff on fixed term contracts due to leave or secondment.



## Student Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	91.6%	91.9%
2021	92.1%	91.0%
2022	87.7%	86.6%

### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	92%	92%	91%	93%	90%	93%	90%
2021	93%	93%	94%	92%	92%	92%	89%
2022	87%	87%	89%	89%	88%	86%	87%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	88.8%	11	7	2	1	68%	32%
PPR	82.5%	8	8	1	2	56%	44%
Y01	87.3%	9	9	3		69%	31%
Y02	85.8%	16	10	6	1	60%	40%
Y03	90.5%	14	5	3		82%	18%
Y04	87.0%	12	8	2	1	64%	36%
Y05	86.7%	15	5	3	2	63%	37%
Y06	90.8%	13	6	2		77%	23%
Compulsory	87.2%	87	51	20	6	65%	35%

### Comments

COVID and COVID related issues impacted student attendance rates in 2022. As with all schools, a focus on maintaining a safe, hygienic, and healthy environment was a focus.

An extra cautions approach was taken with students who presented unwell at school and at home, meaning an unusually heightened pressure to attendance rates.

School attendance rates were just above the WA Public Schools average in 2022.

In 2023 after returning to more normal school practices, a focus could be on reminding parents of the importance of attending, as well as targeting students who are not attending regularly.

### Describe how non-attendance is managed by the school

The importance of attending school is promoted through the newsletter, teacher/parent meetings and administration support.

Nonattendance is managed by:

1. Advising parents by SMS every day their child is absent without an explanation
2. Regular school wide monitoring of attendance by the Attendance Manager with letters/ phone contact/ home visits
3. Attendance Plans are implemented where required with regular case meetings and monitoring.




## Student Achievement and Progress- NAPLAN

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	6%	0%	5%
7	530 - 581					11%	17%	12%	17%
6	478 - 529	9%	10%	9%	12%	28%	33%	20%	30%
5	426 - 477	27%	21%	32%	20%	44%	28%	44%	33%
4	374 - 425	23%	30%	23%	31%	6%	12%	24%	11%
3	322 - 373	27%	24%	18%	23%	6%	3%	0%	5%
2	270 - 321	14%	12%	14%	12%				
1	Up to 269	0%	3%	5%	2%				

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	11%	0%	10%
7	530 - 581					17%	24%	20%	24%
6	478 - 529	32%	28%	9%	26%	33%	31%	44%	30%
5	426 - 477	32%	23%	32%	25%	28%	22%	24%	23%
4	374 - 425	18%	23%	36%	20%	17%	8%	4%	9%
3	322 - 373	9%	15%	9%	16%	0%	4%	8%	3%
2	270 - 321	9%	11%	14%	11%				
1	Up to 269	0%	2%	0%	2%				

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	11%	0%	12%
7	530 - 581					33%	26%	17%	22%
6	478 - 529	9%	20%	18%	23%	22%	27%	46%	31%
5	426 - 477	32%	25%	18%	22%	28%	20%	29%	21%
4	374 - 425	23%	23%	36%	24%	6%	11%	0%	9%
3	322 - 373	27%	19%	14%	16%	6%	5%	8%	4%
2	270 - 321	5%	8%	5%	10%				
1	Up to 269	5%	6%	9%	5%				

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					11%	10%	0%	9%
7	530 - 581					6%	20%	13%	18%
6	478 - 529	14%	27%	14%	27%	28%	28%	33%	28%
5	426 - 477	45%	22%	18%	21%	22%	26%	33%	28%
4	374 - 425	23%	24%	41%	21%	28%	11%	17%	12%
3	322 - 373	5%	13%	14%	17%	6%	5%	4%	4%
2	270 - 321	14%	9%	5%	9%				
1	Up to 269	0%	5%	9%	4%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

## Comments

The data indicates performance is comparative to like schools in 2022. NAPLAN data was triangulated by staff, with areas of concern identified, impacting on school improvement targets for 2023.

