Serving the Community of Falcon for 25 Years (1990-2015)
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Our purpose at Falcon Primary School is to facilitate personal learning and promote values that enable our students to learn to live successfully in a changing society.

About this Report
This annual report provides the school community of Falcon with a summary of the performance of the school in 2014. It details our achievements and successes as well as the challenges and opportunities we face. As an Independent Public School (IPS) we remain committed to building a school that is distinctive and meets the needs of our students and the broader community. One of the greatest impacts of IPS has been the capacity to organise staff for 2015, despite changes to the funding model for public schools. This included early offers to fixed term staff and creating opportunities for aspirant teachers.

Staff at Falcon Primary School is committed to providing a safe, accountable and happy environment in which we strive to ensure that every student is a successful student and every teacher is a highly effective teacher. We have a clear and shared idea of what it is we want to achieve and how we want to do it.

Warren Bachman
Principal

Background
Falcon Primary commenced operation in 1990 and next year celebrates 25 Years of service to the community. We pride ourselves on committed, proactive teachers and dedicated support staff working to help each child to be as successful a learner as they can be. As a staff we share high expectations and adopt a wide variety of innovative teaching practices to assist each student to achieve their full potential.

School Priorities
The Strategic Plan for WA Public Schools 2012-2015 and the school’s Business Plan 2013-2015 identifies our combined focus and includes ensuring the success of every student by recruiting and sustaining high quality staff. In 2014 we concluded, from the internal and external data available, that our main priority areas needed to be: Reading Comprehension AND Problem Solving Mathematics. This data is available for viewing elsewhere in this report and available online through the My School website.

School Board
The School Board played an active role in school decision-making. They endorsed the Business Plan and One Line Budget in term one and ratified the Annual Report prior to it being uploaded onto Schools Online. NAPLAN data was compared to teacher judgement which helped the Board ratify school priorities. The status of our school as an Independent Public School has allowed us greater autonomy and flexibility and allowed the Board opportunities to be involved in the strategic direction of the school through the Business Plan.

The introduction of an agreed before and after care facility on site with Camp Australia was a major decision made by the Board in 2014 and has enabled a closer link between the Board and the broader community. The commitment of the P&C in fundraising over $25 000 to support long term initiatives of the school is acknowledged and appreciated.

Arinda Kruger
Chair

Staff information
All teaching staff employed at Falcon Primary School meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teacher Registration Board (TRB).
Parents continue to select Falcon Primary School as their school of choice to provide their children with a first class public school education. Our enrolment trends remain high and in 2014 peaked at 610 students in K to Year 7.

Students showed an overall attendance rate of 92.3% which compared favourably to the 92.1% by other WA Public Schools.
Every year level from Year 1 to Year 7 has achieved above the 90% regular attendance since 2012.

Business Plan Targets for 2014

- Maintain the percentage of Aboriginal students with regular attendance at 63% or above in 2014.
- Reduce the percentage of unauthorized absences in Year 7 from 35% in 2013 to 25% in 2014.
- Increase the average attendance rate for Year 1 from 90% in 2013 to 91% in 2014.

Summary of Available Data

- The percentage of Aboriginal students with regular attendance in Semester 1, 2014 was 78%.
- The percentage of unauthorized absences in Year 7 reduced from 35% in Semester 1, 2013 to 27% in Semester 1, 2014.
- The average attendance rate for Year 1 increased from 90% in Semester 1, 2013 to 91.1% in Semester 1, 2014.

<table>
<thead>
<tr>
<th>Non-Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Like Schools</td>
<td>WA Public Schools</td>
</tr>
<tr>
<td>2012</td>
<td>91.6%</td>
<td>93.1%</td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>93.4%</td>
</tr>
<tr>
<td>2014</td>
<td>92.3%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

Recommendations for 2015

- Stress the importance of attending Kindergarten regularly using parent meetings as an avenue.
- Discourage vacations arranged during the term. Parents must gain approval from Principal (multiple vacations require further investigation)
- Continue with the AIEO follow-up of Aboriginal student attendance
- Class teachers to remind parents in their class to inform the school of the reason for all absences and follow these up. Promote the use of student diaries and SMS. Assistant Principals to follow-up at risk students termly and as patterns arise.
- Focus on punctuality and continue with Student Council Award for the class with the least number of late students each fortnight.
Student Behaviour

Ongoing teacher/parent contact, high level of support from administration and positive home and school role models has sustained the effectiveness of the school’s Behaviour Management policy.

