



Department of
Education

Shaping the future

Tapping 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

Tapping Primary School is located approximately 30 kilometres north of the Perth central business district, in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1022 (decile 4).

It currently enrolls 483 students from Kindergarten to Year 6.

In 2013 the school was granted Independent Public School status.

Tapping Primary School has the support of a dedicated School Board and active Parent and Citizens' Association (P&C).

The first Public School Review of Tapping Primary School was conducted in Term 2, 2019. 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 a comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission included a considered selection of evidence, accompanying analysis and an outline of the school's context, encompassing changes in the leadership and the subsequent period of transition.
- Clear linkage was evident between the school's performance judgements, evidence, analysis and planned improvements.
- The Principal introduced staff to the Standard and provided opportunities for staff engagement in collaborative reflection against the domains.
- The leadership team valued the opportunity to gain staff views on performance strengths and areas for development and expressed intent to use these insights to inform ongoing school improvement planning.
- Following whole-staff reflection, a large group of staff prepared evidence for the Public School Review ESAT submission. All staff had a further opportunity to participate in a final review prior to upload.
- During the validation visit, an extensive range of staff and students, together with leaders, P&C representatives and School Board members, contributed to discussions and provided information on school performance, operations and strategic priorities, adding value to the school's ESAT submission.

The following recommendations are made:

- Continue to engage staff in the collaborative analysis of student achievement and progress data as part of ongoing school self-assessment processes.
- Consider a final refinement of planned improvements to sharpen the focus on what matters most as part of ongoing school improvement planning.

Relationships and partnerships

The school has established strong communication processes with families who value the two-way approach, which is viewed as strengthening home and school connections. Parents feel listened to and appreciate the school's focus on meeting the differing needs of their children.

Commendations

The review team validate the following:

- Staff are well connected and readily engage in collaboration on both a formal and informal basis. New staff report that they are welcomed into the school and supported by existing staff, easing their transition process.
- A number of external partnerships have been developed with the intent to enhance student learning and wellbeing outcomes, including with the West Coast Language Development Centre, Wanslea and EdConnect.
- Board members are informed and united in their support for the school's improvement agenda. Members are satisfied with opportunities provided for input into strategic decision making and performance monitoring and offered examples of initiatives and improvement foci they valued.
- The P&C advocate strongly for the school and make a significant contribution through fundraising, community events and management of the canteen. Funds raised are used to support the school in areas such as the development of playgrounds and purchase of resources, including ICT¹ equipment.

Recommendations

The review team support the following:

- Strengthen two-way communication between the leadership and staff to further support levels of trust and cohesion.
- Use staff feedback to inform the development of school culture and use data to measure levels of progress.
- Strengthen communication protocols through the development of mutually agreed meeting norms, including a clear purpose and expectations for meetings.
- Build on existing effective year level collaboration by extending to phase and cross-school collaboration.

Learning environment

The school is striving to develop a safe and inclusive learning environment. Staff demonstrate high levels of care for students and there is a clear focus on identifying strategies to support students' learning and wellbeing outcomes, in line with their needs.

Commendations

The review team validate the following:

- The establishment of a wellbeing hub, staffed by an education assistant, is focused on provisioning targeted intervention for literacy, numeracy and wellbeing for identified students.
- A positive behaviour support team has been formed to lead the implementation of the Positive Behaviour Support framework, including the development of a behaviour matrix and whole-school explicit behaviour lessons.
- Guided by a clearly defined Students at Educational Risk policy and assessment data, a student services team, encompassing a deputy principal, wellbeing officer and school psychologist, provides oversight of processes to identify and support students with additional needs.
- Students voiced their appreciation for the extensive selection of lunchtime clubs which provide a rich opportunity to engage and connect positively with other students across a range of interest areas.

Recommendations

The review team support the following:

- Continue to strengthen Aboriginal cultural responsiveness through developing connections with local Aboriginal community members and families and by embedding Aboriginal cultures, histories and languages across the curriculum.
- Continue to support staff to differentiate and meet the needs of students with additional needs, including the continued development and implementation of documented education plans.

Leadership

In navigating a period of leadership change, the Principal has prioritised staff consultation, shared decision making and the development of a collective understanding of the school's improvement agenda.

