



Strategic Plan

Tapping Primary School

2026 - 2028

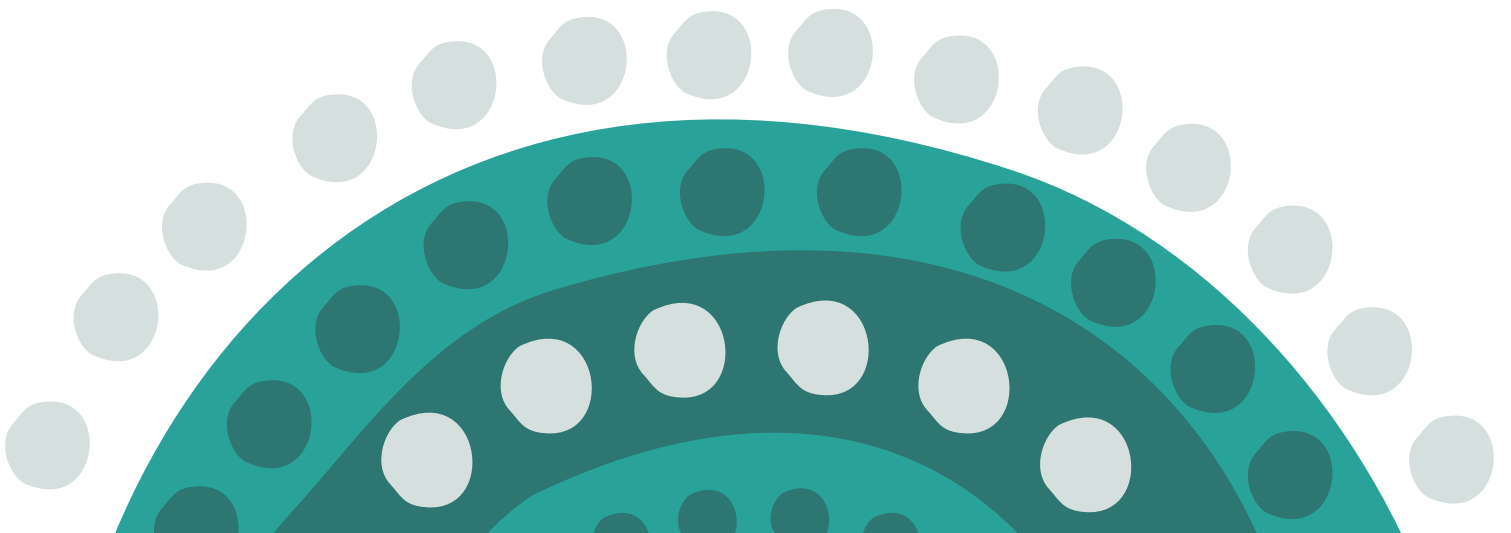


C RESPECT **R** **E** EMPATHY **E** **A** ACHIEVE **A** **T** **E**



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.



DOMAIN: RELATIONSHIPS AND PARTNERSHIPS

What: Strengthen professional and community relationships that support student achievement, wellbeing and school improvement.

Tapping Primary School prioritises strong relationships and partnerships that support student learning, wellbeing and school improvement. Positive, respectful and collaborative relationships between staff, students, families and the wider community contribute to a shared sense of responsibility for student success and strengthen our school culture.

We are committed to strengthening professional trust, communication and collaboration across staff through clear communication processes, agreed meeting norms and shared expectations. Collaboration will extend beyond year level teams to include phase and whole-school professional dialogue focused on improving teaching practice and student outcomes.

Partnerships with parents and carers will support student engagement, attendance and achievement through transparent communication about learning expectations, behaviour approaches and student progress. We will continue to strengthen culturally responsive practices and partnerships that promote belonging and connection for all students and families.

Targets

Staff Collaboration and Trust

By 2028, staff survey results will show at least 85% positive agreement in areas relating to collaboration, communication and trust.

Parent Satisfaction

By 2028, National School Opinion Survey results for parent satisfaction will be 4.2 or higher across all domains.

Professional Collaboration Structures

By 2028, 100% of teams will participate in structured collaborative meetings focused on student achievement and teaching practice each term.

Cultural Responsiveness

By 2028, culturally responsive practices will be evident across classrooms and programs, demonstrated through planning documentation, learning environments and community engagement activities.

How: Leadership Enables Collaboration and Communication

- Establish clear communication structures, protocols and meeting expectations that support transparency and shared understanding across staff.
- Facilitate collaborative team processes focused on teaching improvement and student progress, including cross-phase dialogue.
- Support staff to build positive partnerships with families through consistent messaging, shared expectations and professional communication practices.
- Strengthen culturally responsive practices by guiding staff understanding and implementation.
- Monitor staff feedback and engagement data to identify areas for improvement in relationships, trust and cohesion.
- Model respectful, professional relationships that align with school values and expectations.

