

Falcon Primary School

A Western Australian Independent Public School



2017 Annual Report





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Falcon Primary School is a place where students can discover who they are and develop the self-confidence to take on new challenges.

We are a school where students don't have to fit in because the school fits around them.

From the Principal

Falcon Primary School opened in 1990 and gained Independent Public School status in 2013. The school is classified as a Level 5 school and accommodates almost 600 students from Kindergarten to Year 6. The school environment and facilities are attractive and functional catering for the needs of our students.

Staff at Falcon Primary School are committed to positive relationships and motivated to work collaboratively in a vibrant, creative team environment. The school's success is based on a contemporary approach to the curriculum, an inclusive learning environment and a strong, collaborative working relationship.

High quality teaching staff provide a challenging curriculum that meets both the interest and needs of every student. They support each student to achieve excellence, their potential and their personal best. There is a commitment to developing and sustaining a culture of continuous self-improvement and life-long learning in an environment of collaboration and innovation.

A strong partnership exists between the school and the broader community. The School Board is active in establishing and maintaining clear directions for the school and the P&C Association provides support to the school and organises a variety of activities that bring the school community together.

WARREN BACHMAN
PRINCIPAL

From the School Board Chair

The School Board meet twice per term (week 4 and week 8) and provides formal and informal advice to our Principal, Mr Bachman.

Throughout the year the Board is kept informed through financial reports, Business Plan progress, NAPLAN results and projects and innovations pursued by the staff and students.

We have a current "Terms of Reference" that provides direction for the Board and clarifies our functions.

The Board consists of four staff (including the Principal), five parents and one community representative. It is our intention to increase parent representation to six in 2018 and add another community representative through our partnership with Murdoch University.

On behalf of the Board I would like to thank all the volunteers who donate their time in classrooms, school events, the canteen and on the P&C. To all our wonderful staff, thank you for your dedication to teaching our children and encouraging them to achieve their best.

MEGAN MITCHELL
CHAIR



School Context

Falcon Primary School is a Level 5 primary school located on the coastal strip of Mandurah on Avalon Bay. The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1000. It commenced operation in 1990, achieved independent public school status in 2013, and is a local area intake school. Our school continues to be sought after as a 'school of choice', with a consistent number of out of intake area requests.

Vision Statement

Our vision is to inspire and support students to reach their potential, contribute positively to the community and connect to their world.

Purpose

Staff works collectively with the community to facilitate student learning and promote values that enable students to live successfully in a changing society.

Shared Beliefs on Teaching and Learning

- ♦ Children learn in an environment that is inclusive, safe and where they feel valued and supported
- ♦ Learning experiences should respect and accommodate differences between learners
- ♦ Parents, teachers and students share common goals, interact positively and are mutually supportive
- ♦ Learning should be meaningful, enjoyable, relevant and consistent with the background of the student
- ♦ Parents and teachers work in partnership to develop students who are independent, self-reflective and responsible
- ♦ Parents, teachers and students share and actively promote essential community values

Student Enrolment (as at 2017 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(31)	72	65	71	77	83	89	82	570
Part Time	60								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	31	38	237		306
Female	29	34	230		293
Total	60	72	467		599

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	5	14		23
Non-Aboriginal	56	67	453		576
Total	60	72	467		599

Priority Focus Areas

- Priority 1:** **Success For All Students**—Writing; Japanese Language; Digital Technology.
Priority 2: **High Quality Teaching**—Explicit Teaching methodology; Professional Standards.
Priority 3: **Leadership**—Australian Cultural Standards; Positive Wellbeing and Health.
Priority 4: **Strong Governance and Support.**

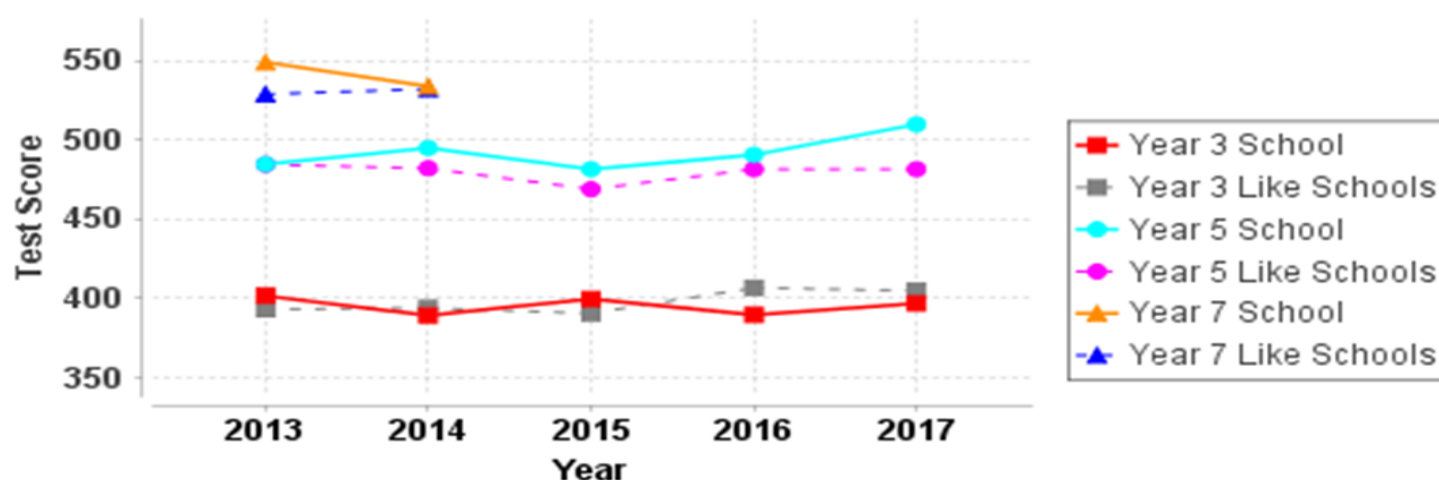
All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the *Teacher Registration Board of Western Australia.*



