



Tapping Primary School

Creating Opportunities



SCHOOL REPORT 2020



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HIGHLIGHTS

◆ **Coronavirus**

During the Pandemic in Semester One it was imperative that we lead decisively, empathetically, and collaboratively with all members of the school community to ensure continued positive outcomes for students, whilst addressing concerns of teachers, students and parents.

We prioritised the importance of effective and open communication and organised daily morning meetings with staff prior to the commencement of each day to ensure they were updated with current information and cohesively working together and putting plans in place as the situation evolved.

We approached vulnerable staff and initiated discussions in relation to their health concerns and explored flexible working arrangements. We also transitioned from utilising the school app to Connect to facilitate online learning for students. To initiate this we worked with our ICT specialist in disseminating a simple flow chart to inform parents how to use Connect to receive and send messages, and arranged for her to be available from 9.00am to 10.00am each day to answer and assist parents questions and concerns in using this platform.

We also initiated regular morning meetings with School Officers to ensure they were also updated and provided with relevant information, particularly around frequently asked questions, as they were handling a considerable amount of inquiries from parents. We established an electronic folder that could be accessed by administration staff to enable School Officers to log any inquiries they were unsure of, which we reviewed and attended to promptly.

Prior to the organisation of formal work packages, we worked with staff to send out a range of websites that could easily be accessed by parents when working with students at home. We worked with the administration team to put together a framework for the construction of year level work packages that provided clear guidance on how the work packages could be put together. This framework then became the focal point of discussions when teachers worked together to finalise a consistent approach to work being included in the packages.

Key features incorporated in the framework is the assumption that parents required both online and hard copy resources and that specific items of work would be highlighted to be returned to teachers for assessment. The incorporation of these regular checkpoints enabled us to monitor how families were coping at home and enabled prompting for individual contact.

We arranged for specialist teachers to release teachers in year groups throughout the day to collaboratively plan year level packages and have an opportunity to receive ongoing professional learning in the use of Connect.

We scheduled and met with the Finance Committee to approve new expenditure of additional funds to put home packages together, which included additional resources for photocopying and physical resources such as web cam equipment to ensure every teacher had access to this technology, as we envisaged it would be an effective way to implement class meetings with parents and students.

We contacted our local Woolworths store seeking sponsorship for bags we could send home packages in and I worked with the administration team to organise a 'drive through' pick up roster, where year level teachers would stand at the front of the school and parents would collect the work packages directly from their car.

We worked closely with the MCS to meet with cleaning staff daily to ensure we were responding to their feedback and concerns relating to workload and to ensure they were well resourced to effectively carry out their duties. We placed significant importance on ensuring myself and Deputy Principals were engaging and undertaking regular personal contact with staff to keep them abreast of any professional or personal concerns.

Our expertise in managing this extremely demanding time and situation ensured students and parents felt supported and they had clear and open channels of communication. Staff feedback indicated they felt they had some control over the situation and were well-supported by the administration team and each other. Parent feedback was very clear on the effective communication and ongoing support offered by the school and they were very positive about the effectiveness of the work packages in assisting with home learning. Students were particularly positive about the work they were completing at home and enjoyed the daily teacher messages and feedback on their posted work.

◆ **Future Leaders Framework (FLF)**

We participated in the FLF trail program this year. This process included attending professional learning and disseminating this with staff. We completed the self nomination process and have identified 4 teachers who will participate in the trial.

◆ **UCRM implementation**

We conducted the Term 2 ceremony over the PA system in order to adhere to social distancing requirements. The process was very successful and was fully supported by parents.

◆ **Mental Health Initiative**

Staff were lead through the modules by our "BE You" leader. These included modules dealing with looking for signs of stress and anxiety in students and colleagues. We also acknowledged "Are You Ok" day with a range



of activities at lunch time that students signed up to participate in.

◆ Freestyle Now

We responded to concerns from the School Board around students not wearing helmets when cycling or skating to school. We therefore engaged the Freestyle Now company to reinforce the helmets messages through their performance. Feedback was very positive with many students responding by wearing helmets to school.

◆ Nature Day—Messy Mud

Our early childhood teachers and students participated in our inaugural “Mud Day”. This rich engaging sensory play allows students to express their creativity while enhancing their fine motor skills.

◆ Visiting School

We welcomed the principal and teachers from Bindoon Primary School. The teachers spent time in classrooms and discussions with the admin team around BESM implementation.

◆ Guided Reading

We worked with Dr Helen Adam from Edith Cowan University to renew our whole school focus on guided reading. We implemented professional learning and identified guided reading as a critical element of performance management

◆ Teacher Observations

We negotiated a focus on guided reading and additive thinking as important elements during observation sessions. We only included one round of performance management this year due to disruptions around Covid 19.

◆ Extension and Enrichment Program

The students performed exceptionally well in the Opti-minds competition coming second in the state finals.

◆ Virtues

We again had a clear focus this year on “effort”. We continued to implement the “effort thermometers”. Teachers selected a number of random activities and asked students to rate their effort in completing the task. The teacher then also rated how hard the student worked and the information was sent home for parents to sign.

◆ IPAD Implementation

We managed to fund the continuation of the specialist Digital Technologies role this year. The focus in 2020 was implementing professional learning using Webex and further PD around using Connect in response to online and home learning. The ICT team are in the initial stages of working with Teams and familiarising staff with Microsoft 365 and the associated suite of apps.

◆ Collaborative Meetings

We have continued to prioritise the importance of collaborative meetings both before and after staff meetings. This year we have focussed on moderation and shared planning.