Do: Staff Deliver Collaborative and Professional Relationships

Staff will:

- Communicate respectfully and professionally with colleagues, students and families.
- Participate actively in whole school collaborative team processes focused on improving teaching and student outcomes.
- Follow agreed whole school communication protocols and meeting expectations.
- Engage constructively with feedback and contribute to shared problem solving.
- Build positive relationships with families that support student engagement, attendance and achievement.
- Demonstrate culturally responsive practices that support belonging and inclusion for all students.
- Contribute to a positive school culture through professional conduct and teamwork.

Success Indicators

- Staff report strong professional trust, collaboration and communication.
- Agreed communication protocols and meeting norms are consistently followed.
- Families demonstrate understanding of school expectations for learning and behaviour.
- Parent satisfaction data reflects positive perceptions of communication and partnership.
- Collaboration occurs across year levels and phases, not only within teams.
- Cultural responsiveness is visible in school practices and environments.
- Staff demonstrate collective responsibility for student outcomes.



DOMAIN: LEARNING ENVIRONMENT

What: Establish safe, orderly and supportive physical and relational environments that maximise learning, engagement and wellbeing for every student.

Tapping Primary School is committed to providing safe, orderly and supportive physical and relational environments that maximise engagement, behaviour and learning for every student. A positive school culture is fostered through consistent expectations, respectful relationships and predictable routines.

A whole-school Positive Behaviour Support framework will be embedded to ensure consistent language, expectations and responses across all learning environments. Restorative practices will support students to develop responsibility, regulation and positive relationships. Attendance and engagement will be strengthened through proactive monitoring and partnerships with families.

High standards will be maintained for classroom and physical environments to ensure spaces are safe, organised and conducive to learning. Environments that minimise unnecessary distraction support cognitive load principles and improve student attention and engagement. Processes will be established to ensure timely reporting and resolution of maintenance issues and hazards across the school.

Students at educational risk will be identified early and supported through coordinated processes aligned to a Multi-Tiered System of Support framework, with a strong focus on Tier 1 social and emotional supports for all students.

Targets

Positive Behaviour Implementation

By 2028, Positive Behaviour Support practices will be implemented consistently across 100% of classrooms and shared spaces, as measured through walkthrough and WAPBS SET data.

Behaviour Outcomes

By 2028, office behaviour incidents will reduce by 20% compared to 2025 baseline data.

Attendance

Each year, 90% or more students will attend at least 90% of available school days, with the school attendance rate at or above Like Schools.

Classroom Environment Standards

By 2028, 100% of classrooms will meet agreed safety and organisation standards, with annual review and monitoring processes embedded.

Tier 1 Wellbeing Supports

By 2028, Tier 1 social and emotional supports will be implemented across all classrooms, for all students, evidenced through teaching programs and observation data.

How: Leadership Enables Safe, Predictable and Supportive Environments

- Establish and reinforce consistent expectations for Positive Behaviour Support practices across all settings.
- Provide guidance and coaching to staff in restorative practices, behaviour support and student engagement strategies.
- Set clear standards for classroom organisation and physical environments aligned with safety requirements and cognitive load principles.
- Implement processes for identifying, reporting and resolving maintenance issues and hazards across the school.
- Monitor attendance, engagement and behaviour data to identify patterns and support early intervention.
- Coordinate Multi-Tiered System of Support processes, ensuring Tier 1 supports are implemented consistently across classrooms.
- Support staff in identifying and responding to students at educational risk through structured processes.

Do: Staff Deliver Safe, Predictable and Supportive Learning Environments

Staff will:

- Teach and reinforce Positive Behaviour Support expectations consistently across all settings.
- Use agreed behaviour language, routines and responses with students.
- Apply restorative practices to support student responsibility, relationships and behaviour.
- Maintain classrooms that are safe, organised, uncluttered and conducive to learning.
- Report hazards, faults and maintenance issues promptly through agreed processes.
- Monitor and support student engagement and attendance.
- Implement Tier 1 social and emotional supports within everyday classroom practice.
- Follow processes to identify and support students at educational risk.

Success Indicators

- Positive Behaviour Support practices are implemented consistently across all settings.
- Students demonstrate understanding of behaviour expectations.
- Behaviour data shows improvement in engagement and reduced incidents.
- Attendance improves or remains at or above expected levels.
- Classrooms are safe, organised and free from unnecessary clutter.
- Physical faults and hazards are reported and addressed promptly.
- Students at educational risk are identified early and supported through clear processes.
- Students report feeling safe, supported and connected to school.