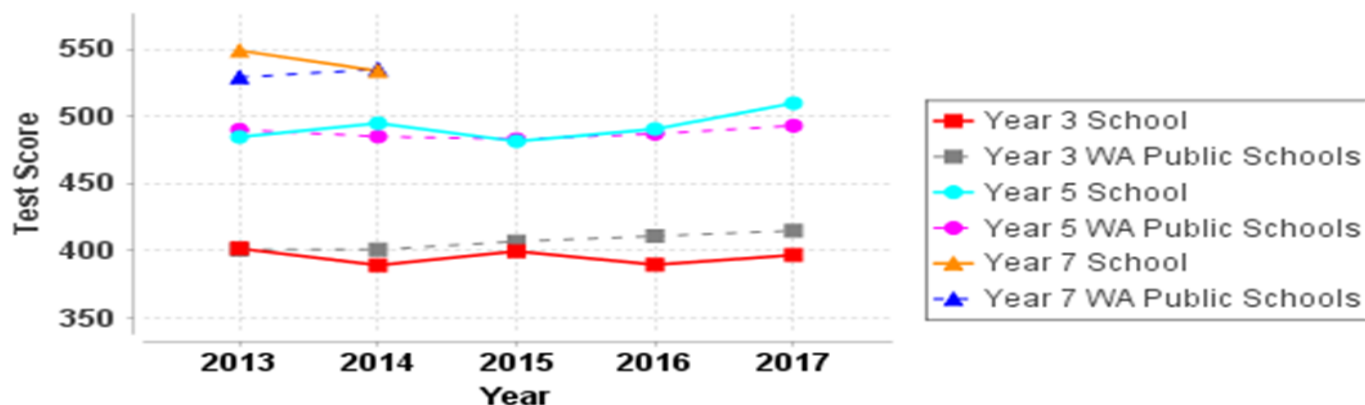
School Performance and Student Achievement—NAPLAN (Literacy)

Comparative / Longitudinal Performance Reading

Average Reading Score



Average Reading Score



Findings Summary

Our students continue to perform at the expected level in Reading.

It was pleasing to note that students in Year 5 performed ahead of Like Schools and WA Public Schools. This showed a significant rise in 2017.

The Year 3 results remained consistent with Like Schools and WA Public Schools.

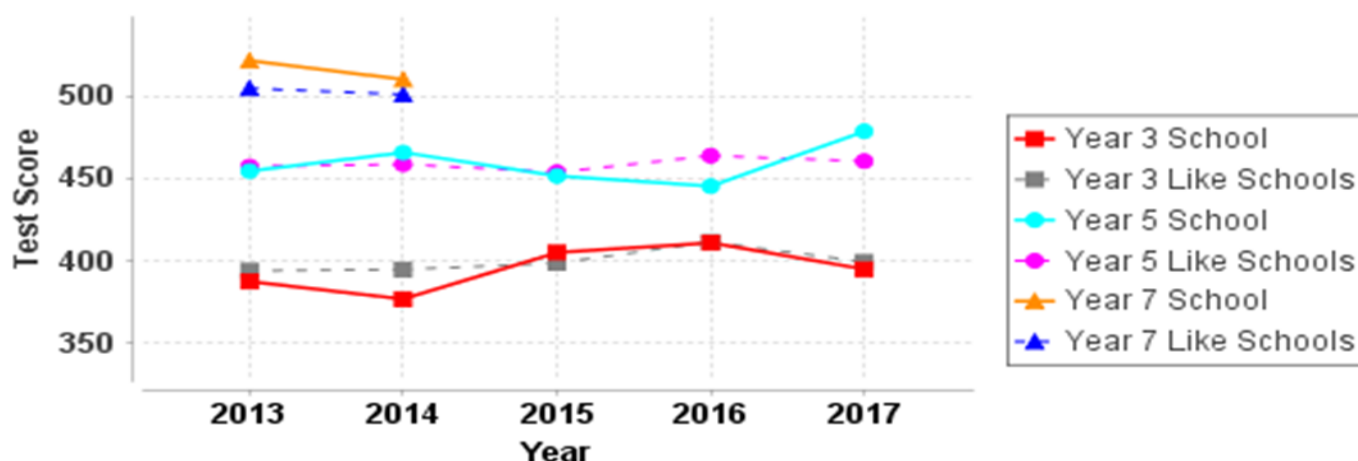
A whole school approach to teaching reading comprehension will be a professional learning priority.

The application of a consistent, uninterrupted time for literacy based activities will be a focus across P-3.