Using a Behaviour Net framework the school identifies student behaviour as level 1 (low risk), level 2 (medium risk) and level 3 (high risk). The school operates a successful ‘Reap the Rewards’ incentive program.

### Level 1
**In 2013 – 80 students identified**
**In 2014 – 62 students identified ( )**
- Often reprimanded for breaking school or classroom rules
- Sometimes receives consequences for breaking school or classroom rules
- Classroom teacher manages behaviour
- Recorded in duty files for playground behaviour
- Negative attitude/low level backchatting
- Sent to buddy class
- Often loses class stamps or rewards

**Suggested Strategies for Dealing With Students**
- Verbal warning
- Name on board
- Classroom isolation
- Buddy class
- Think sheet
- Blue dot
- Class reward systems
- Record in duty file (playground)
- Communication with parent

### Level 2
**In 2013 – 12 students identified**
**In 2014 – 17 students identified ( )**
- Often receives consequences for breaking school or classroom rules
- Assistant Principal is involved in case management
- Simple behaviour modification strategy eg behaviour chart
- Principal has been informed of behaviour
- Received 3 or more demerits in a term (Year 4-7)
- Tests the boundaries with most adults
- Mild physical behaviour

**Suggested Strategies for Dealing With Students**
- Separate from peers
- Restricted play or isolation
- Blue dot
- Red dot
- Simple behaviour modification strategy contract
- Think sheet
- Weekly check in to admin
- Demerits
- Direct/frequent communication with parents,

### Level 3
**In 2013 – 6 students identified**
**In 2014 – 4 students identified ( )**
- Often receives consequences for breaking school or classroom rules
- Has received severe consequences for breaking school or classroom rules
- Has received 5 or more demerits in a term (Year 4-7)
- Principal is involved in case management
- Has had an IBP implemented
- Displays explosive behaviour Runs away or leaves classroom

**Suggested Strategies for Dealing With Students**
- 3 way conference to set up negotiated contract/IBP
- Separate break times
- Role-playing/Social stories
- Lunch time conflict resolution, anger management
- Direct/frequent communication with parents,
- Clear consequences
- Identify triggers- action to be taken identified in advance
- Emergency tag procedure
- Individual behaviour chart to all lessons
- Link with an adult mentor
- Daily check in to admin.
- Demerits, suspension in or out of school

Students at Falcon are well mannered, polite and respectful. The school receives positive comments from the public whenever our students are on excursions. We implement a Virtues Project across the school which promotes good citizenship. We also have a strong pastoral care program that includes a Youth Officer and our own School Psychologist.
Our 2013 – 2015 Business Plan focuses on the direction, actions, goals and targets for implementation during this period.

Review of Business Plan Targets

The following improvement targets were identified by staff during school self review and endorsed by the School Board as being our school performance targets for 2014. These targets are reviewed annually over the three year period of our Business Plan. In 2014 our school priority areas were English (Reading) and Mathematics (Problem Solving). These were the same two areas identified in 2013.

**English**

**READING:** Increase student gains in Reading by 5% across the whole school

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Like Schools</th>
<th>Y05 School</th>
<th>Like Schools</th>
<th>Y07 School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>387</td>
<td>388</td>
<td>467</td>
<td>462</td>
<td>558</td>
<td>533</td>
</tr>
<tr>
<td>2011</td>
<td>387</td>
<td>380</td>
<td>489</td>
<td>464</td>
<td>550</td>
<td>524</td>
</tr>
<tr>
<td>2012</td>
<td>387</td>
<td>395</td>
<td>476</td>
<td>470</td>
<td>536</td>
<td>521</td>
</tr>
<tr>
<td>2013</td>
<td>402</td>
<td>393</td>
<td>485</td>
<td>485</td>
<td>549</td>
<td>529</td>
</tr>
<tr>
<td>2014</td>
<td>389</td>
<td>394</td>
<td>495</td>
<td>482</td>
<td>534</td>
<td>532</td>
</tr>
</tbody>
</table>

In 2012 Falcon PS Yr 3s were 8 Naplans below like schools.
In 2014 Falcon PS Yr 5s improved to 13 Naplans above like schools.
Conclusions and Recommendations

- Focus on improving boys performance in each aspect of literacy
- Focus on specific reading skills in P-2 (Learning to Read), building common sight vocabulary, fluency and phonics
- Continue with Jolly Phonics and introduce Jolly Grammar in Year 3
- Comprehension skills in Year 3 to 6 using CARS scope and sequence.