In 2023, a focus on a consistent approach to teaching phonics and spelling, including the implementation of a whole school instructional model for all learning areas with a particular focus on literacy and numeracy.

Further lines of inquiry into reading and mathematics will be required in 2023. Data from NAPLAN testing will be used to confirm future improvement strategies and goals.



## Post School Destination

2022 school destinations of our 2021 student cohort

Destination Schools	Male	Female	Total
4004 Balcatta Senior High School	8	9	17
1178 Servite College		2	2
4057 Carine Senior High School	1		1

Describe your analysis and impact of evidence

The data show most of our students chose to attend Balcatta Senior High School as their secondary institution. Our school continues to work in partnership with the High School to provide a comprehensive transition program.

## Parent/student/teacher satisfaction with the school

The 2022 National Schools Opinion Survey results indicated: -

84% of parents were satisfied with the overall standard of education achieved at the school

83% of parents agreed teachers at the school care about their child.

100% of staff were satisfied with the overall standard of education at the school.

100% of staff agreed teachers at the school care about the children.

In 2023, a School Culture Survey will be conducted form both staff and parents to inform future planning.



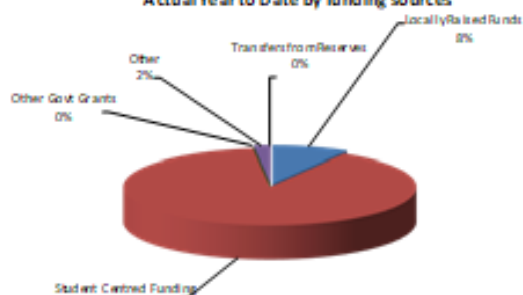
# Takari Primary School

Financial Summary as at

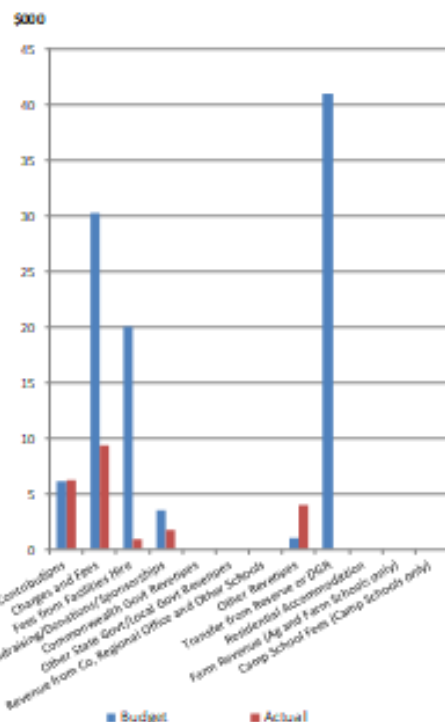
31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 6,100.00	\$ 6,290.00
2: Charges and Fees	\$ 30,200.00	\$ 9,357.50
3: Fees from Facilities Hire	\$ 20,000.00	\$ 900.00
4: Fundraising/Donations/Sponsorships	\$ 3,500.00	\$ 1,754.35
5: Commonwealth Govt. Revenues	\$ -	\$ -
6: Other State Govt./Local Govt. Revenues	\$ -	\$ -
7: Revenue from Co., Regional Office and Other Schools	\$ -	\$ -
8: Other Revenues	\$ 1,000.00	\$ 4,085.95
9: Transfer from Reserve or DGR	\$ 40,000.00	\$ -
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 101,800.00</b>	<b>\$ 22,987.85</b>
<b>Opening Balance</b>	<b>\$ 77,299.90</b>	<b>\$ 77,299.90</b>
<b>Student Centred Funding</b>	<b>\$ 293,250.00</b>	<b>\$ 293,090.00</b>
<b>Total Cash Funds Available</b>	<b>\$ 471,349.90</b>	<b>\$ 373,489.90</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 471,349.90</b>	<b>\$ 373,489.90</b>