◆ Professional Learning Teams

Teaching staff were assigned to Professional Learning Teams designed to promote sharing of ideas and passing on information from outside PL. This was scheduled for 6 hourly sessions throughout the year, two of which were for mental Health PL and was in lieu of a school development day.

◆ Camp

We were able to complete a successful year 6 camp prior to restrictions coming into place due to Covid 19.

◆ Extension and Enrichment Program

Highlights from the program this year included the Opti-MINDS team which again made it through to the state finals in the language and literature section.



A group of students entered the LEGO League competition, winning a trophy for “Rising All-Star Award”.

BESM Data

After reviewing the attitude and behaviour data and staff professional feedback the focus areas are persistence and courage.

Attitude/Behaviour/Effort Data

Pre-Primary

Focus areas

Reflects on and talks about own learning

Strengths

Displays independence

Expresses emotions appropriately

Year One

Focus areas

Reflects on and talks about own learning

Makes a positive choice with confidence

Display independence

Strengths

Expresses emotions appropriately

Interacts with peers and adults in acceptable ways

Respects the ideas, feelings and needs of others



Year Two

Focus areas

Reflects on and talks about own learning
Makes a positive choice with confidence

Strengths

Interacts with peers and adults in acceptable ways
Respects the ideas, feelings and needs of others
Resolves conflicts in a positive manner

Year Three

Focus areas

Resolves conflicts in a positive manner
Collaborates in group activities

Strengths

Makes a positive choice with confidence
Reflects on and talks about own learning
Respects the ideas, feelings and needs of others

Year Four

Focus areas

Resolves conflicts in a positive manner
Sets goals and works towards them with perseverance

Strengths

Makes a positive choice with confidence
Interacts with peers and adults in acceptable ways
Displays perseverance

Year Five

Focus areas

Interacts with peers and adults in acceptable ways
Respects the ideas, feelings and needs of others
Interacts with peers and adults in acceptable ways

Strengths

Makes a positive choice with confidence
Display independence
Displays perseverance

Year Six

Focus areas

Resolves conflicts in a positive manner
Interacts with peers and adults in acceptable ways

Strengths

Makes a positive choice with confidence
Expresses emotions appropriately
Respects the ideas, feelings and needs of others

Comments

The Early childhood/junior primary data clearly indicates there needs to be a focus on reflecting on and talking about their own learning. We will need to structure more opportunities for this for students to reflect on their own work. We currently have a whole school focus where students rate their effort through our thermometer

program. We will look to extend this idea with a curriculum focus.

The middle/upper data indicates a need to focus on Interacting with peers and adults in acceptable ways. We have processes in place such as GPS and cooperative games that are effective vehicles to educate students in this area. We will have a renewed focus on this in 2021.

Students across the school scored highly in areas such as 'makes a positive choice with confidence', 'reflects on and talks about own learning', 'displays independence', 'displays perseverance'. This indicates a strong endorsement of our clear focus on social and emotional learning through Play is The Way.

LEARNING AREA REPORTS

English
Val Ogilvie

Summary

Committee / PL Team

Val Ogilvie (English leader) Tahlia Collins, Michelle Deering, Jessica Terlick (Talk for Writing Leadership) Lisa Smith, Naomi Rooke, Lis Lowndes, Donna Campbell, Fiona Cheesewright /Rachel Walker, Stephanie Ferguson.

Improvement Targets:

- ◆ Best practice in lesson structure effectively implemented.
- ◆ All teachers read to their students weekly – novel at a 'superior' level
- ◆ Guided reading timetabled for 3 times per week
- ◆ Letters and Sounds implemented K-Yr3 and low SAER students on L&S tracking booklet Yrs 4-6
- ◆ Decrease the percentage of students making low levels of achievement in reading between years 3-5.
- ◆ Decrease the percentage of students making low levels of achievement in writing between years 3-5

Strategies:

- ◆ T4W leaders will present several PL sessions which target T4W strategies/genres being developed across the school e.g. writing and poetry.
- ◆ Teachers will use Letters and Sounds and Yr 5-6 supplementary spelling programmes e.g. Sound Waves. Teachers to display environmental print in their classroom to support literacy programmes – Magpie Walls is an expectation in all classrooms including specialist rooms.
- ◆ Teachers to have the School Development Plan signed off at Performance Management meetings (working document)
- ◆ Teachers to meet the expectations of the Talk for Literacy (T4W/T4L) initiative being implemented



across the whole school (adhere to SDP and the Data Collection Cycle 2020).

- ◆ All teachers are to fully plan, teach and assess, across all strands of the Western

Australian Curriculum: English as outlined in the English School Development Plan.

- ◆ Teachers are encouraged to use assessments, Web resources, First Steps and ACARA resources.

Focus Areas:

- ◆ **English Planning** All years – utilising the **Western Australian Curriculum: English** and supporting **SCASA/WACSA** documents when planning, implementing and evaluating. All strands to be looked at i.e. Language, Literature and Literacy. Ks to refer to the AC:E to understand expectations and directions. ** NQS and EYLF documents to be referred to by ECEs. Use of resources such as Twinkl and Phonicsplay.co
- ◆ **K, PP** – Language for social interaction a high focus.
- ◆ **Spelling** K-Yr 6: Explicit teaching of phonemic awareness and Years K- Yr 4 to utilise Letters and Sounds Programme at identified Phase levels within their class. Yr 5&6 to use alternative programme e.g. Sound Waves and L&S (Low Saer) for 2020. School developed guide for School developed guide for Yrs 4-6 will be provided in 2021.
- ◆ **Oral Language** PP-Yr 6: modeling /explicit teaching sessions to improve sentence construction, clarity, self-correction and extension of vocabulary whilst presenting ideas and opinions. Listening skills to be targeted; explicit teaching of how to be a good listener and meeting expectations set. Talk for Writing – learning set texts decided upon by each year level.
- ◆ **Reading:** Comprehension - three levels of questioning across literacy, numeracy and content subjects. Focus on before, during and after strategies using fiction and non-fiction texts.
- ◆ Focus on developing students' ability to identify the main idea across a variety of genre.
- ◆ Word attack and reading strategies; as per First Steps18 reading strategies (selected according to developmental needs).
- ◆ **Writing:** focus with explicit teaching of Conventions - Spelling and Grammar/Punctuation. Letters and Sounds programme to be used across Years K – 4. Alternative programme Yrs 5&6 for 2020.
- ◆ Talk for Writing – learning set texts each term, with the text in Term1& 3 being taken to innovation/invention stage (written activity) – can use Cold Task/Hot task as a sample in the Writing Folders for accountability and progress tracking.
- ◆ **Writing:** focus on editing skills. Explicit teaching of sentence construction e.g. simple/ compound /complex and appropriate use of punctuation.

Assessment/Monitoring:

- ◆ All Students profiled on Lit Net Class Profile & SAER profiling with recommendation to utilise Lit Net Student Profile. IEPs to be created in SENS and signed hard copies in student folders. A profile regarding literacy levels to be completed on the shared drive S:\Teaching Staff\2 Student Assessment and Reporting\Assessment and Reporting 2020\LEARNING AREAS, this information will be handed on to next year's class teachers. Writing samples (narrative) to be placed in the student's writing folder at the end of each semester (cold / hot tasks recommended to be placed in folder each semester for progress tracking)– this is handed on year by year.
- ◆ Ω Ω Ω no NAPLAN data from 2020 (Covid19)

Special Events: whole school activities, surveys, Literacy Celebration – whole school literacy promotion and parade held in Term 4.

- ◆ (usually NAPLAN years 3 & 5 Week 3 Term 2)
- ◆ Resources and purchases:
- ◆ Resources to support writing and spelling programmes and school priorities – iPads software for SAER students to support learning and alternative way to assess progress. "Jelly bean" tables to support small group intervention work for PP. Literacy resources were purchased and processed to support teachers to implement the school's priorities in Talk for Literacy (T4L) . Large poster style sticky notes and 'polishing pens' were supplied again to support creation of Story Maps and editing etc.
- ◆ T4W – leaders to attend pertinent T4W PL. T4W leaders (3leaders) will take provide PL Talk for Literacy on SDDays 2021 and assist teachers where necessary to successfully implement priorities.

Staff Feedback:

- ◆ Additional resources bought to support the school's targets were appreciated by staff. Most requests were met.
- ◆ Spelling- Diana Rigg programme; teachers will use this programme across the Years 4-6 in 2021. Letters and Sounds will be used from K-3 with low SAER students in mid/upper years to be on L&S tracking booklet and that programme to be used to support their developmental needs.
- ◆ South Australian cursive to be handwriting style from 2021/2022

Future Directions—2021

- ◆ School assessment longitudinal data & NAPLAN data Yr 3 & 5-longitudinal data to be considered and priorities set against this.
- ◆ Talk for Literacy – assessments and teachers' judgements will determine what to build onto /target. Year/Phase leaders



- ◆ Spelling data across year levels to determine targets –Diana Rigg test for Longitudinal data (Letters and Sounds for low SAER).
- ◆ Western Australian Curriculum: English to be utilised for planning.
- ◆ SENS (reporting to parents) to be used to create IEPs and GEPs
- ◆ Moderation across year levels for writing and reading; collaborative planning sessions.
- ◆ Resources to support SAER; iPads, & SPELD resources.
- ◆ iPads to be used for SAER students for assessment – catering for needs.
- ◆ Implement South Australian cursive handwriting style across

Mathematics

Jennifer Simpson and Jo Monkhouse

Summary

Additive Thinking documents, activities, games etc have systematically rolled out to staff (K-6) during staff meetings and Professional Learning Team (PLT) meetings. PLTs – were introduced in 2020, with the expectation School Maths Leaders upskill year level maths leaders as part of our trade-off.

Common assessment tasks (CATs) have been created and implemented across all year levels regarding Additive Partitioning. The opportunity to moderate these tasks has provoked much discussion during collaborative meetings. A yearly outline was compiled for each year level for 2021 (to be included in data collection and checkpoints, with mandatory CATs).

Diagnostic tasks provided by Wanneroo Education Network (WEN) have been implemented by Maths Leaders and the value of these was discussed during PLT meetings.

Reporting: Our maths direction gave us the opportunity to refine our report writing from more content-based comments to comments that reflect skills and understanding. Staff were exposed to report writing examples and were encouraged to trial this during Semester 2 reporting.

Word problems: Resources were provided to all staff (junior, middle & upper) using the 3 styles of questioning in relation to addition and subtraction. Year 1-6 implemented a CAT using these and found significant gaps in the children's understanding. It reinforced a greater need to teach addition and subtraction correlation in the earlier years.

Performance Management- All staff provided feedback to Admin regarding the roll out of Additive Thinking and how

comfortable they felt regarding this new initiative and the implementation of tasks. Feedback given was positive and the staff acknowledged the great level of support given by our Maths Leaders and Admin.

Parent Information Session – Additive thinking (Term 3) received a positive response from the approximately 20-30 parents who attended.

Multiplicative Thinking: An introduction PPT regarding arrays was presented to staff in Term 3.