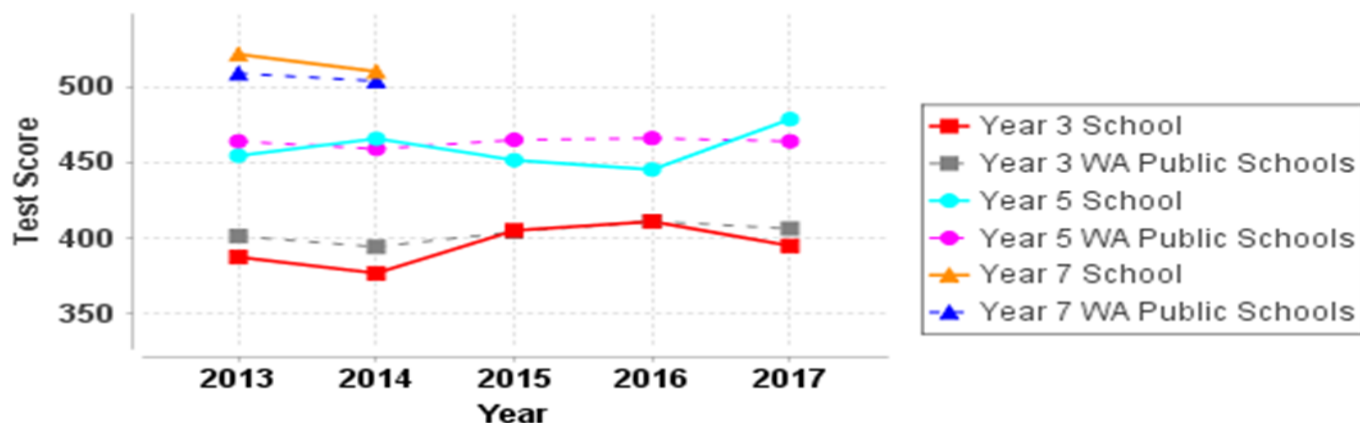


Comparative /Longitudinal Performance Writing

Average Writing Score



Average Writing Score



Findings Summary

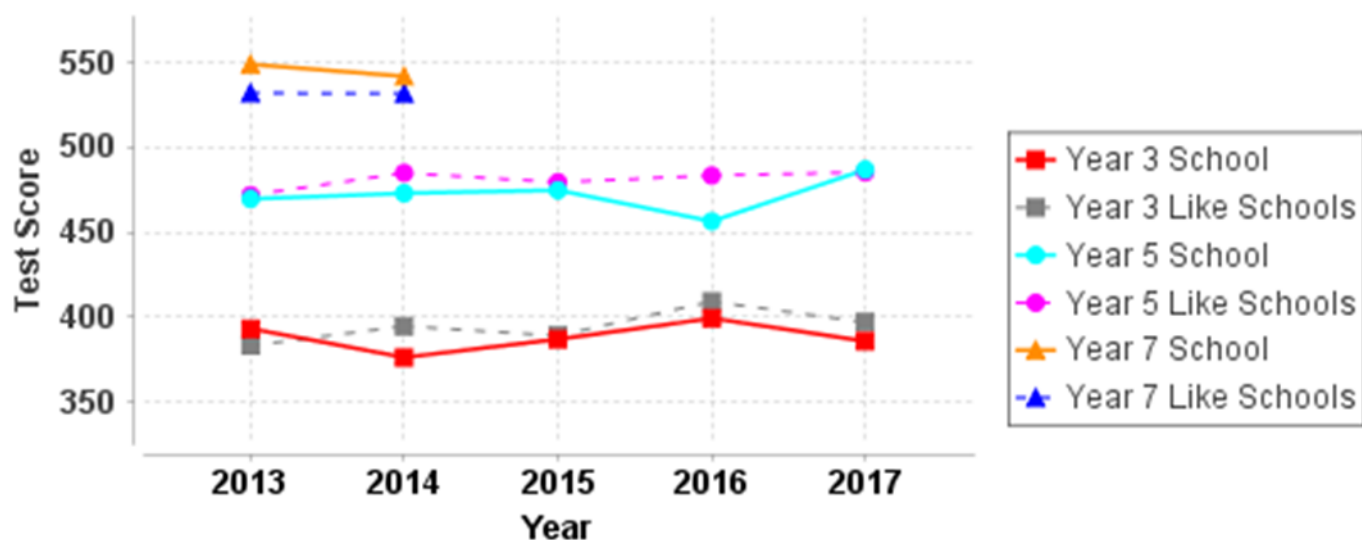
Our results in Year 3 and Year 5 indicate below average results.

Teachers are doing considerable work across all year levels to improve results. This is particularly emphasised in targeting sentence construction and the intentional teaching of vocabulary.

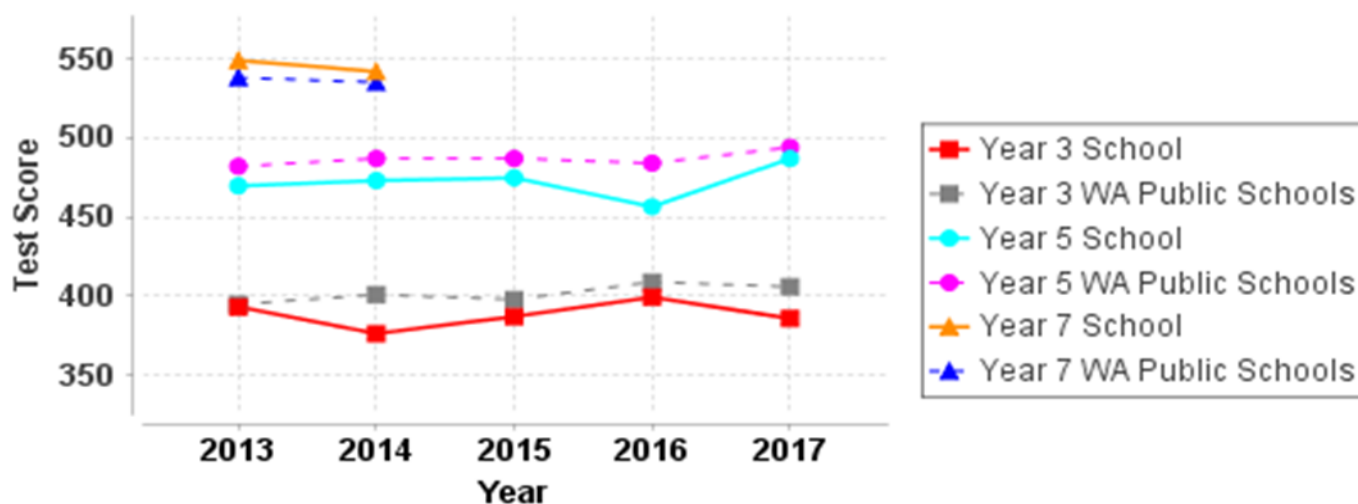
It is recommended that two School Development days in 2018 be utilised to undertake whole school professional learning in 'Talk for Writing'.

