



# Annual Report

Tapping Primary School

2025

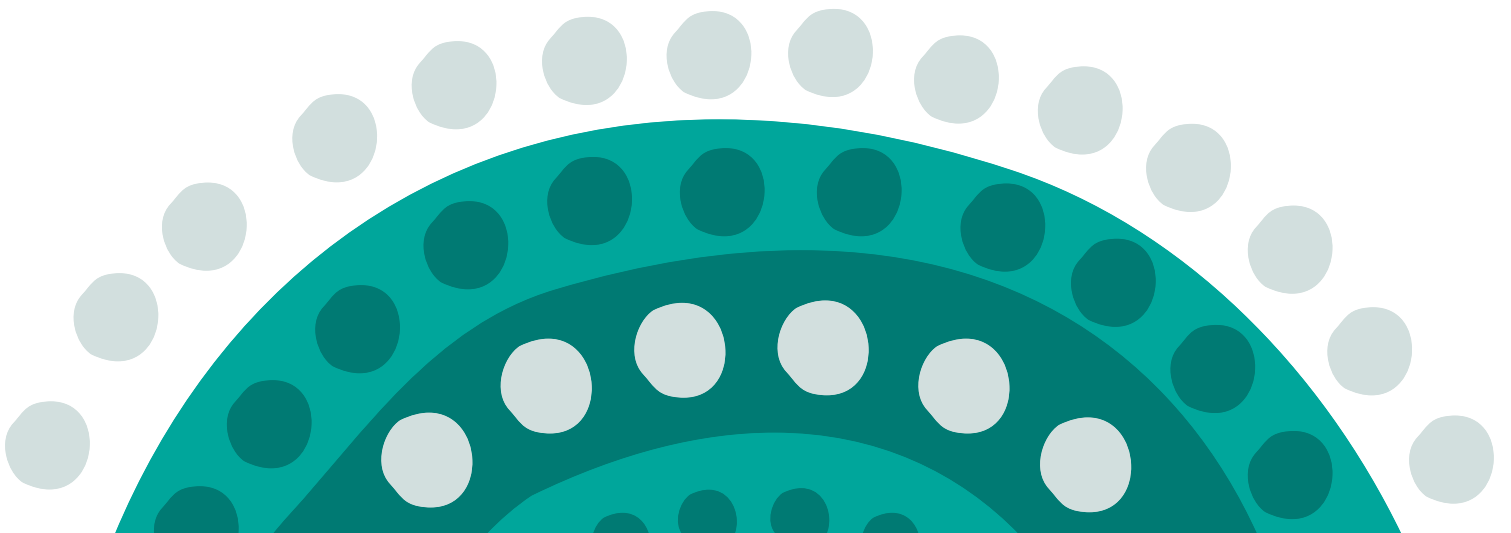


**C** RESPECT **R** EMPATHY **E** ACHIEVE **A** **T** **E**



Tapping Primary School respectfully acknowledges the Whadjuk Noongar people from the past and present for sharing and protecting our waterways, terrain, plants and animals.

We are thankful that you share your boodjar and knowledge with us, and we are lucky to teach, learn, work and grow in this beautiful country.



# Principal's Report



In 2025, Tapping Primary School continued to strengthen its focus on consistent and connected practice across all aspects of teaching and learning. A clear priority throughout the year was ensuring that students experience predictable, high-quality instruction supported by strong whole-school routines and expectations. Consistency across classrooms supports both student engagement and achievement and remains central to our improvement work.

Significant progress was made in strengthening teaching quality through the development of whole-school curriculum documentation, collaborative planning processes and targeted professional learning. Staff engaged in ongoing professional growth aligned with the school's instructional approach, including explicit instruction, cognitive load theory and evidence-informed reading practices. This work supports clarity for teachers and improves continuity of learning for students across year levels.

