

# TAPPING PRIMARY SCHOOL

## 2024 ANNUAL REPORT



Tapping Primary School seeks to create a culture of self-motivated students, through high quality teaching, consistent and connected practice, so all our students have a strong sense of belonging and community.



**CREATE**  
RESPECT   EMPATHY   ACHIEVE



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# PRIORITY ONE: QUALITY TEACHING AND LEARNING

At Tapping Primary School, we have successfully implemented Auslan as our Language Other Than English (LOTE) program from Years 1 to 6, creating an inclusive and engaging learning experience for our students. This initiative has been a huge success, embraced wholeheartedly by students, staff, and the wider community. Students have developed strong communication skills in Auslan, fostering greater awareness and appreciation of the Deaf community. Our staff have actively supported the program, integrating Auslan into daily routines and school events, further embedding it into our school culture. The response from families has been overwhelmingly positive, with many celebrating the opportunity for their children to learn a language that promotes inclusivity and meaningful communication. The success of our Auslan program highlights our commitment to innovative and student-centered learning while strengthening community connections and cultural understanding.

Teaching Quality				
T	Trial	Embed	Refine	Reflect
1	<ul style="list-style-type: none"> <li>Whole School Timetable</li> <li>Whiteboard Routines</li> <li>Paired Fluency Reading</li> <li>Daily Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Cue2start</li> <li>Entry Routine</li> <li>Before School Routine</li> </ul>		
2	<ul style="list-style-type: none"> <li>Student Engagement Norms</li> <li>Elements of a Literacy Block</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Timetable</li> <li>Whiteboard Routines</li> <li>Paired Fluency Reading</li> <li>Daily Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Cue2start</li> <li>Entry Routine</li> <li>Before School Routine</li> </ul>	
3	<ul style="list-style-type: none"> <li>EI Lesson Design</li> </ul>	<ul style="list-style-type: none"> <li>Student Engagement Norms</li> <li>Elements of a Literacy Block</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Timetable</li> <li>Whiteboard Routines</li> <li>Paired Fluency Reading</li> <li>Daily Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Cue2start</li> <li>Entry Routine</li> <li>Before School Routine</li> </ul>
4	<ul style="list-style-type: none"> <li>EI Lesson Delivery (TAPPLE)</li> <li>Effective Feedback</li> </ul>	<ul style="list-style-type: none"> <li>EI Lesson Design</li> </ul>	<ul style="list-style-type: none"> <li>Student Engagement Norms</li> <li>Elements of a Literacy Block</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Timetable</li> <li>Whiteboard Routines</li> <li>Paired Fluency Reading</li> <li>Daily Reviews</li> </ul>

Over the past 12 months, we have implemented a clearly defined plan to enhance quality teaching, supported by our Centre for Excellence Interns. This plan incorporated professional reading, targeted professional learning, and opportunities for self-reflection, along with regular classroom observations to foster continuous improvement. As a result, we have seen a significant shift in instructional consistency, increased teacher confidence in evidence-based practices, and strong alignment between curriculum delivery and student learning needs. This approach has not only deepened professional knowledge but has also contributed to improved student engagement and achievement across the school.

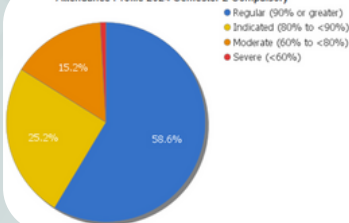


# PRIORITY TWO: SAFE LEARNING ENVIRONMENT

## Targets:

- 1.90% of students will attend at least 90% of available student days (regular attendance) - **Achieved**
2. School average attendance rate will be at or above WA Schools - **Achieved**

Attendance Profile 2024 Semester 2 Compulsory



Calendar Year	2022	2023	2024
School Attendance Rate	88.1%	91.5%	91%
WA Public Schools Rate	86.6%	88.9%	89.4%
Regular Attendance	46.2%	66.7%	62%