Updated trolleys again: More hands-on resources were added eg. Clocks, weights, money, playing cards

Allocation of Funding

- ◆ Paul Swan teaching texts, game spinners (yr 5/6)
- ◆ Multiplicative resources – array trays (yr 3)
- ◆ Trolley for year 1 purchased – bundling kits
- ◆ Playing cards – a set of 16 packs with tote containers were placed in blocks 2,3,4 and 5, with accompanied games.
- ◆ Arrow cards – to assist in teaching Place value and decimals were purchased for year 4-6.

Directions for 2021 Onwards

- ◆ Devise a CAT for multiplicative thinking using arrays.

Behaviour Education and Self-Management (BESM)

John Dunbar

Summary

My Play Is The Way main target for this year was to implement, explain and demonstrate as many of the new games from the “**Play More**” manual. One of the many new benefits from this manual is the suggested questions section that teachers could use at the end of each game that links into our school values and Life Raft Key Concepts.

I had an ongoing role in working with individual staff advising them on games that align with the virtues that each teacher identified as a focus for their class.

Other focus areas 2019 included:

- ◆ Continuation of effort thermometers
- ◆ Feedback to students and self-evaluation
- ◆ GPS questions and recording

Focus Areas 2021

- ◆ Continue to work on games as outlined in volume 2 and 4
- ◆ Recording of GPS sessions
- ◆ Life Raft sessions during staff meetings and PD days

Resources and Purchasing

- ◆ This year I purchased 4 more copies of the new “Play More Volume 4” manual which I have introduced to the school staff. I have also purchased new PITW equipment that needed updating.
- ◆ Next year we will look at purchasing sashes, pegs and hoops.

Science

Vanessa Fairhead

Summary

All Year 1 – 6 students have had weekly specialist science lessons this year. Year 2 – 6 students attended 1-hour sessions with Vanessa Fairhead and Year 1/2 students were taught by Danni Ralph in T11 for 45 minute lessons. Use of T11 was very beneficial as it allowed easier access to wet areas and contained outside spaces. Unfortunately, STEAM Week was cancelled due to COVID -19 restrictions.

Teachers were again encouraged to integrate science themes into their classes. The Tapping Garden space was available for teachers to use with their classes. Several teachers took up the opportunity and feedback will be sought early next year to find ways to encourage more classes to do so.

The “Lego Masters” competition went digital in Term 2. The competition was open to all year levels with students uploading a photo of their creation onto Connect. Over 120 entries were received and 3 finalists were chosen for each year level. Over 500 students then voted online for their favourite creation with Max Walker from year 4 winning. The Science Grant has been used to purchase science equipment and resources with major items being a rain tank for the science garden, STEM teacher resources and a thermal imaging camera. We also purchased a magnifying glass for every family which was added to the Home Learning Packages in Term 2.

Future Directions—2021

- ◆ Continue to support teachers in building confidence in STEAM.
- ◆ Regular science displays in the library.
- ◆ STEAM Rotation Week 2021 format to be confirmed.
- ◆ Promote Sustainability education in conjunction with the Environmental Club.
- ◆ Promote use of adjacent bushland for lessons – possible outdoor classroom?
- ◆ Promote integration of Science into classroom programs particularly through the use of the outdoor garden area.
- ◆ Continue to incorporate incursions/excursions into the Science programs where appropriate.
- ◆ Investigate use of Minecraft in Education.

Digital Technologies

Sue Zemke

Summary

Teachers have continued to upskill their knowledge and performance in the digital technologies curriculum. Being the pandemic year, teachers were compelled to deliver programs online through Connect and used Cisco Webex meetings to learn about hosting video meetings in preparation for delivering information to parents. With students then returning to school at the beginning of term 3, teachers continued to utilise their knowledge of Connect to continue communication with parents and students.

The robotics sessions were few this year due to the disruption of student learning through terms 2 and 3, and the need for continued cleaning of surfaces.

A ThinkUKnow cyber safety presentation was delivered by volunteers from a Bank security office and an ex detective to parents and teachers in Term 1. This was followed up by another presentation for year 5 & 6 students delivered by a representative from the Joondalup Police Force. Both presentations were well received and relevant.

A team of admin and teachers completed 2 ½ days of PL in the Microsoft In Education School Transformation Program (MIESTP) where the use of Microsoft Teams was the delivery method. It is the intention that staff will also incorporate Teams as a means of communication and collaboration between year groups. Teams is yet to be introduced to staff. Microsoft Forms was also shown to be a valuable tool for education. The year 5 and 6 teachers have taught the use of this to their students.

Attention was again focussed on the year 5s & 6s in semester 2 to encourage teachers and students to access the Microsoft 365 suite and Connect. The students are accessing their word and excel documents through Office online and can now complete work at any workstation at school or home.

At the beginning of term 4 it was decided to go ahead with the voluntary BYOiPad program for 2021. A parent information evening was held with speakers from SolutionsIT and Joseph Banks to support our plan. Notices were sent to parents of current year 4 & 5 students via Connect for participation in 2021. SolutionsIT provided a portal for parents to purchase devices. As at wk9 there are 149 ipads enrolled into our iPad management system – Jamf – through Solutions IT.

Last year, due to slow internet access, the school purchased an additional 100Mbps bandwidth through Aussie Broadband which proved to be very effective and



well used. Since then, however, the DoE has provided an extra 100Mbps to schools allowing Tapping to cancel our contract with Aussie Broadband.

Online third party services-Students online, will be under the jurisdiction of individual schools from January 2021. A Tapping Primary School Teams group (Third Party Student Permission Forms) has been created with a Microsoft Form containing details of apps and sites requiring consent from parents. This Form was emailed to each student's primary email recipient for action. The responses for consent or no consent need to be completed by January 25th 2021. The permissions on the apps and websites are to be regularly viewed and updated if necessary.