Commendations

The review team validate the following:

- In building a positive school culture, leaders demonstrate a strong commitment to developing a shared school vision based on the voices of staff and the wider community.
- Collaboratively developed, the business plan is guiding decision making on strategic priorities. As a key focus area, quality teaching is being supported by the development of clear operational planning.
- Instructional leadership is evident in the school's engagement with the Centre for Excellence Internship Program, a focus on the implementation of research and evidence-based practice and the use of modelling and coaching as a conduit to support consistent practice.
- The school has established a range of leadership opportunities including 3 Centre for Excellence interns who are supporting staff with the implementation of explicit instruction.
- All teachers have had the opportunity to engage in Teach Well professional learning which is viewed by staff as an opportunity to reinforce existing strengths and knowledge and to extend instructional skills and practice.

Recommendations

The review team support the following:

- Explore opportunities for staff to engage in classroom observation with consideration for key elements such as the development and maintenance of trust, opportunities for staff agency and a clear observation focus.
- Continue to prioritise consultation and ongoing opportunities for staff to provide feedback on school priorities, incorporating their input into the development of operational plans linked to the key strategic foci.

Use of resources

Financial management decision making is underpinned by the Funding Agreement for Schools and a commitment to aligning the allocation of resources to the differing needs of students.

Commendations

The review team validate the following:

- The Principal, manager corporate services and Finance Committee work collaboratively to develop the school budget and to ensure transparent processes for financial management, including regular reporting to the School Board.
- Funds have been deployed for education assistants to provide targeted student support and intervention.
- The school's Occupational Safety and Health partnership and the sourcing of grants provides additional funding streams for the school.
- Workforce planning is evident in the monitoring of student enrolments and the allocation of resourcing to build the capacity of staff through well considered professional learning aligned to school priorities and leadership development.
- Steps have been taken to implement more streamlined processes for identifying and managing resources across the school maximising expenditure efficiencies.

Recommendations

The review team support the following:

- Progress plans to further engage in workforce planning through the monitoring of enrolments and building of staff capability in line with student needs.
- Further progress staff engagement in financial management professional learning.
- Continue to work with the Department's Financial Services to support budget and resource decision making, aligned with school planning.

Teaching quality

An experienced staff demonstrate a clear understanding of the importance of evidence based practice and connected learning. Motivated by a strong moral purpose, engagement with the Centre for Excellence and access to Teach Well professional learning, staff voiced their commitment to maximising their impact on student learning.

Commendations

The review team validate the following:

- Teachers can articulate their beliefs about quality teaching and work has been undertaken to align teaching practices to the Quality Teaching Strategy.
- There is a clear focus on developing consistent practices and implementing whole-school programs including Heggerty Phonemic Awareness, Letters and Sounds and Promoting Literacy Development.
- A commitment to explicit teaching is evident in the school-wide implementation of a daily review and staff focus on developing a common language and skill set.
- In addition to staff engagement in collaboration through common DOTT², the Centre for Excellence has provided an opportunity for staff and intern teachers to collaborate on aspects of quality teaching.

Recommendations

The review team support the following:

- Guided by the Quality Teaching Strategy, continue to develop the whole-school instructional framework to guide teaching and learning expectations and consistent practices.
- Continue the implementation of whole-school approaches and embed High Impact Teaching Strategies through whole-school literacy and operational plans.
- Progress plans to collaboratively develop whole-school Kindergarten to Year6 Scope and Sequence documents in English and mathematics.

Student achievement and progress

The school understands the need to develop a culture of continuous reflection and data driven decision making. There is a strong desire to strengthen whole-school processes for the collection and analysis of student achievement and progress data to inform classroom and school-based decision making.

Commendations

The review team validate the following:

- A range of standardised assessments have been introduced by the school. Brightpath Mathematics and Writing is being implemented on a trial basis.
- The school has set clear targets in strategic plans, focused on improving student achievement and progress levels.
- Kindergarten teachers have been working closely with West Coast Language Development Centre to use their assessments to pinpoint students' needs and inform their classroom planning and teaching.
- Improvement is evident in grade allocation relative to expected performance from Semester 2, 2022 to Semester 2, 2023.

Recommendations

The review team support the following:

- Collaboratively develop a whole-school assessment schedule including timelines for data collection and responsibilities for analysis.
- Strengthen the sharing of data at the whole-school level, to support the collective sense of staff in their responsibility for student progress and achievement.
- Continue to build staff data literacy through professional learning and opportunities for disciplined dialogue within collaborative teams.

Reviewers

Kim McCollum
Director, Public School Review

Peter Harty
Principal, Anzac Terrace 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 relationships and partnerships and student achievement and progress domains only, is scheduled for Term 2, 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.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Duties other than teaching