Week	Term One	Term Two	Term Three	Term Four			
1	PROCEDURES x11	Respect/ Routines Wear our uniform with pride.	Achieve Actively participate.	Respect Raise my hand to talk or ask questions			
2		Empathy Be inclusive, encourage and help others.	Respect/Empathy Correctly use and return school resources/equipment.	Empathy Ask for help if we need it			
3							
4	Respect Listen with our whole bodies REVISE	Achieve Share equipment and space	Achieve Share equipment and spaces	Achieve Accept and act on feedback			
5	Empathy Accept differences in others						
6							
7	Achieve Attempt all tasks and have a go	Empathy/Respect Respect the game and the players Keep hands, feet and objects to ourselves	Empathy Keep our school clean and tidy	Empathy Give others the space they need			
8		Procedures review	Procedures Review	Procedures review			
9							
10	Review						

The PBS Leader has focused on developing a whole-school sequence for explicitly teaching our expected behaviours, ensuring a consistent approach across all year levels. In 2025, the key focus will be for the PBS Committee to meet more regularly, strengthening the whole-school promotion of these behaviours. This will include ensuring fidelity in implementation across all classrooms, reinforcing a positive and consistent learning environment for all students.

# PRIORITY THREE: RELATIONSHIPS AND PARTNERSHIPS

In 2024, our focus was on strengthening relationships and partnerships to build meaningful connections within and beyond our school community. We worked closely with Joseph Banks Secondary College, fostering collaboration to support student transitions and enhance learning opportunities. Recognising the importance of early connections, we launched our onsite playgroup in partnership with Playgroup WA, creating a welcoming space for young families to engage, connect, and build relationships within our school community. Our Learning Journey Open Night provided families with a valuable opportunity to engage with their child's learning, celebrate progress, and strengthen the home-school connection. Additionally, we prioritised acknowledging important events such as World Down Syndrome Day, reinforcing our commitment to inclusivity, awareness, and community engagement. Through these initiatives, we have continued to foster a strong, connected, and inclusive school community where relationships are at the heart of everything we do.



# PRIORITY FOUR: LEADERSHIP

At our school, we are actively engaged in the Leading Cultures of Teaching Excellence Program, working collaboratively to strengthen teaching and learning.

## **Tier 1: Principal Leadership and Problem-Solving**

As part of this program, our principal is using collaborative complex problem-solving to address a priority gap in student learning, with the support of a collegiate principal. This work is essential in building the conditions for a culture of teaching excellence to thrive. Additionally, our principal receives two coaching sessions with Emeritus Professor Viviane Robinson to further develop strategic and interpersonal leadership skills.

## **Tier 2: Middle Leadership Development**

Recognising the vital role of middle leaders in driving a culture of teaching excellence, we have invited our middle leaders to participate in the program. This experience deepens their understanding of:

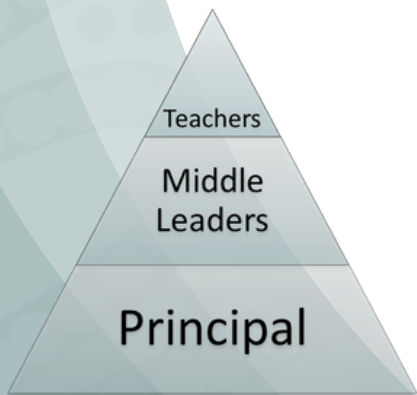
- Their role in the school's leadership system
- How personal factors influence leadership and impact those they lead

## **Tier 3: Teacher Growth and High-Impact Instruction**

To extend this work into classrooms, we are providing targeted support for teachers to strengthen high-impact teaching practices. Teachers involved in this tier:

- Engage in impact cycle instructional coaching
- Learn within the context of our Leading Cultures of Teaching Excellence journey

By participating in this program, we are building a shared commitment to excellence in teaching and learning, ensuring all students benefit from high-quality instruction.