Comparative /Longitudinal Performance Spelling

Average Spelling Score



Average Spelling Score

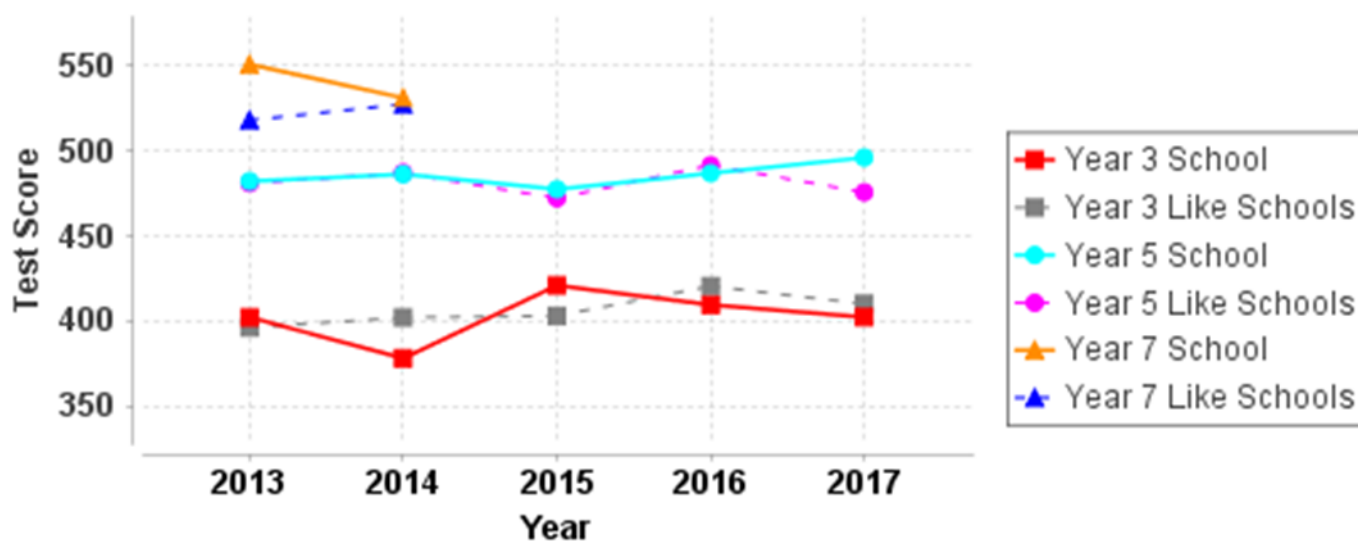


Findings Summary

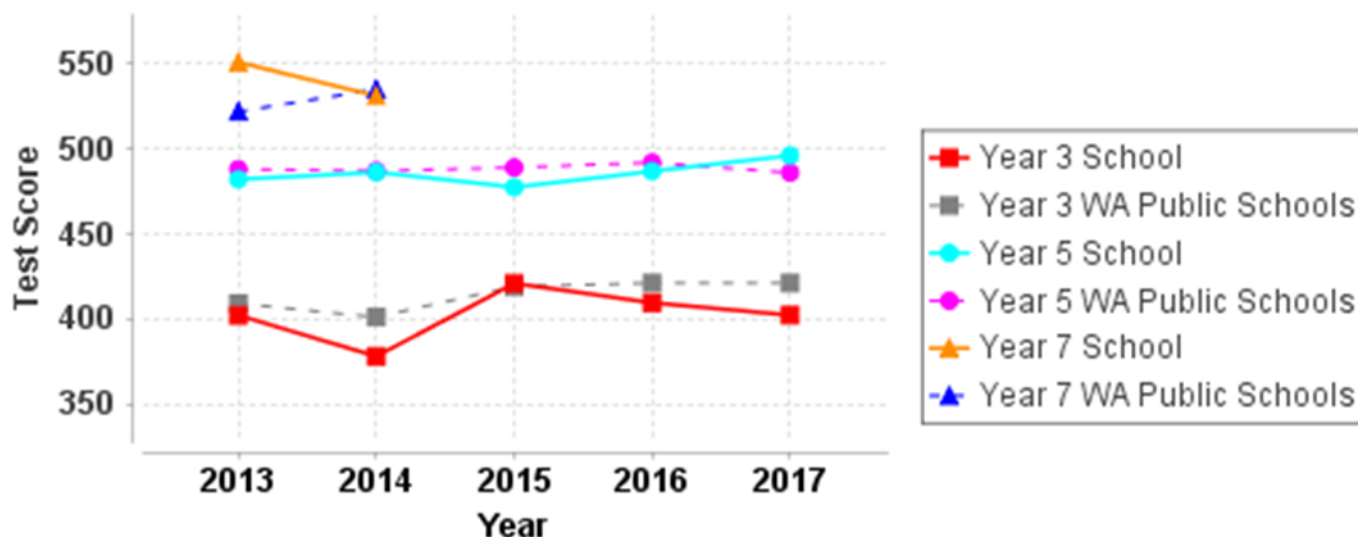
Results in Year 5 compare favourably to Like Schools and WA Public Schools. Year 3 results show a slight decline from the previous year. Staff will continue to focus on the Salisbury Spelling List for students at each Year. This will be in addition to personal words that are drawn from the children's writing samples.