Actual Year to Date by funding sources

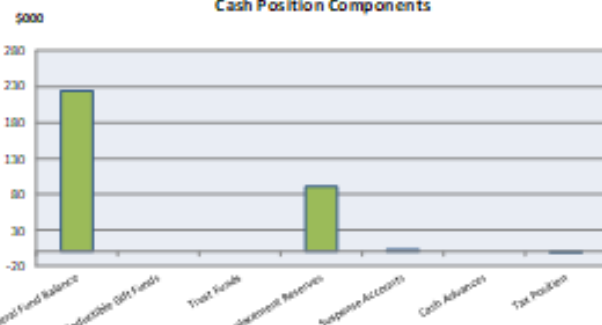


Locally Raised Revenue - Budget vs Actual

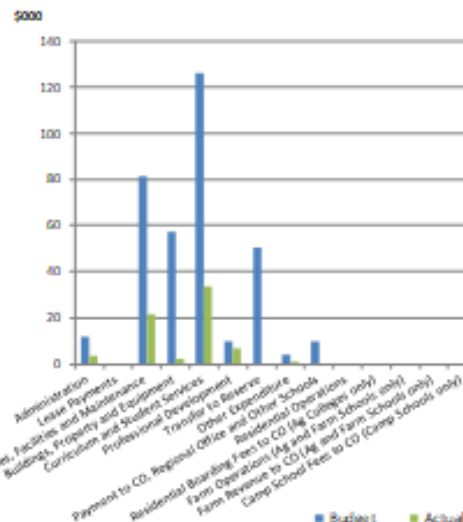


Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 11,850.00	\$ 3,581.12
2: Leave Payments	\$ -	\$ -
3: Utilities, Facilities and Maintenance	\$ 81,300.00	\$ 21,545.47
4: Buildings, Property and Equipment	\$ 57,500.00	\$ 2,116.00
5: Curriculum and Student Services	\$ 126,305.00	\$ 33,473.70
6: Professional Development	\$ 10,000.00	\$ 6,760.38
7: Transfer to Reserve	\$ 50,500.00	\$ -
8: Other Expenditure	\$ 4,100.00	\$ 766.50
9: Payment to Co., Regional Office and Other Schools	\$ 10,000.00	\$ -
10: Residential Operations	\$ -	\$ -
11: Residential Boarding Fees to CO (Ag. Colleges only)	\$ -	\$ -
12: Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13: Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14: Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 351,555.00</b>	<b>\$ 68,243.17</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 351,555.00</b>	<b>\$ 68,243.17</b>
<b>Cash Budget Variance</b>	<b>\$ 87,794.90</b>	<b>\$ -</b>

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 373,489.90
Made up of:	
1: General Fund Balance	\$ 224,373.62
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 90,052.55
5: Supersede Accounts	\$ 2,803.93
6: Cash Advances	\$ -
7: Tax Position	\$ (1,051.00)
<b>Total Bank Balance</b>	<b>\$ 373,179.10</b>

Identified school priority	Planned actions
Implement a model of Distributed Leadership	<ul style="list-style-type: none"> <li>• Develop and implement agreed model in 2023.</li> <li>• Refine clear structure, purpose, and goals, ensuring an accurate representation of staff across the school.</li> </ul>
Implement whole school pedagogical model	<ul style="list-style-type: none"> <li>• Develop a whole school instructional model based on high quality teaching pedagogy.</li> <li>• Implement agreed upon model consistently throughout the school in all learning areas.</li> </ul>
Implement whole school approach to phonics and spelling.	<ul style="list-style-type: none"> <li>• Whole staff professional learning on evidence-based practice.</li> <li>• Whole school implementation plan.</li> <li>• Further develop data informed practice to measure effectiveness of teaching &amp; learning program and individual student performance.</li> </ul>
Further embed whole school positive behaviour support whole school approach.	<ul style="list-style-type: none"> <li>• Review and refine whole school behaviour management process to be in line with Department Education new policy.</li> <li>• Review PBS for further improvement.</li> </ul>
Enhance grounds and buildings for students, staff, and community	<ul style="list-style-type: none"> <li>• Establish Buildings &amp; Grounds committee to plan and develop playground improvements.</li> </ul>