Initiatives for 2020

- ◆ Monitor the voluntary Bring Your Own iPad (BYOiPad) program for year 5s and 6s with the plan to bring the 4s on board in 2022.
- ◆ A L3CT will work 0.7 FTE to promote, mentor and manage the upkeep of the digital technologies curriculum expectations, robotics and iPad use throughout the school. She will continue to maintain the momentum with the ongoing use of Microsoft 365, IWBs, providing after hours PL when required and expanding IWB and Digital Technology resources in Connect.
- ◆ Sue will also liaise with the technicians from Solutions IT on a regular basis re the school's ICT needs.
- ◆ Staff to receive professional learning regarding the use of ZuluDesk teacher / parent / student and Apple Classroom. This will be important with the introduction of the BYOiPad program.
- ◆ Introduce the use of the 3D printer that was purchased in 2019. This will be directed to the year 5&6 cohort initially.
- ◆ Re-visit meeting with teachers at the beginning of the year to reinforce and encourage the incorporation of STEAM and Digital Technology into teacher's planning.
- ◆ Sue to support teachers involved with the BYOiPad program in ensuring the Acceptable Use Agreement and BYOiPad policies are taught and upheld. Also to maintain the need to use cloud based apps for student work.

Extension and Enrichment

Vanessa Fairhead

Summary

The E & E program ran every Monday. Mrs Fairhead ran the program based in the science room. Mrs Uhe took over the program in Term 4 while Mrs Fairhead was

on LSL. Despite COVID-19 restrictions interrupting schools in Term 2, 6 courses were run throughout the year including Lego Technic problem-solving and literature. The courses were offered to students from year 1 – 6. Students from year 4-5 created entries for the ATOM 1-minute Film Competition. While Opti-MINDS was put on hold due to COVID, Creative Edge Thinking Inc. ran an online challenge. The Tapping team was very successful coming second in the state in the Science and Engineering division.

Mrs Fairhead coached a First Lego League team of 10 x year 5/6 students in term 3 and Mrs Uhe took over in term 4 with the competition being held on November 28th held at St Stephens Carramar. This was our second year in the competition involving programming of a Lego robot. The Tapping 10 Piece team were awarded the Rising Star Award.

Whole School data collection was disrupted in Term 2.

Directions for 2021

- ◆ Continue involvement with Opti-MINDS competition, First Lego League and ATOM 1-minute Film Comp
- ◆ Re-establish links with City of Wanneroo e.g. through Adopt-a-Bushland program
- ◆ Encourage and support teachers in implementing creative and critical thinking lessons in their classrooms.
- ◆ Encourage and support teachers in implementing extension activities for able students in their classrooms.
- ◆ Support Year 6 class entering the Synergy Solar Challenge
- ◆ Ensure data collection by class teachers is re-established in Term 2 to ensure that whole school record of students is maintained.
- ◆ Analyse and distribute PEAC data to teachers.



2020 Creative Edge Thinking Science and Engineering Team



2020 First Lego League Team
- Tapping 10 Piece



Visual Arts & Design Technology

Katie Richards

Summary

This year the focus of the art program has continued to be the inclusive nature of art and exposure to different modern and traditional techniques. The children were given set tasks, with a guidance to help all children succeed and then they were encouraged to use their creativity to take the tasks further / modify to be their own.

Five iPads were allocated to the art room and have been used to engage students in drawing activities using a guided drawing channel on YouTube. The year 6s used the iPads to help research and inspire their different art projects. We also borrowed iPads from the Block 6 store room to allow each child to attempt to create a digital portfolio. This endeavour had both advantages and challenges, as it was a high expectation to get through tasks as well as keep their digital portfolio up to date. The children loved being able to take their work home throughout the year as they completed tasks, as it was still relevant to them.

Resources

New resources were purchased so that students had access to equipment that would allow them to explore techniques in the areas of drawing, texture making and printing. We also bought consumables to keep the art trolleys and art store room stocked.

Years 2 and 6 were given specialist art lessons and years 1, 3, 4 and 5 were taught by the classroom teachers.

Future Focus – 2021

Inclusivity will continue to be a focus in 2021 with the behaviours, routines and rules of the art studio being reinforced. Art as a specialist subject will be taught across all year levels, so a focused curriculum that builds on skills and techniques will be implemented.

A formal procedure of photographing their completed art works to be printed and creating a reflection journal where they will be asked to evaluate their work and provide written information about their ideas and procedures used.

T&E

Martine Hateley

Summary

This year a new co-ordinator was appointed to take over the role of maintaining and purchasing resources for the T & E learning area.

I, the new co-ordinator, have purchased and organised resources, and provided financial assistance to support teachers in their implementation of Technology & Enterprise in the classroom.

Purchases

- ◆ The budget for 2020 has been spent on replacing consumable items to support the teaching of T & E in the classroom.
- ◆ Provided finances to support teachers to pay for their specific T & E projects.

Future Focus – 2021

- ◆ Continue to support teachers to teach Technology & Enterprise.
- ◆ Continue to purchase and provide resources available to teachers.
- ◆ Develop ways to ensure the T&E storeroom is left in a neat and tidy state.

HASS

Gillian Blackshaw

Summary

This year, Tapping PS was unable to hold the regular ANZAC service due to Covid. At the time there were limited numbers of students attending school and no alternative option.

Our focus this year has been to shift the teaching and learning experiences in HASS from content focus to the development of transferable skills. In HASS Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. Our focus this Year was on questioning.

Furthermore, we started the process of integrating HASS into literacy using picture books and other relevant texts by purchasing recommended texts. These have been allocated to Year as recommended.