Comparative / Longitudinal Performance Grammar and Punctuation

Average Grammar & Punctuation Score



Average Grammar & Punctuation Score



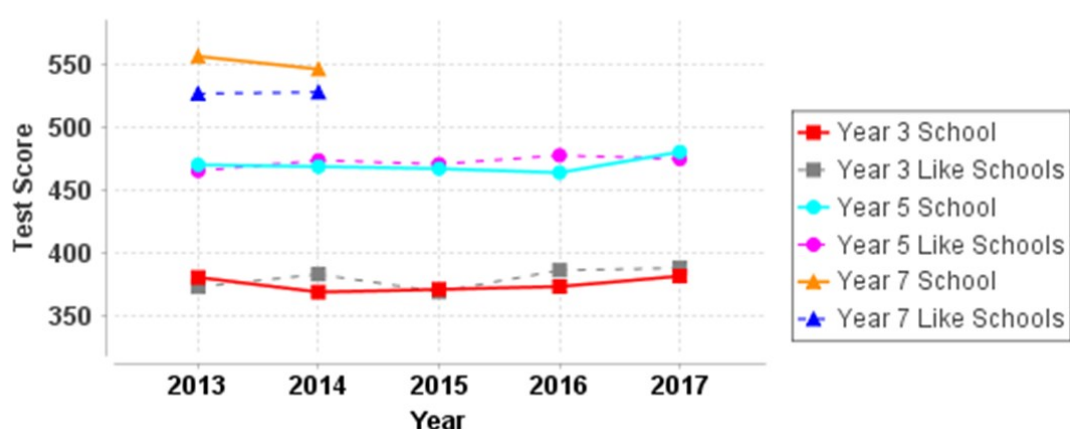
Findings Summary

Year 5 students continue to perform above Like Schools and WA Public Schools whilst the Year 3 students are working towards closing the gap. The focus on explicit instruction and a commitment to a scope and sequence will greatly assist staff in ensuring students make further improvements.

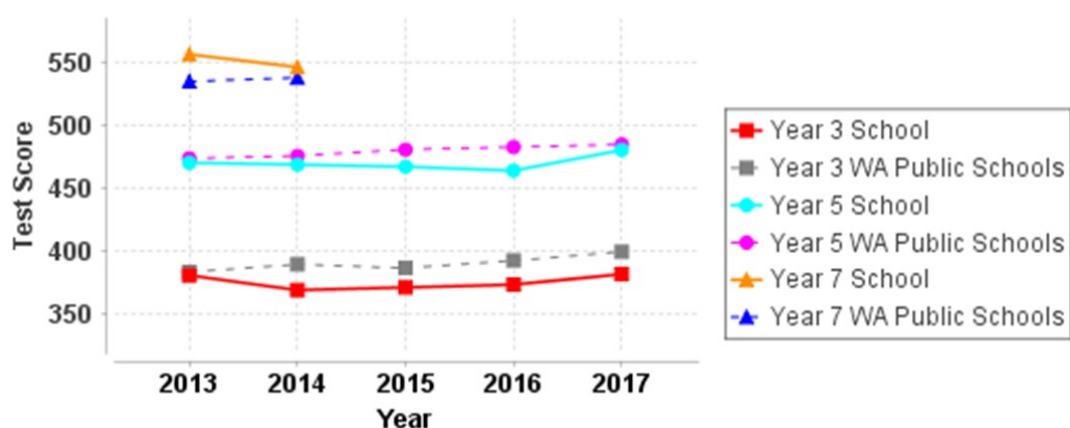
School Performance and Student Achievement—NAPLAN (Numeracy)

Comparative /Longitudinal Performance Numeracy

Average Numeracy Score



Average Numeracy Score



Findings Summary

Above average achievement from 2015 to 2017 by the Year 5 cohort of students was recognised by the Australian Curriculum Authority (ACARA). There is a pleasing trend of improvement in Numeracy results which can be attributed to an eclectic approach adopted and a review of pedagogy.



Learning Area: ENGLISH

Literacy skills include those skills required for speaking, listening, reading, viewing and writing. Evaluating student performance across the school is an ongoing activity. Teachers' use tools such as Literacy Net, First Steps continua and moderation tasks to support their judgements. NAPLAN and South Australian Spelling data is used to validate judgement and analysis determines recommendations for future planning and teaching.

Targets—Business Plan

- ▶ *The average growth rate of student achievement meets the average national growth rate (+90) from 2015 - 2017 in NAPLAN (School Average =89.75.).*
- ▶ *From Year 3 - 5 this growth rate was met comparing 2015 results with 2017 in Spelling improving from 387 to 487 (+100) and Reading from 400 -510(+110) but not met for Writing 405 - 479 (+74) or Grammar and Punctuation 421 - 496(+75).*
- ▶ *The average growth rate across Literacy for each specific area exceeded the National growth rate of 74 Naplans.*
- Increased student gains in Writing by 5% across the whole school. This is measured by comparing 'as tested cohort' results in Writing from Yea 3 – Year 5 2015 – 2017.
- The Year 3 growth from 2015-2017 went from 405 to 479 which is an increase of 18%.
- The WA growth from 2015 – 2017 went from 408 to 469 which is an increase of 15%.
- A focus on work samples across the grades will be used to confirm teacher professional judgement.
- The introduction of Brightpath assessment will assist confirm teacher judgement.
- In 2018, writing samples from Year 2 and 4 will be measured using Brightpath tools.
- Raise the longitudinal trend of Year 5 students by 20 NAPLANS in Writing from a mean of 452 in 2015 to a target mean of 472 in 2017. We achieved 479 in 2017 exceeding this target by 5 Naplans.

Student Achievement

- ◆ The performance of boys in Year 3 and 5 continues to be lower than that of the girls;
- ◆ Growth of Year 3 Writing is significant from 2015-2017 compared to both WA and Australian growth;
- ◆ Positive growth for Year 5 Writing from 2015-2017 which was above WA/Australian means
- ◆ Overall results in Grammar and Punctuation in Year 3 and Year 5 has increased overall from 478 in 2015 to 496 in 2017.

Conclusions & Recommendations

Writing should continue as a focus area to consolidate skills with Grammar and Punctuation and Spelling as despite the results showing a pleasing progression, we are still below the WA and National mean.

- ◆ Focus on improving boys results in literacy.
- ◆ Implement Explicit Instruction strategies in Writing with a focus on Grammar, Punctuation and Spelling.
- ◆ Continue with Jolly Phonics in K-2.
- ◆ Continue moderating within and across schools.