DOMAIN: LEADERSHIP

What: Provide clear direction, strong instructional leadership and aligned systems that enable consistent practice and sustained improvement across the school.

Leadership at Tapping Primary School provides clear direction, aligned systems and strong instructional guidance to support consistent practice and sustained improvement. Leaders at all levels work collaboratively to enable the school's improvement agenda and build collective responsibility for student outcomes.

The school will maintain a clear improvement focus aligned with Department priorities, Teaching for Impact and evidence-based practice. Instructional leadership will be strengthened through coaching, classroom observation, feedback and professional learning opportunities that support teaching quality and consistency.

Roles and responsibilities will be clarified through a consistent leadership framework to support implementation across the school. Leadership capability will be developed across staff to build sustainability and shared ownership of improvement priorities.

Implementation of school priorities will be monitored through structured processes including classroom observation, data analysis and evaluation of impact.

Targets

Instructional Coaching and Observation

By 2028, 100% of teachers will participate in at least two coaching cycles per year, including classroom observation and feedback.

Leadership Capability

By 2028, leadership development opportunities will be provided annually, with identified leaders demonstrating increased capability through leadership feedback and role performance.

Implementation Monitoring

By 2028, structured monitoring processes will be in place across all priority areas, including teaching, behaviour and achievement.

Staff Understanding of Direction

By 2028, staff survey data will show 90% of staff understand school priorities and expectations.

How: Leadership Enables Direction, Capability and Implementation

- Translate the school's strategic direction into clear operational plans, expectations and routines.
- Strengthen instructional leadership through coaching, modelling, observation and feedback.
- Clarify leadership roles and responsibilities using a consistent framework to support accountability and alignment.
- Provide professional learning and leadership development opportunities to build capability across staff.
- Facilitate consultation processes that support staff voice while maintaining alignment to school priorities.
- Monitor implementation of school priorities through structured review processes, classroom observation and data analysis.
- Use evidence to evaluate impact and adjust strategies to improve outcomes.

Do: Staff Contribute to Implementation and Improvement

Staff will:

- Implement school priorities and agreed practices consistently.
- Engage professionally with coaching, observation and feedback processes.
- Participate in professional learning aligned with school priorities.
- Seek clarification and support when expectations are unclear.
- Contribute ideas and feedback through agreed consultation processes.
- Reflect on practice and make adjustments to improve student outcomes.
- Demonstrate professional responsibility aligned with school expectations and Department standards.

Success Indicators

- Staff demonstrate understanding of school priorities and expectations.
- Instructional coaching and classroom observation processes occur regularly.
- Leaders provide clear feedback aligned to agreed teaching practices.
- Leadership roles and responsibilities are understood across staff.
- Staff engagement and consultation processes are evident and effective.
- Implementation of priorities is monitored and adjusted based on evidence.
- Leadership capability is developing across staff.



DOMAIN: USE OF RESOURCES

What: Align human, financial and physical resources to maximise teaching quality, student achievement and wellbeing outcomes.

Tapping Primary School allocates human, financial and physical resources strategically to maximise teaching quality, student achievement and wellbeing outcomes. Resource decisions are aligned to the school's priorities, student needs and Department expectations.

Staffing, funding and resources will be targeted to support explicit teaching, intervention and differentiated learning across a Multi-Tiered System of Support framework. Workforce planning will consider enrolment trends, student needs and capability development.

Technology will be used strategically to enhance teaching, learning and data-informed decision making. Physical environments will be maintained to ensure safe, functional and effective learning spaces, supported by clear processes for reporting and resolving faults and maintenance needs.

Resource allocation processes will remain transparent, evidence informed and aligned to the school's improvement agenda.

Targets

Resource Alignment

Each year, 100% of budget allocations will be aligned to Business Plan priorities.

Education Assistant Deployment

By 2028, education assistant time will be allocated according to MTSS priorities and student needs, evidenced through timetables and support plans.

Technology Integration

By 2028, staff will demonstrate effective use of technology for teaching, learning and data analysis, evidenced through planning and classroom practice.

Physical Environment Maintenance

By 2028, systems will be established for reporting and resolving maintenance issues, with 90% of reported faults addressed within agreed timeframes.