Positive Behaviour Support remained a key focus, with consistent expectations and language reinforced across classrooms and school settings. These approaches contribute to safe, supportive learning environments where students feel confident, engaged and ready to learn. The school also continued to strengthen systems that support student achievement and progress, including the introduction of new assessment tools and collaborative data analysis processes. Staff commitment to improving practice and responding to student needs has been a strong feature of the year.

Professional growth and workforce development were prioritised, with leadership opportunities, mentoring and structured induction processes supporting both new and existing staff. Building staff capability is essential to sustaining improvement and supporting positive outcomes for students.

Tapping Primary School maintains a strong commitment to continuous improvement. The work undertaken in 2025 provides a solid foundation for ongoing progress as we continue to refine our practices, strengthen consistency and support success for every student.

I would like to acknowledge the dedication and professionalism of our staff, the support of our families and the efforts of our students in contributing to a positive and successful school community.

# Relationships & Partnerships



In 2025, Tapping Primary School strengthened professional collaboration, communication and staff wellbeing initiatives to support a positive, safe and sustainable working environment aligned with improved student outcomes. Collaborative team structures were established, with scheduled weekly meeting time enabling staff to engage in focused discussions on teaching practice, student progress and intervention planning. These structures supported improved consistency across year levels and strengthened professional dialogue aligned with school priorities.

A significant focus during the year was strengthening staff wellbeing and building a shared understanding of resilience and support. Staff participated in Resilience First Aid Starter Training (RFAST), which supported the development of a shared language around wellbeing and provided initial baseline data to inform future planning. A staff wellbeing committee was established to guide initiatives, support ongoing consultation and ensure staff voice informed decision-making.

We commenced development of a Psychosocial Hazard Risk Management Plan through engagement with an external provider. This process included individual staff interviews and focus groups to understand lived experiences, analysis of existing school data, identification and prioritisation of psychosocial hazards and assessment of associated risks. Existing supports were reviewed and improvements were co-designed across three areas: work design, school culture and personal resilience. This work will result in a clear, compliant and context-specific plan with guidance for implementation. This approach aligns with the Department of Education's Work Health and Safety requirements to identify and manage psychosocial risks and demonstrates the school's commitment to providing a safe and supportive workplace for staff.

Communication processes across the school were further strengthened through the transition to the Compass platform for attendance, staff communication and parent communication. The introduction of a single, integrated system has improved consistency, accessibility and efficiency, providing clearer information flow between staff, students and families. Compass has supported streamlined administrative processes and enhanced engagement with learning and school expectations across the community.

The school remained committed to building positive relationships with families and strengthening partnerships that support student engagement, attendance and wellbeing. These initiatives align with Public School Review expectations that schools develop strong relationships, collaborative cultures and safe environments that support both staff and student wellbeing.

# Learning Environment

In 2025, the school continued to strengthen safe, orderly and supportive learning environments through a strong focus on Positive Behaviour Support (PBS) and consistent whole-school expectations. This work aligns with Public School Review expectations that schools establish positive learning environments where behaviour expectations are clearly defined, consistently implemented and supported by evidence-informed practices.

The school maintained a strong and active PBS committee, which provided leadership and direction for implementation across classrooms and shared spaces. Progress was made through the WAPBS implementation ladder, with ongoing refinement of systems, practices and staff capability to support consistent behaviour expectations across the school. A fortnightly focus on behaviour expectations continued to reinforce shared language and expectations with students and staff, supporting consistency across learning environments.

PBS messaging was further strengthened through the inclusion of behaviour expectations, recognition processes and student acknowledgements within school assemblies. This approach supported student understanding of expected behaviours and reinforced whole-school consistency.