Learning Area: MATHEMATICS

Targets—Business Plan

The numeracy mean score will increase from 14 below like schools as Year 3 in 2014 to less than 5 below the like schools mean as Year 5s in 2016.

The Year 3 Numeracy mean decreased to 21 below the like schools mean in 2016.

The Year 3 Numeracy mean increased to 7 below like schools in 2017.

The Year 5 Numeracy mean score will increase from 3 below like schools in 2015 to at or above like schools in 2018.

The Year 5 Numeracy mean decreased from 3 below like schools in 2015 to 14 below like schools in 2016.

The Year 5 Numeracy mean increased from 14 below like schools in 2016 to 6 above like schools in 2017.

The Basic Facts test mean score will improve from 67.4% as Year 4s in 2015 to 77% as Year 5s in 2016 and 87% as Year 6s in 2017.

This Basic Facts Test mean for Year 5 in 2016 was 79.4%

The Basic Facts Test mean for Year 6 in 2017 was 87.9%

Below is a percentage of students in top 20%, middle 60% and bottom 20% of like schools and Falcon Primary School in 2017.

	AUST	SCHOOL 2013	SCHOOL 2014	SCHOOL 2015	SCHOOL 2016	SCHOOL 2017
Year 3	Top 20%	7%	9%	8%	5%	7%
	Middle 60%	72%	60%	67%	70%	74%
	Bottom 20%	20%	31%	25%	25%	19%
Year 5	Top 20%	16%	20%	9%	11%	11%
	Middle 60%	58%	51%	60%	52%	73%
	Bottom 20%	26%	29%	31%	37%	16%

* The Year 3 school mean in 2016 was 13 below the like schools mean (374 to 387).

* The Year 3 school mean in 2017 was 7 below the like schools mean (382 to 389).

* The Year 5 school mean in 2016 was 14 below the like schools mean. (464 to 478).

* The Year 5 school mean in 2017 was 14 below the like schools mean. (464 to 478).

The **TREND LINE** for Year 3 students at Falcon Primary School shows a **gradual downward trend**.

The **TREND LINE** for Year 5 students at Falcon Primary School shows a **gradual upward trend**.

Year 3

- Almost equal spread of females and males at or below the National Minimum Standard.
- The NAPLAN mean in 2017 for Year 3 for females was below that of males (369 to 395).
- Results show females had an overall lower mean than males (372 to 376).

Year 5

- **More boys than girls** at or below the National Minimum Standard .
- Results show females below the mean of males (458 to 469) .



Learning Area: MATHEMATICS

Recommendations

Develop	Common language usage in Mathematics at Falcon Primary School.
Teach	The four basic processes using type examples provided in 2018 Student Diary.
Continue	School-wide Tables program in 2018 with Multiplication and Division tables with EdConnect school volunteers promoting the program with Year 6 students
Continue	Whole school tables challenge program in Semester 2 2018
Promote	Numeracy to girls in Year 3
Support	Year 2 and Year 4 students in Mathematics Term 4 in 2018 using external data and Scope and Sequence
Support	Year 3 and Year 5 students in Mathematics Term 1 in 2018 using external data and Scope and Sequence 6 X 50 minutes Mathematics sessions per week with Explicit Instruction using Scope and Sequence Basic Facts, Speed and Accuracy, Mental Math Strategies according to a Scope and Sequence
Comprehensive Inclusive Learning Program	Number and Algebra, Measurement and Geometry, Statistics and Probability according to the Western Australian Curriculum and Assessment Outline and Falcon Primary School Scope and Sequence
Mathematics Focus Day	Rotating stations involving practical activities (Term 1 Number & Algebra, Term 2 Measurement and Geometry, Term 3 Probability and Statistics) Class teachers integrate through Science and Humanities eg Tables and Graphing Continue the upkeep and review of Math trolleys Continue teaching financial literacy with Money Smart (et al) sessions. Maths Text - P/P Stick Figure Maths and Years 1-6 Targeting Maths - reviewed each year



Attendance Trends (2015 to 2017)

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	93.2%	93.3%	93.8%	90.2%	85.7%	81.2%	93%	92.9%	92.7%
2016	92%	93.3%	93.7%	85.6%	85.4%	80.7%	91.7%	92.9%	92.6%
2017	92.5%	93.7%	93.8%	92.9%	87.7%	81.2%	92.5%	93.4%	92.7%

Attendance Targets for 2017

1. Reduce the % of unauthorised absences for Aboriginal students from 51% in Semester 1, 2016 to 41% in Semester 1, 2017. **Achieved 24%**
2. Reduce the % of unauthorised absences in Pre-Year 6 from 34% in Semester 1, 2016 to 30% in Semester 1, 2017. **Achieved 24%**
3. Increase the attendance rate of Year 6 students from 90.1% as Year 5s in Semester 1, 2016 to 92% as Year 6s in Semester 1, 2017. **Improved to 91.5%.**

Longitudinal Semester 1 Data

2016 71.6% had regular, 20.2% had 80-89% attendance (at risk indicated), 7.2% moderate at risk and 1% severe at risk.

2017 72.6% had regular, 21.1% had 80-89% attendance (at risk indicated), 5.6% moderate at risk and 0.7% severe at risk.

Highest average attendance 2017 PP (93.7%), Year 3 (93.2%), Kindy (92.6%) and Year 4 (92.6%)

Lowest average attendance 2017 Year 6 (91.5%) Improved from 2016 as Year 5

Conclusions and Recommendations

- Follow-up of Aboriginal student attendance to maintain positive improvements.
- Class teachers remind parents in their classes to inform the school of the reasons for all absences and follow these up each week. Promote the use of the Student Diary 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 class with least number of late students each fortnight. Promote the attendance certificates Gold 100%, Silver 95-99%.
- Increase the Semester 1 attendance rate for compulsory aged students (P-6) from 92.5% in 2017 to 93% in Semester 1, 2018.
- Increase the Semester 1 attendance rate of Year 6 students from 92.2% as Year 5 in Semester 1, 2017 to 92.5% as Year 6 in Semester 1, 2018.
- Reduce the % of moderate at risk students from 7.6% in Semester 2, 2017 to 5.6% (as in Semester 1, 2017).
- Increase the Semester 2 attendance rate for compulsory aged students (P-6) from 90.4% in 2017 to 91.5% in Semester 2, 2018.