How: Leadership Enables Strategic and Efficient Resource Use

- Align staffing and resource allocation decisions with identified student needs and school priorities.
- Monitor workforce capability and provide professional learning aligned to improvement goals.
- Establish processes for efficient management and monitoring of physical resources and facilities.
- Guide staff use of technology to support teaching, learning and data-informed decision making.
- Monitor expenditure against priorities to ensure resources are used effectively.
- Coordinate support staff deployment to maximise impact on student learning and wellbeing.
- Maintain transparent processes for resource allocation and financial decision making.

Do: Staff Use Resources Effectively and Responsibly

Staff will:

- Use school resources, equipment and materials responsibly and safely.
- Maintain classroom resources and learning environments in good condition.
- Follow processes for ordering, storage and use of materials.
- Use technology to support teaching, learning and data-informed decision making.
- Follow procedures for reporting resource needs and maintenance issues.
- Work collaboratively with support staff to maximise impact on student learning.
- Use allocated time effectively to support teaching and learning priorities.

Success Indicators

- Staffing and funding allocations align clearly with school priorities.
- Education assistants are deployed strategically to support student learning.
- Technology supports teaching, learning and data analysis effectively.
- Physical environments are maintained in safe and functional condition.
- Resource processes are efficient and transparent.
- Workforce planning reflects enrolment trends and student needs.
- Budget decisions are linked to improvement goals.



DOMAIN: TEACHING QUALITY

What: Achieve high-quality, consistent explicit teaching across the school to improve student learning and progress.

Tapping Primary School is committed to achieving high-quality, consistent explicit teaching across the school to improve student learning and progress. Teaching practices are grounded in evidence-based approaches, cognitive load theory and high expectations for all learners.

Explicit instruction will be implemented as the agreed whole-school pedagogical approach. Whole-school Kindergarten to Year 6 scope and sequences will guide curriculum delivery to ensure consistent and connected learning experiences. Consistent classroom routines and lesson structures will support clarity, engagement and learning success.

Instructional coaching, classroom observation and feedback processes will be strengthened to support teacher growth and consistent practice. Staff capability will be developed in explicit instruction, differentiation and responsive teaching. Collaborative professional learning and collegial sharing will support reflection and improvement.

High-quality Tier 1 classroom practice will be prioritised as the foundation for improving academic outcomes for all students. Education assistants will be effectively integrated into teaching and learning to maximise student support and engagement.

Targets

Explicit Instruction Implementation

By 2028, whole school explicit instruction practices will be observed in 100% of classrooms, as measured through walkthrough and observation data.

Whole-School Scope and Sequence

By 2028, whole-school scope and sequence documents for all WA Curriculum areas will be developed and implemented across all year levels.

Instructional Consistency

By 2028, observation data will show high levels of consistency in lesson structures, routines and expectations across classrooms.

Professional Learning Participation

Each year, 100% of teaching staff will participate in professional learning aligned to explicit teaching and school priorities.

Education Assistant Integration

By 2028, education assistants will be effectively integrated into classroom instruction in 100% of classrooms, evidenced through observation and planning.

How: Leadership Enables Strategic and Efficient Resource Use

- Define and communicate expectations for explicit instruction and consistent teaching practices across the school.
- Develop and implement whole-school scope and sequences aligned with curriculum requirements.
- Lead instructional coaching cycles that include classroom observation, feedback and reflection.
- Provide professional learning aligned to explicit instruction, cognitive load theory, differentiation and assessment.
- Monitor teaching practice through observation and review processes to support consistency.
- Facilitate collaborative planning, moderation and collegial sharing to strengthen teaching practice.
- Support effective integration of education assistants into classroom instruction.
- Use teaching and learning data to guide instructional improvement priorities.

Do: Staff Use Resources Effectively and Responsibly

Staff will:

- Plan and deliver lessons using the agreed explicit instruction model and lesson structures.
- Follow whole-school scope and sequences when planning teaching and learning.
- Use clear explanations, modelling and guided practice to support student understanding.
- Apply cognitive load principles to support learning and reduce unnecessary distraction.
- Use assessment information to adjust teaching and support student progress.
- Participate in coaching cycles, classroom observations and professional dialogue.
- Collaborate with colleagues to strengthen teaching practice and consistency.
- Integrate education assistants effectively into classroom instruction.
- Maintain high expectations for all students.

Success Indicators

- Explicit instruction practices are visible across classrooms.
- Whole-school scope and sequences are implemented consistently.
- Lesson structures and routines are predictable across year levels.
- Teachers participate in coaching and observation cycles.
- Staff demonstrate understanding of and apply cognitive load principles.
- Collaboration and professional dialogue focus on improving practice.
- Education assistants are integrated effectively into teaching and learning.
- High expectations for students are evident across classrooms.



