



Department of
Education

Shaping the future

Takari Primary School

Public School Review

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 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

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.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Takari Primary School was established in 1969, and is located in Balcatta, 24 kilometres north-east from the Perth Metropolitan area within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1036 (decile 3).

It enrolls 195 students from Kindergarten to Year 6.

Takari Primary School is supported by the School Council, and a small Parent & Citizens' Association (P&C).

The first Public School Review of Takari Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

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

- The self-assessment was reported as a worthwhile task for all staff involved allowing them to reflect upon the progress made as a school.
- Participants contributed confidently to the validation day discussions, and student leaders spoke openly, providing positive contributions to the Public School Review.

The following recommendations are made:

- Develop and embed an appropriate self-assessment methodology, inclusive of ongoing cycles of collaborative self-reflection.
- As part of the self-assessment and improvement processes, use the Standard as the basis for engaging all stakeholders in collaborative discussion about school performance.
- In future submissions, identify and determine evidence that validates judgements made using these two guiding questions: Why do you think this piece of evidence supports your judgement? Why do you think this evidence meets the Standard?
- In preparation for the follow-up review, create a plan clearly focused on the recommendations from the report. Identify strategies, timelines, responsibilities and the proposed evidence to meet the recommendations.

Public School Review

Relationships and partnerships

Respectful and strong relationships are founded on genuine care, trust, and a deep sense of belonging. The comprehensive music program, which includes the Year 5 and 6 Rock Bands and Stirling Community Youth Band exemplifies this positive culture. The dedication of committed students, alumni and volunteers further reinforces this supportive and vibrant community.

Commendations

The review team validate the following:

- School culture is positive, reinforced by formal collaborative practices inclusive of phase of learning team meetings and meeting norms.
- Staff opinions and perspectives are invited and valued. Support staff such as the chaplain expressed their sense of inclusion and respect as a member of staff.
- Internal communication methods are two-way, routine and informative for all.
- The School Council advocate positively for the school and have a sound understanding of their governance roles and responsibilities.
- A partnership with the Balcatta Cluster has led to collaborative planning, data discussion and moderation across the schools involved.

Recommendations

The review team support the following:

- Collaboratively develop a communication policy to create clear expectations and consistent practice across the school, including sharing positive student messages and class updates.
- Close the feedback loop in relation to reporting back themes and actions identified through surveys to all stakeholders.

Learning environment

The school has established a welcoming, caring, and safe environment where students feel a strong sense of belonging. Clear behavioural expectations are set and reinforced through a variety of incentives, encouraging active engagement and positive conduct.

Commendations

The review team validate the following:

- Culturally responsive practices have included Aboriginal authors visiting the school, Harmony Day events and the creation of a yarning circle.
- Student clubs, such as chess club, run club and the play project are supported by staff, engage and support students and are seen as a highlight by those involved.
- Attendance is closely monitored, with parent engagement key to developing student attendance plans.
- Positive Behaviour Support (PBS) and the values of kindness, respect, responsibility and personal best are embedded and underpin the positive and nurturing approach that engages students and is supported by all staff.
- Social and emotional needs of students are led by the school chaplain through programs such as Rhythm2Recovery and G.R.I.T¹.

Recommendations

The review team support the following:

- Using the Aboriginal Cultural Standards Framework, formalise a culturally responsive plan reflecting both Aboriginal perspectives and the cultural diversity of the community.
- Continue to refine individual education planning processes and expectations, inclusive of the English as an Additional Language or Dialect progress map, ABLEWA² and Special Educational Need planning and reporting tools.

Leadership

The leadership team are committed to working collaboratively with staff to build a shared vision for the future. Participation in the Fogarty EDvance program will be pivotal to the school's improvement plan.

Commendations

The review team validate the following:

- Change is managed through a transparent and inclusive process that responds to staff feedback, improving staff ownership of and buy-in to new initiatives.
- Links between the school direction, coaching feedback, and the development of personal performance goals are developing.
- Team Takari has successfully spearheaded the transformation in behaviour support across the school. The implementation and sustained effectiveness of the PBS model is a testament to the dedication and effort of everyone involved.

Recommendations

The review team support the following:

- Clearly define a distributed leadership structure that shares responsibilities across the school and enhances capacity to foster sustainable leadership.
- Introduce a structured induction process incorporating support mechanisms, to ensure the smooth and timely transition of new staff into the school.
- Formalise the identification and development processes of high potential leaders using the Western Australian Future Leaders Framework.

Use of resources

The Principal and manager corporate services work together to align financial and human resources, effectively meeting the nuanced needs of the school.

Commendations

The review team validate the following:

- High compliance and accountability to the Funding Agreement for Schools is a focus, with attention to the allocation of resources towards targeted initiatives.
- The equipment replacement schedule, and associated reserve accounts reflect considered planning and monitoring.
- The Finance Committee meet once a term and provide oversight of the financial and resource allocations, as determined by school priorities.
- Resources are deployed to provide necessary education assistant support to ensure the fidelity of intervention programs such as MiniLit.
- Ongoing consideration of class structures, leave liability and recruitment processes drive the ongoing management of workforce needs.

Recommendations

The review team support the following:

- Formalise the annual budgeting process to ensure transparency and alignment to school planning.
- Manager corporate services to increase contact with Balcatta Greenwood Warwick Network colleagues to further enhance professional learning.

Teaching quality

Whole-school, connected practice is emerging, supported by increased levels of collaboration and sharing by staff.

Commendations

The review team validate the following:

- Higher levels of trust have enabled the introduction of class observations and coaching, improving cohesion amongst staff.
- Deliberate visits to a selection of high performing schools has enhanced staff understanding and capacity, leading to adjustments to school structures and practices.
- Biannual parent interviews work in partnership with student formal reports, enhancing understanding of student achievement and progress.

Recommendations

The review team support the following:

- Use the Department's Teaching for Impact document to develop a whole-school belief statement that articulates what effective teachers believe and know in relation to teaching and learning at Takari Primary School.
- Embed the agreed instructional model and drive a collective commitment to consistency and low variance of teaching practice across the school.

Student achievement and progress

Momentum for change is coming from the analysis of student achievement data and a drive to identify and implement practices that will lift student performance.

Commendations

The review team validate the following:

- The school curriculum assessment reporting policy meets School Curriculum and Standards Authority (SCSA) expectations.
- The comprehensive assessment schedule, which includes the use of Brightpath, Kindergarten Assessment Tool and Progressive Achievement Tests, provides a range of data to measure student progress.
- Elastik has been introduced to assist in the analysis of student data and in planning to meet student needs.

Recommendations

The review team support the following:

- Continue to engage in professional learning to enhance the data literacy of staff.
- Strengthen consistency of teacher judgements of student achievement through the use of SCSA resources and support materials.
- Use school and system data to identify and develop appropriate school and cohort targets.
- Continue with plans to review the assessment schedule to refine and target suitable assessment tools.

Reviewers

Darren Greaves
Director, Public School Review

Natasha Doyle
Principal, Landsdale Gardens 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.

The next review process focusing on the leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



for
Steven Watson
Deputy Director General, Schools

References

- 1 Growth, Resilience, Integrity, Traction
- 2 Abilities Based Learning Education, Western Australia