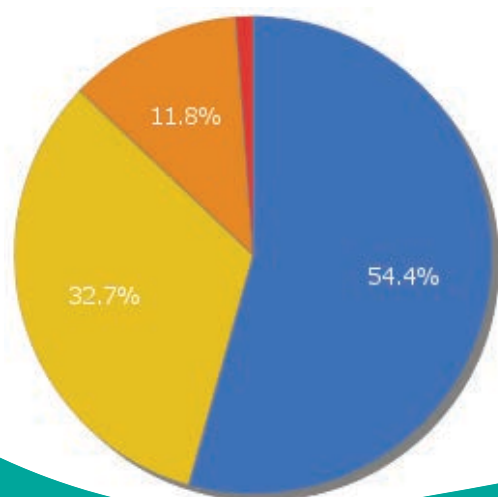
Restorative practices continued to support the development of positive relationships, student responsibility and problem-solving skills. These approaches contributed to a supportive school culture focused on belonging, engagement and respectful interactions.

Whole-school routines and expectations were strengthened to support student engagement and behaviour. Predictable classroom structures and consistent expectations contribute to reduced disruption, improved participation and enhanced learning conditions for students.

Attendance remained an ongoing priority, with processes in place to monitor attendance patterns and support families where concerns were identified. Improving attendance continues to be a focus area to support student learning outcomes.

The school also clarified classroom environment standards to ensure learning spaces are safe, organised and conducive to effective teaching and learning. Maintaining uncluttered and structured environments supports cognitive load principles and student engagement, while processes for reporting and addressing maintenance concerns contribute to safe and functional facilities across the school.

The school remains committed to maintaining safe and supportive environments that promote student wellbeing, engagement and positive behaviour for all learners.



**Attendance Profile 2025 Semester 2 Compulsory**

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

# Leadership



In 2025, leadership structures continued to strengthen to support the school's improvement agenda, instructional priorities and workforce capability. This work aligns with Public School Review expectations that leadership provides clear direction, supports staff development and builds sustainable practices across the school.

A strong focus was placed on instructional leadership to enable consistent teaching practices and improve student outcomes. Leadership actions supported the implementation of the whole-school instructional model, collaborative planning processes and professional learning priorities, ensuring staff were supported to deliver consistent and high-quality teaching.

Performance development processes were used to identify and support staff seeking to develop middle leadership capability. Opportunities were provided for staff to take on leadership responsibilities aligned with school priorities, contributing to succession planning and leadership sustainability. Mentors were identified for incoming staff to support transition into the school and strengthen professional confidence and capability.

A full-day induction program was implemented for new staff, ensuring clear understanding of school expectations, instructional practices and routines. This supported consistency in teaching approaches and enabled staff to implement the school's instructional model effectively from the commencement of their employment.

Workforce capability was further strengthened through the identification and training of an Occupational Health and Safety Officer within the staff. This role completed five days of specialised training, supporting the school's commitment to maintaining safe working environments and aligning with Department Work Health and Safety requirements. The establishment of this role strengthens internal capacity to manage safety processes and support staff wellbeing.

Leadership processes also focused on monitoring implementation of school priorities through coaching, observation and collaborative review. These structures supported clarity of expectations, professional growth and collective responsibility for student outcomes.

The school remains committed to developing leadership capability across staff to support sustainable improvement and positive outcomes for students.

# Use of Resources

In 2025, resources were strategically allocated to support the school's improvement priorities, particularly in teaching quality, student achievement and wellbeing. This work aligns with Public School Review expectations that schools deploy human, financial and physical resources in ways that maximise student outcomes and support sustainable improvement.

A priority during the year was the purchase of student learning resources aligned with the whole-school curriculum and instructional model. These resources support consistent implementation of scope and sequence documents and strengthen alignment between pedagogy and classroom practice. Strategic planning also commenced for the long-term provision and replacement of student and staff devices to ensure technology supports teaching, learning and administrative efficiency into the future.