I have been consulting with Maree Whiteley, a Curriculum Consultant, regarding the direction of HASS and best practice teaching and learning experiences. I have also been consulting with Chelsea Lieberwirth, Yalata Indigenous Community Officer, on how to create an impactful program for NAIDOC that creates a lasting change.

Allocation of Funding

- A review of HASS teaching resources was completed in



2019. Staff reported using a variety of resources to deliver HASS however many reported not using those in the store. As such no further HASS resources will be purchased at this stage.

-The HASS budget was spent on books to facilitate the integration of HASS into Literacy.

Directions for 2021

Recommendations:

- ◆ Anzac ceremony with same format as previous.
- ◆ Introduction of NOTEBOOK organisation of HASS resources (Linked with Staff PD)
- ◆ Further develop questioning skills and introduce answering skill.
- ◆ Collate information on delivering a purposeful program for NAIDOC week that has a meaningful, lasting impact beyond the focus week.

Performing Arts

**Cheryl Peak Senior Coordinator
and Fiona Dyer Junior Coordinator**

Senior Report

Summary

Once again the focus areas for this year have been Music, Drama and Dance, incorporating Visual Arts and media. Other areas of the Performing Arts were incorporated into these two. Due to Covid-19 we did not incorporate instruments into this year's programme, instead the students extended their knowledge on the Green Screen and iMovie Apps.

We used the green screen once again with our main focus on a new resource called 'The Lion King Experience'. Students had to memorise either the beginning, middle or ending of the Lion King script, learn the lines, rehearse as a group, chose appropriate costumes to use with the green screen, record themselves and then edit their filming. This was put on hold for a brief period during Covid lock down and so I moved on to the next phase of designing masks. Costumes and puppets, focusing on the character that they were portraying. These activities were completed at home. When all students returned they then had to turn their Green Screen production into a mini movie by combining their part of the story with 2 other groups. These were shown in class and at the End-of-Year concert.

We ran our 7th session of Dance Sport lessons which

again ran for 6 weeks in Term 3 with Humphries Dance Studio for years 1-6. We had a variety of teachers who offered different styles of dance and all of these lessons were showcased to parents. This year we had more families turn up and join in for our Dance Party in the last week, especially Grandparents and fathers. Once again scholarships were handed out and medals presented to those with outstanding techniques with many of these students taking on the scholarships on a Saturday morning at Humphries Dance Studio.

All classes have now worked as choreographers and will perform their own dance routines at our end of year concert. This year I aim to showcase the dance skills of many of our individual boys/girls who are responding exceptionally well to the programme perform a few items from The Lion King.

SIMS Programme

Guitar lessons have been successful this year. It was our first year having yr. 5 and 6 students participate. We had a 90% success rate and will continue with guitars next year.

Resources

We now have a great range of children and adult costumes and many props which are being used by most classes in the school. We will be sorting out damaged and old costumes to replace them with new ones next year. More instruments were purchased for both the upper and lower primary PA's as with drama. This included getting rid of our very old, damaged xylophones and purchasing new ones. I purchased a copy of 'The Lion King Experiences' which provides a yearlong programme covering all areas of the Arts. I will be using this next year to incorporate their programme on puppetry. We will also continue to use the services of Richard for our PA system and 3 Monkeys for Lighting and our Projector systems. We never managed to upgrade our lighting system this year but once again I am still hoping to do so, if the budget allows, for our next musical. We did however manage to upgrade our PA system. We now have 8 headsets and 4 handheld microphones. We now use an iPad to operate our sound and the system has its own Wi-Fi with a password of **Education10**, CD's are now basically obsolete, so music can be played either through a laptop, iPad or USB. We finally had a new Cabinet built, by Unique Furniture in Osborne Park, which I designed to incorporate all of our new microphones comfortably, along with a pull-out draw for the lighting, a draw for storage and plenty of ventilation. It should last for many years to come. Although Headsets to 4 microphones have perished and will need replacing next year.

Musical



This year's musical is 'The Lion King'. Our biggest production yet and in the toughest year possible. This year we had a cast of 91 from years 2-6. After successful auditions, everything was put on hold just before our first rehearsal, due to Covid-19 restrictions. We managed to stay on track though, and were prepared to go all out until it was announced that Co-Vid 19 Stage 5 restrictions were not going ahead. Ticket sales were reduced to 170 a night. Therefore our dress rehearsal has become our Opening night and we were lucky enough to be able to perform 4 nights. 10th/19th/20th and 21st November. Once again we had Vixen Photographics video our performance and take photos and Vince from Xpresso 2 U (0439974432) served the guests coffee. We did not supply a sausage sizzle this year due to low sales over the previous musicals. With only 50% audience capacity allowed we managed to raise nearly \$9300 which is around the same amount as our last musical. Fundraising money will go towards extra lighting bars.

Directions for 2021

- ◆ Dance sport programme to continue
- ◆ SFX on keyboards to record radio advertisements
- ◆ Writing and producing their own songs using CDEFG (C chord only)
- ◆ Incorporating green screen into iMovie and iTrailer to produce class mini movies, using puppets
- ◆ Awaiting another quote from 3 Monkeys concerning extra lighting and improving our audio-visual system in the undercover area
- ◆ Talent Quest and End-of -year concert
- ◆ Focus on the teaching of iTheatrics for Musical theatre.

Junior Report

Directions for 2021

This year the students have continued to explore and create in the areas of music, drama and dance. Covid had a substantial impact on teaching this year, particularly on the drama program which was unable to be completed due to the disruptions. Regardless of these disruptions, the year 1 program was extended as the cohort in general has minimal behaviour concerns which has resulted in more learning time.