DOMAIN: STUDENT ACHIEVEMENT AND PROGRESS

What: Improve student achievement and ensure strong year-on-year progress for every student.

Improving student achievement and ensuring strong year-on-year progress for every student is central to our work. The school is committed to developing a culture of high expectations, continuous improvement and shared responsibility for student outcomes.

Clear expectations for achievement and progress will be established across year levels, aligned with curriculum standards and grade allocation. A whole-school assessment schedule will provide consistent processes for data collection, analysis and monitoring. Staff data literacy will be strengthened to support accurate interpretation and instructional decision making.

Student progress will be monitored at individual, cohort and whole-school levels over time. Early identification and targeted intervention will support students not yet meeting expectations through Tier 2 and Tier 3 supports. Literacy and numeracy achievement will be strengthened through explicit teaching and intervention.

Moderation processes will support consistent and accurate teacher judgements, ensuring fairness and reliability in reporting and assessment.

Targets

Achievement Alignment

By 2028, student A-E grade distributions in English and Mathematics will be within ± 0.5 of Like Schools relative to ICSEA.

Student Progress (Early Years)

By 2028, the percentage of students achieving moderate or higher progress from Pre-Primary to Year 3 will be at or above Like Schools in Reading and Numeracy.

Student Progress (Upper Primary)

By 2028, the percentage of students achieving moderate or higher progress from Year 3 to Year 5 will be at or above Like Schools in all NAPLAN domains.

NAPLAN Achievement

By 2028, Year 3 and Year 5 NAPLAN mean scores will be equal to or above Like Schools across all domains.

Whole-School Assessment Systems

By 2028, a whole-school assessment schedule will be implemented and followed across all year levels to monitor progress and achievement.

Data Literacy

By 2028, staff will demonstrate improved data literacy through collaborative data discussions and planning documentation.

Intervention Impact

By 2028, students receiving targeted intervention will demonstrate measurable improvement in achievement and progress data.

How: Leadership Enables Monitoring, Intervention and Improvement

- Establish a whole-school assessment schedule with clear timelines and responsibilities.
- Strengthen staff capability in data analysis and interpretation through professional learning and collaborative processes.
- Monitor student achievement and progress data across cohorts and year levels to identify trends and priorities.
- Facilitate moderation processes to support consistent and accurate teacher judgement.
- Coordinate intervention processes within a Multi-Tiered System of Support framework.
- Support teachers in identifying students requiring additional support and implementing appropriate strategies.
- Use data to evaluate the effectiveness of teaching and intervention programs.
- Maintain a focus on continuous improvement in literacy and numeracy outcomes.

Do: Staff Monitor and Support Student Learning and Progress

Staff will:

- Assess students using agreed tools and processes.
- Analyse student data to inform teaching decisions.
- Monitor student progress regularly and adjust instruction accordingly.
- Participate in moderation processes to ensure consistent judgements.
- Identify students requiring additional support and follow intervention processes.
- Implement Tier 2 and Tier 3 supports as required.
- Maintain accurate records of student achievement and progress.
- Work collaboratively to improve literacy and numeracy outcomes.
- Support students to achieve expected year-level standards.

Success Indicators

- Student achievement aligns with expected year-level standards.
- Student progress improves over time across cohorts.
- Data is used consistently to inform teaching decisions.
- Assessment schedules are followed across the school.
- Moderation processes support consistent teacher judgement.
- Intervention supports are implemented for identified students.
- Literacy and numeracy outcomes improve.
- Staff demonstrate shared responsibility for student outcomes.



ANNUAL MILESTONES (2026–2028)

2026: Establish and Implement

Focus	Evidence
<ul style="list-style-type: none"> • Instructional framework embedded • Scope and sequence refined • Assessment schedule embedded • Classroom environment standards established • Coaching and observation structures operating • MTSS Tier 1 expectations clarified 	<ul style="list-style-type: none"> • Documentation • Walkthrough data • Staff PL participation • Early achievement indicators

2027: Strengthen and Embed

Focus	Evidence
<ul style="list-style-type: none"> • Instructional consistency across classrooms • Improved data literacy • Behaviour systems strengthened • Intervention processes refined • Collaboration across teams embedded 	<ul style="list-style-type: none"> • Observation data • Coaching records • Achievement improvement trends • Survey results

2028: Sustain and Demonstrate Impact

Focus	Evidence
<ul style="list-style-type: none"> • Consistent teaching practice across school • Improved student achievement and progress • Strong learning environments • Leadership capability distributed • Systems sustainable 	<ul style="list-style-type: none"> • Achievement targets met • Progress data improved • PSR readiness evidence • Staff consistency measures





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