**School:** Tapping Primary School      **School Year:** Dec 2025 ( Verified Dec Cash)

**Region:** North Metropolitan Region      **Aria:** 0  
**Distance to Perth (km):** 27.12

**One Line Budget - Dec 2025**

		<b>Current Budget</b>	<b>Actual YTD</b>	<b>Variance</b>
Carry Forward (Cash):	\$	14,945	14,945	0
Carry Forward (Salary):	\$	-1,194	-1,194	0
<b>INCOME</b>				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	5,338,687	5,338,687	0
Locally Raised Funds:	\$	286,264	276,167	10,097
<b>Total Funds:</b>	\$	<b>5,638,702</b>	<b>5,628,605</b>	<b>10,097</b>
<b>EXPENDITURE</b>				
Salaries:	\$	4,892,796	4,892,796	0
Goods and Services (Cash):	\$	565,978	557,057	8,920
<b>Total Expenditure:</b>	\$	<b>5,458,773</b>	<b>5,449,853</b>	<b>8,920</b>
<b>Variance:</b>	\$	<b>179,929</b>	<b>178,752</b>	<b>1,177</b>

# Use of Resources

Human resource management and workforce planning were a significant focus throughout the year. With a considerable number of staff working part-time and a high proportion accessing long service leave, leadership worked strategically to maximise the number of full-time teachers in classrooms wherever possible to support continuity of instruction and student relationships. Recruitment processes also prioritised early career teachers to support workforce sustainability and build future teaching capacity within the school.

A phased approach commenced to transition all education assistant positions across the school, including Kindergarten and Pre-Primary, to Special Needs Education Assistant roles. This represents a significant financial commitment; however, it reflects the school's recognition that increasing levels of student need require highly skilled support staff across all year levels. This approach strengthens the school's capacity to support inclusion, differentiation and intervention within classrooms.

Resources were also strategically allocated to strengthen targeted student support structures. Planning ensured the Learning Hub operated across five days per week to provide academic intervention and support for students requiring additional assistance. In addition, the Wellbeing Hub continued to operate with a Wellbeing Officer three days per week, supporting students' social, emotional and behavioural needs. These structures contribute to a coordinated Multi-Tiered System of Support approach across the school.

Workforce planning, resource allocation and financial decisions continued to align with the school's strategic priorities and student needs. The school remains committed to ensuring resources are used effectively to support high-quality teaching, safe environments and improved outcomes for all students.



# Teaching Quality

In 2025, the school continued to strengthen teaching quality through a deliberate focus on consistent, evidence-informed instructional practices aligned with the school's explicit teaching approach. This work aligns with Public School Review expectations that teaching practices are consistent across classrooms and supported by clear instructional frameworks, professional learning and collaborative processes.

Whole-school scope and sequence documents for Literacy, Numeracy and HASS from Kindergarten to Year 6 were developed, providing clarity around curriculum expectations and strengthening alignment with the Western Australian Curriculum and the school's instructional model. These documents support continuity of learning and year-on-year progression for students across year levels.



A strong priority area during the year was Reading. Staff engaged in targeted professional learning focused on the components of skilled reading, including the Reading Rope, to strengthen understanding of evidence-based reading instruction and improve literacy teaching practices. Classroom strategies such as Fluency Pairs were embedded across year levels to support reading fluency, accuracy and student engagement.

The school also prioritised the development and implementation of consistent whole-school routines and engagement norms. These routines support cognitive load principles by creating predictable classroom structures that reduce unnecessary demands on working memory, allowing students to focus more effectively on learning. Consistent lesson structures, expectations and engagement practices were strengthened across classrooms to support improved student participation and instructional clarity.



# Teaching Quality

Collaborative planning processes were enhanced through the co-design of whole-school term planners. This work represented a significant investment of staff meeting time and was undertaken to reduce individual workload, strengthen consistent and connected practice across classrooms and ensure curriculum delivery aligned with agreed school priorities. The planners also support continuity of learning experiences for students and alignment with the school's pedagogical approach.

Professional learning throughout the year focused on explicit instruction, cognitive load theory and data-informed teaching practices. Coaching, collaborative planning and professional dialogue supported staff to strengthen instructional decision making and improve consistency of teaching practice across the school.

The school continued to prioritise high-quality Tier 1 classroom practice as the foundation for improving student achievement and progress.