Delivery and Performance Agreement (DPA) Progress

The **Delivery and Performance Agreement** is an agreement made by every Independent Public School signed by the school Principal, Board Chair and the Director General of Education.

This year we commenced our second DPA and the information below indicates our progress for 2017.

Teaching and Learning

- Full implementation of the Western Australian Curriculum Outline PP to Year 6.
- Annual reporting on the National Quality Standard (NQS) and its impact on K-2 programs.
- Explicit instruction methodology a continued focus.
- Scope and Sequence documents for all classes K to Year 6 in English and Mathematics.
- Australian Professional Standards applied to Performance Management.

Student Performance

- Participation in NAPLAN testing Year 3 and 5; Moderation tasks the basis of checkpoint assessments. Use of Brightpath assessment with Year 2 and Year 4.
- Monitor targets/milestones in the Business Plan for academic and non-academic areas.
- Documented plans completed for SAER students and students in DCP care.
- Annual School Report completed and placed on website.

Resourcing and Support

- One line Budget implemented with the support of the School Board and Finance Committee.
- Workforce Profile used to match short and long term workforce gaps.
- Disability Resourcing/NCCD for special needs students completed and included in census.
- Procurement of work contracts undertaken with value for money being the main aim.

Business Plan

- Developed in consultation with staff and School Board for the period 2016-2018.
- Plan updated each year during the three year planning cycle
- Includes Key Focus areas and Improvement Targets.
- Endorsed and approved by School Board with regular reports on progress of targets provided by principal.

Governance

- All Board members trained by Department of Education representatives.
- *Terms of Reference* developed using legislative guidelines - School Education Act and Regulations.
- Board members included on various school committees and decision making teams.
- Increase parent and community representation on the Board.

Compliance

- The school complies with all legislation and agreements (State and Commonwealth) as well as industrial awards.
- School planning aligns with the Department's directions outlined in Focus 2017.

KidsMatter

A Mental Health Initiative

Falcon PS prides itself on being a KidsMatter School. Each year we host family friendly community events to bring everyone together. This helps develop a sense of belonging for our students, parents and staff.



In April we welcomed The Billy Tea Bush Band for a fun-filled day and evening of dancing with a sausage sizzle provided by the P&C.



We Are 10

We Are 10

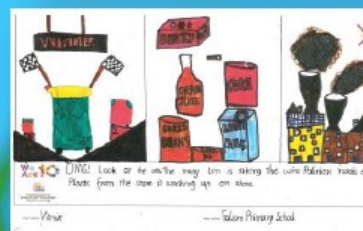
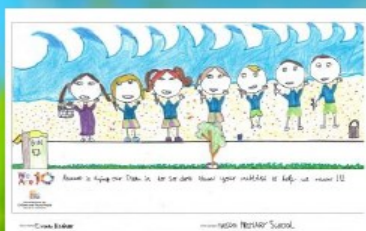
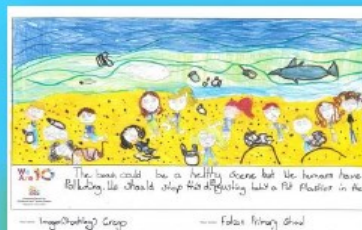
The Commission for Children and Young People WA was created ten years ago.

To celebrate turning ten, the Commissioner (Colin Pettit) invited Year 4 students across the state to share their views and thoughts with him about what it is like to be a 10 year old living in WA.

Students were asked to draw what was important to them or what they would like to change in their life. He wanted them to present their views pictorially and to write an accompanying message in 25 words or less.

Room 3.2 students focused on the local environmental issue of beach pollution. Over a month, during science lessons, students collected and analysed the types of rubbish they found on Avalon Beach. We then discussed the effect of these types of pollutants on the environment and more specifically, marine life.

These pictures represent our views, findings and philosophies.



The Arts—Music

Business Plan Target ► To increase the overall ability of Year 4 students' notation of reading skills from 10% in 2016 to 60% as a Year 6 group in 2018.

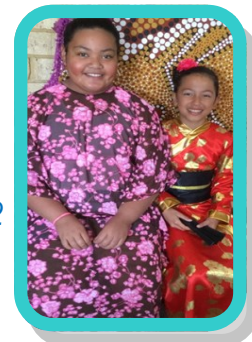


A specialist Music program was provided for all students in P-6. The program focused on incorporating the elements of music through vocal, instrumental, music literacy and movement into an interactive program. The school Choir is made up of students from Year 2 to 6. They performed with distinction at the Mandurah Performing Arts (WAGSMS) and the inaugural Mandurah Schools Network Conference. The Choir regularly performs at school and community events in the Mandurah area. Each year 'Falcon's Got Talent' provides individual students an opportunity to showcase their performing arts skills. Students from across the school enjoy the opportunity to showcase their talent.

Languages (Japanese)

Commencing in Year 3 from 2018 one Language must be offered by schools. The success of our Japanese program across all grades will ensure the teaching of the language at Falcon Primary School.

Business Plan Target ► *The percentage of students achieving at or above the achievement standard for Listening, Responding and Speaking will increase from 90% in Year 2 (2015) to 93% in Year 5 (2018).*



Each year we celebrate a **Japanese Cultural Day** at Falcon Primary School. Students are exposed to many aspects of Japanese culture including sumo, aikido, origami, tea ceremony, sushi making, calligraphy, taiko (drumming) and karate. Outcomes for the day included broadening the students understanding of Japan and exposing them to authentic Japanese Cultural experiences, fostering multicultural empathy and providing an opportunity to use Japanese language skills and communicate with native speakers.