Last year Cheryl and I updated our iPads. My original iPad was used this year as a central storage tool for students to air drop finished projects which worked successfully.

In Dance the students participated again in the Humphrey's Dance Program. The students continue to

enjoy the dance lessons however a few teachers have requested we look into offering the students something different. As the new timetable for year 1's next year is only an hour a week, I have requested that although I can expose students to drama and dance, I would focus and assess only music. Therefore a decision may need to be made as to whether year 1's should participate in the dance program.

This year teachers were required to create their own item for the end of year concert. Although there was initially lots of concerns, the feedback has been positive with most teachers stating it was a good way to keep kids on task after reports.

Directions for 2020

- ◆ Continue to update/replace classroom instruments = \$300
- ◆ Purchase 5 more headphones = \$300
- ◆ Purchase of plastic durable cups to aid students to tap out beat & rhythm = \$100
- ◆ Create a Music program for Pre-primary students which will give them a good foundation when entering year 1.

Physical Education

Aaron Bell

Summary

This year students from year 3-6 have rotated through a variety of sports (cricket, tee-ball, rugby, netball, soccer, mod crosse, football, basketball, volleyball, floorball (hockey) Ultimate (Frisbee) and Disc Golf/Frolf). The year 1s and year 2s have had a focus of fundamental movement skills; specifically over arm throwing, catching, and running as well as striking (through playing basic cricket).

After the success of last year's carnival designed for pre-primary and year ones we continued this concept. The purpose of this was to provide a carnival experience for the pre-primary students as well as have more ability-appropriate activities for the year 1s. However, we will be moving towards including the Year 1s within the main carnival next year

The ease of access throughout the sports shed allowed a stock take to be undertaken and with any shortfalls in equipment being attended too. Due to the large amount of attrition with class sports equipment, certain items in the sport shed were used to supplement the class gear which also resulted in a shortfall in some items in the sport shed – especially soccer and basketballs



Special Events

- Intrascchool cross country carnival
- Lightning carnival (Covid Cancelled)
- Interschool cross country carnival (State carnival in lieu of cluster due to Covid)
- Athletics carnival,
Interschool athletics carnival (modified carnival due to Covid)

Resources

The main focus of 2020 was to maintain the resources in the sport shed and replace lost equipment from classroom buckets. There was a large attrition rate of equipment from class rooms this year.

Directions

- Continue to develop the physical education programmes.
 - Joining the Year 1s to the main carnival whilst continuing with a separate sports carnivals for the pre primary classes.
 - Identify and publicise outside-of-school sport and registration dates (via newsletter).
- Continue to develop the standalone Intra-School Cross Country carnival.

Students at Educational Risk (SAER)

Rozleigh Berrigan

Even though 2020 was a year of disruption, staff and parents have worked hard to maintain communication to assist with the educational outcomes of students. Distance learning allowed for individualised packages and feedback from parents has been welcomed. Some parents have also used the time spent with their children in a home learning environment to gain more insight to their children's learning needs (which has supported staff).

Case conferences continued before and after 'lockdown' and Term 3 and 4 has been busy catching up and organising transition. Teachers are utilising SAER resources to provide modifications to enhance learning for students. The use of sensory supports for individual students is increasing and resources have been purchased to cater for this. We are also looking at ways to use assistive technology to better support students in literacy.

Due to the high amount of students diagnosed with medical conditions, administration is streamlining the communication and gathering of information around medical conditions and how best to encourage parents to keep us informed of new diagnoses or any changes to

their child's medical status.

The number of students receiving Individual Allocation Funding for Disabilities has continued to decrease.

Transition to secondary involved relevant SAER information disseminated early fourth term to high schools. Meetings and extra transition sessions were held for students with special educational needs. A transition/orientation week in week 8 involved students who would benefit from meeting their 2021 teachers and education assistants before the end of the year. Admin will continue to focus on the writing of IEPs and making sure IEPs are regularly reviewed and targeted to show progress.

Library

Irene Robertson

This year in the library due to COVID, we have seen a drop in the number of loans recorded, this was due to the library being closed earlier in the year due to the pandemic. A lot of procedures were put in place to manage the library ensuring that the returned books were properly quarantined and cleaned. The changes that we have put in place the last couple of years have proven to be a big success. The creation of a junior fiction area in the library has been the biggest success of all. This area of the library for the junior students (year 2s and under) to browse their favourite series junior novels and just enjoy the atmosphere under the tree is definitely a favourite of the students. This year seen the arrival of our "Reading Corner Storytellers Chair", which I designed and had custom made by DVA Fabrications from funds raised in the book fair. This has been a huge success!! Each week the library features 3 new release picture books – and together with the assistance of Performing Arts, we provide character costumes which match the books featured. The teachers have embraced this and the students loved to watch the teachers get into character (including voice).

Book week was a huge success which coincided with our "Arctic Adventure" book fair theme. The Literacy parade where the staff and students dressed up in book characters also coincided with the opening day of the Book Fair, and this created a huge buzz around the school.

The Arctic Adventure book fair was very successful for the library. The library was completely transformed into a Winter Wonderland where I undertook to create an Arctic environment in the library together with sound effects and snowy winter sound effects. We totalled over \$7,000.00 in sales which resulted in just under \$2,000 for Tapping Primary School. We took our

profits in books and cash – this was our aim as I have a target to obtain another self-scanning station.

We continue to 'self-scan' in the library, the children are more confident and efficient at circulating their own books now. This year we have introduced self-scanning to kindy students and surprisingly they picked it up quite easily, so therefore the entire school is now efficiently scanning their own loans.