# Student Achievement and Progress

Improving student achievement and ensuring strong year-on-year progress for every student remained a central focus in 2025. This work aligns with Public School Review expectations that schools establish consistent assessment processes, monitor student progress over time and use data to inform teaching and intervention.

A significant initiative during the year was the introduction of DIBELS reading assessments from Pre-Primary to Year 6. This assessment provides reliable measures of early literacy development and reading proficiency, enabling staff to track student progress and achievement more precisely across year levels. The use of DIBELS has strengthened the school's ability to identify students requiring additional support and monitor the impact of teaching practices over time.

PAT Reading and PAT Mathematics data continued to support whole-school analysis of student achievement and cohort trends. Professional learning focused on analysing student data supported staff to interpret assessment information more effectively and use evidence to inform teaching decisions. Collaborative team meetings provided structured opportunities for staff to review student progress, identify areas for improvement and plan targeted responses.

A strong emphasis was placed on improving Tier 1 classroom instruction as the foundation for improving student outcomes. The school recognises that high-quality whole-class teaching has the greatest impact on student achievement and remains committed to strengthening instructional practices across classrooms to support literacy and numeracy improvement.

Achievement data in 2025 identified areas of progress as well as areas requiring continued focus, particularly in literacy and numeracy domains. Ongoing work will focus on strengthening data-informed teaching, intervention processes and instructional consistency to support improved student outcomes over time.

The school remains committed to building strong assessment systems, improving student achievement and supporting continuous progress for all learners.



# Business Plan Targets 2023 - 2025

Student Attitude, Behaviour and Effort will be between -0.5 to +0.5 from expected allocation, relative to ICSEA.

School Satisfaction average rating, as measured by students, parents and staff in the National School Opinion Survey will be 4.0 or above in all criteria.

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.

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.

Reading = 84.8 : 72.4

Numeracy = 65.1 : 65.5

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.

Numeracy = 66.6 : 64.4

Reading = 68.4 : 63.6

Writing = 54.6 : 70

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.

Numeracy  
382.94 : 391.87

Reading  
393.92 : 392.08

Writing  
408.20 : 402.55

Spelling  
376.55 : 399.98

Grammar &  
Punctuation  
379.18 : 394.95

Numeracy  
476.55 : 483.21

Reading  
476.43 : 483.18

Writing  
470.78 : 475.27

Spelling  
484.11 : 487.26

Grammar &  
Punctuation  
474.72 : 489.70

That 90% of students will attend at least 90% of available student days (regular). 67%

The school average attendance rate will be at or above Like Schools.

# Next Steps at Tapping Primary School

The work undertaken in 2025 provides a strong foundation for the next phase of the school's improvement journey. As the school moves into a new Business Plan cycle, there will be a continued and deliberate focus on strengthening consistent and connected practice across classrooms to ensure all students experience high-quality teaching aligned with the school's instructional model and curriculum expectations.

A key priority will be deepening the impact of teaching through ongoing professional learning, coaching and classroom observation cycles. These processes support reflection, professional growth and the consistent implementation of effective instructional practices. Strengthening the connection between teaching practice and student outcomes will remain central to the school's approach, with a continued emphasis on measuring impact and using evidence to guide improvement.

The school will also continue to refine assessment and data processes to strengthen monitoring of student achievement and year-on-year progress. The introduction of additional assessment tools and collaborative data analysis structures provides opportunities to more clearly track growth over time and identify areas for targeted support. Improving student progress, particularly in literacy and numeracy, remains a core priority.

Maintaining consistent routines, positive behaviour expectations and supportive learning environments will continue to underpin teaching and learning across the school. These elements support student engagement, wellbeing and readiness to learn, creating conditions that enable strong academic outcomes.

Tapping Primary School remains committed to continuous improvement through reflective practice, evidence-informed decision making and collective responsibility for student success. The school will continue to build staff capability, strengthen instructional consistency and monitor the impact of improvement strategies to ensure positive outcomes for all students.





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