Mathematics Targets

Increase the Year 3 school mean from 18 below the State to within 10 points by 2015 (as Year 5s).

Increased the Year 3 mean from 18 below the State to 8 below the State mean as Year 5 in 2014.

The numeracy achievement of Year 5 students tested in 2012 will be equivalent to or higher than like school means for the same cohort when they are tested as Year 7 in 2014.

This was higher in 2014. The average progress from Year 5 to Year 7 for the stable cohort was 70 NAPLANS compared to like schools of 53 NAPLANS.

Increase the percentage of girls in Year 5 achieving at or above the national minimum standard during the duration of this Business Plan. 88% at or above in 2012, 85% in 2013, 85% in 2014 (only 13 tested). However 96.5% of Year 7 girls in 2014 achieved at or above (up from 88% as Year 5s in 2012).

Girls in years 3 and 5 match the boys in the percentage of A and B grades allocated by teacher judgement.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>2012 Semester 2</th>
<th>2013 Semester 1</th>
<th>Semester 2</th>
<th>2014 Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>8% 28% 8% 16% 11% 16% 9% 20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>0% 25% 0% 27% 16% 19.5% 0% 22%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>2012 Semester 2</th>
<th>2013 Semester 1</th>
<th>Semester 2</th>
<th>2014 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>0% 18.9% 11% 27.8% 15% 30% 26.5% 13.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>0% 12.5% 17% 14.3% 5.5% 32% 19% 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Numeracy Score

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
<th>Y07 School</th>
<th>Y07 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>392</td>
<td>375</td>
<td>459</td>
<td>464</td>
<td>558</td>
<td>534</td>
</tr>
<tr>
<td>2011</td>
<td>383</td>
<td>389</td>
<td>498</td>
<td>464</td>
<td>550</td>
<td>530</td>
</tr>
<tr>
<td>2012</td>
<td>367</td>
<td>371</td>
<td>468</td>
<td>464</td>
<td>529</td>
<td>516</td>
</tr>
<tr>
<td>2013</td>
<td>381</td>
<td>374</td>
<td>471</td>
<td>466</td>
<td>556</td>
<td>527</td>
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<tr>
<td>2014</td>
<td>370</td>
<td>384</td>
<td>469</td>
<td>474</td>
<td>546</td>
<td>528</td>
</tr>
</tbody>
</table>
Conclusions and Recommendations

In comparison to like schools, Falcon PS has performed below expected in Year 3 and Year 5 but still within 1 standard deviation. Year 7 have performed above like-schools. While the means for Year 3 and Year 5 are below the State mean, the Year 5 cohort is closer to the State mean than they were as Year 3s.

There is a large group of students with limited achievement in Year 3. There is a larger than expected group of students who made very low progress from Year 3 to Year 5 although very few made low progress. Year 3 and Year 7 had a lower percentage of students in the top 20% category than nationally.

Students had most difficulty with short answer questions. In 2014 there was a noticeable increase in the percentage of Year 5 girls achieving A/B grades on reports.

うことことができる。 한 그룹의 학생들이 3년계의 성과가 상당히 낮았고, 그 학생들이 5년계로 진학했을 때 highly progressed group of students who made very low progress from Year 3 to Year 5 although very few made low progress. Year 3 and Year 7 had a lower percentage of students in the top 20% category than nationally.

Students had most difficulty with short answer questions. In 2014 there was a noticeable increase in the percentage of Year 5 girls achieving A/B grades on reports.

Use the problem-solving guide and mental mathematics strategies across the school.

Ensure the Australian Curriculum is taught in all strands and cover the ‘big ideas’

School-wide focus on Basic Facts including Speed and Accuracy in set quarantine learning time.

Year 2-6 students use Targeting Maths workbooks supported by Rainforest Maths and Targeting Maths software.

Track students identified as making very low progress and those below the benchmark.

Provide extension programs and activities to increase the percentage of Falcon students in the top 20% bracket. This could include entering State or National competitions.