# PRIORITY FIVE: RESOURCES

Thanks to the dedicated efforts of the P&C, who successfully achieved their fundraising goal, the senior students now have access to a brand-new parkour playground. This generous donation not only supports students' physical well-being but also fosters teamwork, resilience, and confidence through active play.



One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 233,279	233,279	-0
Carry Forward (Salary):	\$ 24,188	24,188	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,944,151	4,944,151	0
Locally Raised Funds:	\$ 221,501	174,686	46,815
<b>Total Funds:</b>	<b>\$ 5,423,119</b>	<b>5,376,304</b>	<b>46,815</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 4,863,955	4,863,955	0
Goods and Services (Cash):	\$ 529,394	498,597	30,797
<b>Total Expenditure:</b>	<b>\$ 5,393,349</b>	<b>5,362,553</b>	<b>30,797</b>
<b>Variance:</b>	<b>\$ 29,769</b>	<b>13,751</b>	<b>16,018</b>

In addition, we again accessed Department of Education funding to secure a Student Wellbeing Officer, providing a vital resource for students. The Wellbeing Officer supports students individually and in small groups, helping them develop emotional regulation, social and emotional skills, and strategies to manage their emotions effectively. We also used funds strategically to create the Learning Hub, which delivered targeted literacy intervention for students across the school. These initiatives reflect our commitment to fostering a supportive and engaging school environment that prioritises student well-being and academic success.

# PRIORITY SIX: STUDENT ACHIEVEMENT & PROGRESS

## Targets:

1. Student A - E overall academic achievement for English, Maths, Science and HASS, will be between -0.5 to +0.5 from expected grade allocation, relative to ICSEA - Achieved
2. The percentage of students making moderate, high or very high progress between Pre-Primary and Year 3 in Reading and Numeracy is equal to or above Like Schools - Partially Achieved

Student A-E	2023	2024	Progress PP - 3	Reading		Numeracy	
Overall Relative Judgement	-0.51	0.14		TPS	Like Schools	TPS	Like Schools
English	-0.14	0.56	Very High	30.2	15.4	11.3	13.2
Mathematics	-0.30	0.42					
Science	-1.16	-0.20	High	19.0	24.0	22.6	20.5
HASS	-0.45	-0.23	Moderate	36.5	31.5	43.5	36.1

## Targets:

1. The percentage of students making moderate, high or very high progress between Year 3 to Year 5 stable cohort in all NAPLAN domains is equal to or above that of WA Like Schools: NAPLAN to NAPLAN progress will not be reported until 2025.
2. The Group Mean for student achievement in Year 3 and Year 5 NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation, will be equal to or above the Like School Mean: See below

Numeracy		
NAPLAN	Year 3	Year 5
School Average	399	469
Like School Average	400	480

Writing		
NAPLAN	Year 3	Year 5
School Average	423	483
Like School Average	415	479

Grammar & Punctuation		
NAPLAN	Year 3	Year 5
School Average	410	473
Like School Average	405	492

Reading		
NAPLAN	Year 3	Year 5
School Average	408	470
Like School Average	398	487

Spelling		
NAPLAN	Year 3	Year 5
School Average	398	486
Like School Average	403	488

Our school's NAPLAN results indicate strong performance in Writing, with both Year 3 and Year 5 achieving above the like-school mean. In Reading and Grammar & Punctuation, Year 3 results were also above the like-school mean; however, this was not the case for Year 5. A key focus moving forward is strengthening progress and achievement from Year 3 to Year 5. With the introduction of the new NAPLAN scale, progress data will be reported from 2025, providing an opportunity to analyse trends and identify targeted areas for improvement.

# Tapping Primary School

# CREATE

PERSONAL EXCELLENCE

Tapping Primary School extends its heartfelt gratitude to students, staff, and the wider community for their dedication and support throughout the year.

Students are commended for their enthusiasm and commitment to learning, while staff are recognised for their dedication to high-quality education and student success. The school also appreciates the invaluable support of parents and the community in fostering a strong and connected learning environment.

Together, these efforts continue to shape a culture of excellence and growth at Tapping Primary School.



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