We have created some very dynamic displays in the library and continue to make it a place of interest for the students to visit. We value this as a very important part of the library.

We appointed 4 Library monitors in term 1 and 7 kindy library monitors to assist in the running of the library. We provided training and they were able to work independently when the doors open at 8am, together with giving up their recess's to come to the library to help with shelving. Other years we change our library monitors every term, however this year we have kept the same 4 monitors all year. This is a great opportunity for students to step up and become leaders, learn a new computing system and work with students and staff and offer assistance behind the desk.



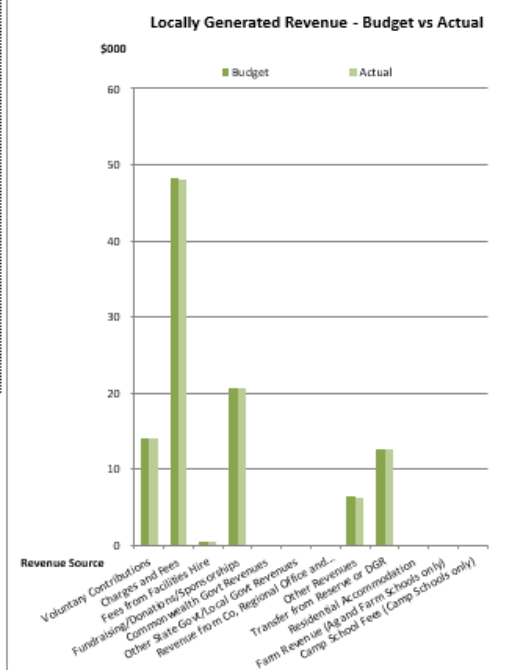
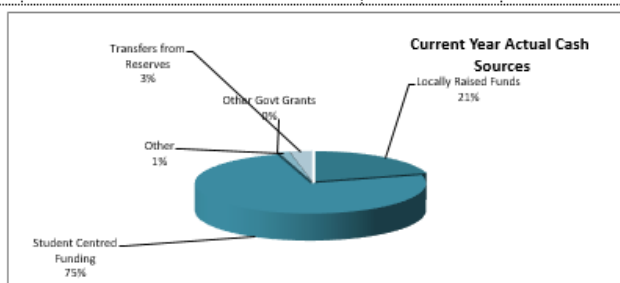
Tapping Primary School
Creating Opportunities

Financial Report 2020



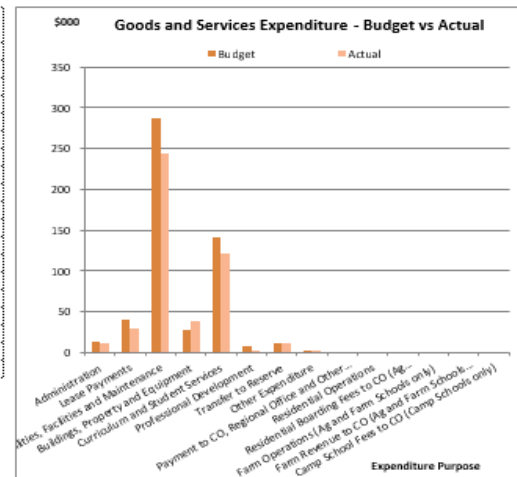
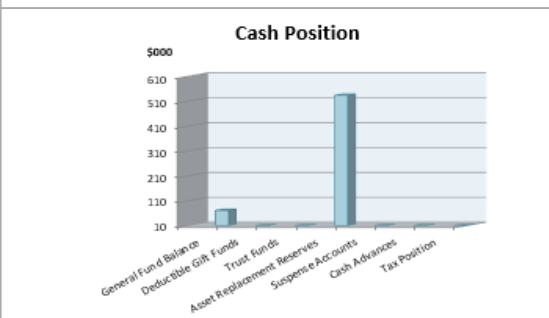
Tapping Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,997.00	\$ 14,105.80
2 Charges and Fees	\$ 48,145.00	\$ 48,019.67
3 Fees from Facilities Hire	\$ 545.00	\$ 545.45
4 Fundraising/Donations/Sponsorships	\$ 20,611.00	\$ 20,822.90
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,468.00	\$ 6,265.60
9 Transfer from Reserve or DGR	\$ 12,600.00	\$ 12,600.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 102,366.00	\$ 102,159.42
Opening Balance	\$ 126,034.00	\$ 126,034.27
Student Centred Funding	\$ 301,925.00	\$ 301,925.00
Total Cash Funds Available	\$ 530,325.00	\$ 530,118.69
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 530,325.00	\$ 530,118.69



Tapping Primary School Financial Summary as at 31 December 2020

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 14,001.00	\$ 11,094.82
2 Lease Payments	\$ 39,464.00	\$ 29,218.70
3 Utilities, Facilities and Maintenance	\$ 287,944.00	\$ 243,423.76
4 Buildings, Property and Equipment	\$ 27,844.00	\$ 38,984.75
5 Curriculum and Student Services	\$ 141,622.00	\$ 121,900.12
6 Professional Development	\$ 8,130.00	\$ 2,992.64
7 Transfer to Reserve	\$ 11,310.00	\$ 11,310.00
8 Other Expenditure	\$ 10.00	\$ 53.90
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 530,325.00	\$ 458,978.69
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 530,325.00	\$ 458,978.69
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 598,910.91
Made up of:	
1 General Fund Balance	\$ 71,140.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 533,236.51
5 Suspense Accounts	\$ (946.60)
6 Cash Advances	\$ -
7 Tax Position	\$ (4,519.00)
Total Bank Balance	\$ 598,910.91