Provide support for Year 4 students in 2015 identified at or below the benchmark from Year 3. This may involve smaller class size and allocation of an Education Assistant.
Business Plan Target ▼

*Increase the percentage of Year 5 students meeting the standard to 47% (from 42.25% in 2012)*
*(SCIENCE)*

*Increase the percentage of Year 7 students meeting the standard to 45% (from 41.3% in 2012)*
*(HUMANITIES)*

Summary of Available Data ▼

<table>
<thead>
<tr>
<th></th>
<th>2013 SCHOOL MEAN</th>
<th>2013 STATE MEAN</th>
<th>2014 SCHOOL MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>402</td>
<td>407</td>
<td>405.6 (SCIENCE)</td>
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<tr>
<td>HUMANITIES</td>
<td>423</td>
<td>435</td>
<td>444.6 (HUMANITIES)</td>
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<tr>
<td><strong>YEAR 7</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>466</td>
<td>447</td>
<td>451.3 (SCIENCE)</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>497</td>
<td>480</td>
<td>531.6 (HUMANITIES)</td>
</tr>
</tbody>
</table>

- 57.0% of Year 5 students achieved at or above the expected standard in Science for 2014
- 53.7% of Year 7 students achieved at or above the expected standard in Science for 2014
- 59.0% of Year 5 students achieved at or above the expected standard in Humanities for 2014
- 76.4% of Year 7 students achieved at or above the expected standard in Humanities for 2014

Conclusions and Recommendations

- The teaching and learning programs offered in Year 6 and 7 have value added to the high scores from 2011 Year 5 WAMSE
- The Year 5 students in 2013 performed just below the state mean and closer again in 2014. Comparison with like schools is unavailable through WAMSE data but we would anticipate that Falcon would be similar to like schools.
- The Year 7 cohort from 2013 performed well above the state mean and above the state mean again in 2014. Comparison with like schools is unavailable through WAMSE data but we would anticipate that Falcon has scored higher than like schools.
- The percentage of Year 5 students above the standard has increased from 2012 to 2013 and increased again in 2014.
At Falcon Primary School all students from Year 1 to Year 7 are exposed to one hour of Japanese language lessons per week. Our Japanese program focuses on developing language learning strategies, exposes our students to authentic Japanese experiences and encourages the development of cultural empathy.

Focus for 2014 has included developing strong links with Halls Head Community College, Glencoe, Halls Head, South Halls Head, Mandurah, North Mandurah and Ocean Rd Primary Schools via network meetings and cross school moderation processes. An outcome of this is strong learning pathways for all students who continue Japanese Language study through to year 12.

Maintaining the high profile of our Japanese program in the school community has been another focus; strategies have included Japanese cultural days, visits from native speakers, Japanese sports days, Open Night presentations, Taiko drumming workshops and the completion of a Japanese Garden. Our language program is promoted regularly in our school newsletter and Facebook page. Japanese was further promoted through a Japanese assembly item and the maintenance of a Japanese corner in each classroom to showcase student work samples.

The use of information technology for language learning has been achieved through the use of Japanese Apps on iPads for alphabet recognition and vocabulary building. Outcomes for students continue to improve through the inclusion of these processes.

Leslie Sinagra
Japanese Language Teacher
Falcon Primary School is committed to developing effective physical education skills across all grades. Apart from the mandatory two hours of physical activity available to each class, students have access to block sport and a whole school running program through the Smelly Shoe Program. In 2015 the whole school will be timetabled to engage in daily fitness.

The Beep Test was used to measure school fitness levels with 76% of students improving in fitness by increasing their personal score.

Our students’ performance in interschool competitions is as follows:

- Hockey Team – Winter Sport Champions
- Football Team – Lightning Carnival Champions
- Interschool Cross Country Champion School (against 20 schools)
- Interschool Athletics Champion School – Outright Winner
- Interschool Athletics Champion School – Team Games
- 6 Individual Champions and Runners Up

Gavin Coles & Paula Shanahan
Physical Education Teachers

Faction Shield Winners
Spinaway Blue

2nd place Flame Red

3rd place Mercedes Green

4th place Crusader Gold
Falcon Primary School introduced a music program across the school from the start of the 2014 year. It is part of the school’s future directions to achieve a higher music profile in the school.

**Music Count Us In** – In 2014 the school participated in the ‘Music Count Us In’ event. This is a nationwide singing event where children all sing the same song at the same time. A certificate of participation was presented to the students at a recent assembly.

We hope to take part again in 2015.

**Choir** – Last year saw the inauguration of the school choir for a select group of students. These select students greatly enjoyed singing in the school choir.

In 2015, this has been expanded to allow any students from Year 2-6 to participate. There are currently 70 enthusiastic singers enrolled in the Falcon Primary school choir!

**Music Program** – 2014 saw the implementation of a successful music program across the school by music specialist Mrs Chelsea Seymour. The main assessment focus was to increase the overall rhythmic co-ordination skills of a group of children across the academic year. This was achieved with an increase from 59.1% in term 1, to 88.1% in term 4.

In 2015 a new music specialist was appointed to continue the successful evolution of the music program across the school.

**Resources/Music Technology** – The school has sufficient music resources to implement a music program. Many of these resources are ageing, but still sufficient to run a successful program. These resources will gradually be replaced as necessary using the music budget. They will be complemented with music technology, including electronic keyboards in 2015. There is a highly valuable Music Room which is essential for the program to run successfully. It houses an Interactive whiteboard which is utilized extensively to complement the music teaching.

*Ab Chaudhry*
*Music Teacher*
Visual Arts

Students across the school enjoy visiting the Art Room and applying their creative skills to a range of perspectives. The Visual Arts Curriculum provides opportunities for learning incorporating these perspectives.

Literacy and numeracy can be taught through the Arts. Each of the art forms provides a unique field of knowledge which assists students to work towards achievement of outcomes.

Incorporating Aboriginal, multicultural, environmental and ICT perspectives assists students to develop values and understandings about artworks in a social and cultural context.

Evaluating student performance across the school is ongoing. SAIS data is used for cross moderation and applied to ensure standards are met. Note the changes once moderation was undertaken!

Year 5 students achieved (B – 16%); (C 82%); D 2%)
(Semester 1 reports 2014)

Year 5 students achieved (A—2%); (B—22%); (C—74%); (D-2%)
(Semester 2 reports 2014)

Nigel Boyle
Art Teacher

This mosaic montage was created by groups of children and is currently displayed around the school.

Student Best Art Awards for 2014

Gemma Hickman Year 3
Lucy Best Year 5
Paris-Jade Lemondine Y7
As from 2014, it is mandatory for all Western Australian public schools to administer the National School Opinion Surveys at least every two years.

The mandatory opinion surveys include responses from students, staff and parents. Below are some shared responses from the surveys.

Falcon Primary School has developed a strong relationship with the community

Parents are satisfied with the overall standard of education provided at Falcon Primary School

The quality of teaching and the leadership and management of the school is considered high

Parents would recommend Falcon Primary School to other families moving into the area

Students enjoy attending Falcon Primary School

The school environment is safe and well maintained.
### Financial Summary 2014

Falcon Primary School  
Financial Summary as at 26 February 2015

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$19,684.00</td>
<td>$19,684.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$86,761.00</td>
<td>$86,496.98</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$23,700.00</td>
<td>$23,700.00</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$1,739.00</td>
<td>$1,739.09</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$351,785.00</td>
<td>$351,784.93</td>
</tr>
<tr>
<td>6 DoE Grants</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
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<tr>
<td>7 Other State Govt Grants</td>
<td>$8,697.00</td>
<td>$8,696.50</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$55,024.00</td>
<td>$55,025.95</td>
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<tr>
<td>10 Other</td>
<td>$351,785.00</td>
<td>$351,784.93</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>$8,964.00</td>
<td>$8,964.00</td>
</tr>
<tr>
<td>Total</td>
<td>$558,851.45</td>
<td>$558,591.45</td>
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</table>

Current Year Actual Contingencies Revenue Sources

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$18,016.00</td>
<td>$15,209.23</td>
</tr>
<tr>
<td>2 Leases</td>
<td>$10,607.00</td>
<td>$7,955.43</td>
</tr>
<tr>
<td>3 Utilities</td>
<td>$65,829.00</td>
<td>$61,714.48</td>
</tr>
<tr>
<td>4 Repairs/Maintenance/Grounds</td>
<td>$106,096.09</td>
<td>$57,591.83</td>
</tr>
<tr>
<td>5 Building Fabric and Infrastructure</td>
<td>$78,755.00</td>
<td>$45,779.39</td>
</tr>
<tr>
<td>6 Assets and Resources</td>
<td>$161,180.44</td>
<td>$141,095.78</td>
</tr>
<tr>
<td>7 Education Services</td>
<td>$55,348.00</td>
<td>$42,767.48</td>
</tr>
<tr>
<td>8 Other Specific Programs</td>
<td>-</td>
<td>-</td>
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<tr>
<td>9 Trading Activities</td>
<td>$63,992.56</td>
<td>$61,874.00</td>
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<tr>
<td>10 Salary Payments to Central Office</td>
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<td>$17,085.66</td>
</tr>
<tr>
<td>11 Other</td>
<td>$22,000.00</td>
<td>$22,000.00</td>
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<tr>
<td>Total Contingencies Expenditure</td>
<td>$597,238.84</td>
<td>$473,073.28</td>
</tr>
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</table>

### Contingencies Revenue - Budget vs Actual

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally Generated Revenue</td>
<td>$19,684.00</td>
<td>$19,684.00</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$86,761.00</td>
<td>$86,496.98</td>
</tr>
<tr>
<td>Other Govt Grants</td>
<td>$23,700.00</td>
<td>$23,700.00</td>
</tr>
<tr>
<td>Other</td>
<td>$1,739.00</td>
<td>$1,739.09</td>
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<tr>
<td>Transfers</td>
<td>$351,785.00</td>
<td>$351,784.93</td>
</tr>
<tr>
<td>Total</td>
<td>$558,851.45</td>
<td>$558,591.45</td>
</tr>
</tbody>
</table>

### Contingencies Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$18,016.00</td>
<td>$15,209.23</td>
</tr>
<tr>
<td>Leases</td>
<td>$10,607.00</td>
<td>$7,955.43</td>
</tr>
<tr>
<td>Utilities</td>
<td>$65,829.00</td>
<td>$61,714.48</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$106,096.09</td>
<td>$57,591.83</td>
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<tr>
<td>Building Fabric and Infrastructure</td>
<td>$78,755.00</td>
<td>$45,779.39</td>
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<tr>
<td>Education Services</td>
<td>$161,180.44</td>
<td>$141,095.78</td>
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<tr>
<td>Other Specific Programs</td>
<td>$55,348.00</td>
<td>$42,767.48</td>
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<tr>
<td>Trading Activities</td>
<td>$63,992.56</td>
<td>$61,874.00</td>
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<tr>
<td>Salary Payments to Central Office</td>
<td>$15,414.75</td>
<td>$17,085.66</td>
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<tr>
<td>Other</td>
<td>$22,000.00</td>
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<tr>
<td>Total Contingencies Expenditure</td>
<td>$597,238.84</td>
<td>$473,073.28</td>
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</tbody>
</table>

### Cash Position

- **Cash Position as at:**  
  - Bank Balance | $233,742.07 |
  - General Fund Balance | $233,742.07 |
  - Current Year Actual Contingencies Revenue Sources | $19,684.00 |
  - Total Bank Balance | $233,742.07 |
In March we became involved in the eighth National Ride2School Day, where over 250,000 Australian children either rode their bicycles or walked to school. It is a day about celebrating riding and walking and encouraging everyone to give it a go!

In 2014 there were sixteen students elected to the Student Representative Council from Year 6 and Year 7.

The ‘Aussie of the Month’ program focused on the development of good citizens who are helpful, well-mannered and always willing to have a go!

Faction Captains and Vice Captains play an important leadership role throughout the year. Apart from coordinating the faction points each week they promote team work and good sportsmanship amongst students.

Our very active Grounds Committee planned some innovative ideas with work completed on a Japanese Garden, Fitness Track and the growing of native seedlings in the Shade house!

Our AFL girls’ team took part in the Dockers Cup and came 4th in a field of 8 teams winning 4 of the 7 games played.

2014 was an exciting year for the school with lots of key highlights. It was a year of transition as we said goodbye to our Year 7 students as they moved to secondary school.

2014 was an exciting year for the school with lots of key highlights. It was a year of transition as we said goodbye to our Year 7 students as they moved to secondary school.
Celebrating Success - Highlights of 2014

Tamsyn Hill – Kindergarten
Was the Australia-wide winner of the NAIDOC colouring in competition which celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Adrian Perry, Assistant Principal
Adrian was awarded the Des Heenan Award for Excellence in the coordination of the School Volunteer Program at Falcon Primary School.

Each year, selected senior students are invited to lunch at Parliament House by Dr Kim Hames (our local MLA) and Deputy Premier.

Congratulations to Falcon Primary School and the Active After School Team for being awarded the WA Super Site Award Winner for the 2014 Active After School Communities program.

Falcon Primary School participates in the TravelSmart program and in 2014 earned Silver Status for participating in Ride 2 School Day.
I like Falcon Primary because there are lots of great learning opportunities.