Japanese 2017 Highlights

Links to High School

Year 6 extension classes at Halls Head College

"How to draw まんが manga" workshop

Origami にんじゃ Ninja stars

Green Tea Pancakes
おいしい Yummy

Meeting the Japanese Exchange Students

かぞく Family

おにぎり Onigiri

すごい

Japanese Cultural Day

おりがみ Origami

すもう Sumo Senseis

すし Sushi

Using はし Hashi Chopstick Champs

うんどうかい Undokai Japanese Sports Festival

Visual Arts—(Art and Craft)

Business Plan Target ► *Increase the overall ability of Year 6 students each year, to use texture/patterns in a wide range of art works such a drawing, painting and clay work to an 80% achievement rate.*

Students in Years 3 to 6 demonstrated the outcomes for Visual Arts through the inter-related process of visual inquiry, practice, exhibition and reflection.

Art work is generated to communicate ideas using the skills, techniques, processes, conventions and technologies of The Arts.

Visual Arts contributed to the development of an understanding of the physical, emotional, intellectual, aesthetic, social and spiritual dimensions of human experience. The expression and identity of individuals and groups through recording and sharing of children's experiences and imagination is a major outcome when teaching Visual Arts.

Student's art work is displayed in the Art Room at Parent Open Night and regularly in the front office reception area. Work is also displayed in local shopping centres and classrooms within the school.



Drawing of an adult and young imaginary creature in permanent marker with background and coloured in crayon and dye. Googly eyes glued in.

Archie Donaldson



Picasso style drawing of a known person coloured in with mixed media with a limited palette (colour range) using light and shade.

Imogen Nesbit



A garden landscape drawn with depth using fine liner and coloured in with oil pastels and paint (water colour).

William Liitiaainen

Health and Physical Education

Physical Education was offered to all students in Pre Primary through to Year 6 by specialist teachers. A major emphasis is on being healthy, safe and active and teaching children movement skills and sequences within physical activity contexts—increased complexity and transference of learned skills to new activities. Health Education has focused on maintaining a healthy lifestyle and protective behaviours.

The student improvement targets (Business Plan 2016-2018) short and long term.

- **SHORT TERM TARGET** To increase the percentage of students receiving a B grade (good performance) on Semester 2 reports from 25% in 2015 to 35% in 2017.
- **LONG TERM TARGET** To increase the percentage of students who improve their fitness results (term 2 to term 3) from 85% in 2015 to 90% by 2018.



Our school program in Physical Education enables students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings.

A focus in 2017 was Daily Fitness across K-6 to optimise movement performance and physical activity.

Students participated in district and State Cross Country, Faction and Interschool Athletics, Sand-a-thon, Winter Carnivals, Lightning Carnival. In each event our students excelled not just in their performance but in excellent sportsmanship and modelling of team work.

National Quality Standard (NQS)

The staff in Kindergarten through to Year 2 participated in a continuous, ongoing review on the seven 'Quality Areas' and elements of the National Quality Standard. This is a review process that allows identification of areas for improvement and action.

The quality areas targeted in the plan include educational programs and practice, staffing arrangements and developing collaborative partnerships with families and communities.

The NQS plan is monitored by the school and strategies are implemented and reviewed annually.

Quality Area		2016	2017
QA1	Educational program and practice		
QA2	Children's health and safety		
QA3	Physical environment		
QA4	Staffing arrangements		
QA5	Relationships with children		
QA6	Partnership with families and community		
QA7	Leadership and service management		

	Above Required
	At Required
	Below Required

Staff will continue the rigorous collection of evidence against the 58 elements in 2018. They will critically reflect on current practice and processes in Kindergarten to Year 2 using the NQS reflection tools.

Business Plan 2016-2018 links



Enhance education in the Early Years (Success for all Students)

Recommendations

QA1 Provide more opportunities for teachers to work collaboratively in blocks to allow for further intentional teaching:

- encourage peer observation opportunities on best practices;
- empower students by allowing participation in classroom decisions.

QA3 Work with the Grounds Committee to improve outdoor spaces to include natural features/ structures:

- encourage K-2 staff to provide outside experiences that encourage creativity, relationship building.

QA6 Recommend a dedicated SAER coordinator to assist teachers with management and organisation of SAER students, assist with referrals and case conferences:

- ensure all families have access to school policies and communications;
- display a parent information board outside each block to support parent communication;
- provide newsletter entries with helpful hints for parents.
- investigate school displays at Miami Village.

ANZAC Day Service

The ANZAC service held at Falcon Primary School allows us all to remember the men and women who served our country in World War 1. It is the day which we remember Australians who served and died in all wars. Mr John Pronk from the Dawesville RSL shared his experiences and thoughts in a ceremony that ended with the laying of a wreath.



Billy Tea Bush Band

Last term we had the pleasure of being entertained by the Billy Tea Bush Band. This was a Kids Matter initiative. Thank you to the Kids Matter Committee for the time and effort applied in introducing our local community to this event.

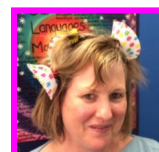
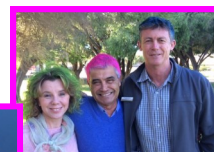


There was a wonderful response from families and thanks to the P&C fundraising committee for all their assistance.

Crazy Hair Day

Congratulations to the P&C for running a terrific Crazy Hair Day. We saw so many students and staff participate with many crazy hair designs and colours. We even had some "volunteers" from the office who had their hair coloured live on stage!

Thanks to parents and carers for taking the time out of their busy morning to help the children get ready. The school raised **\$3 530.54**. A crazy, fun day was had by all.



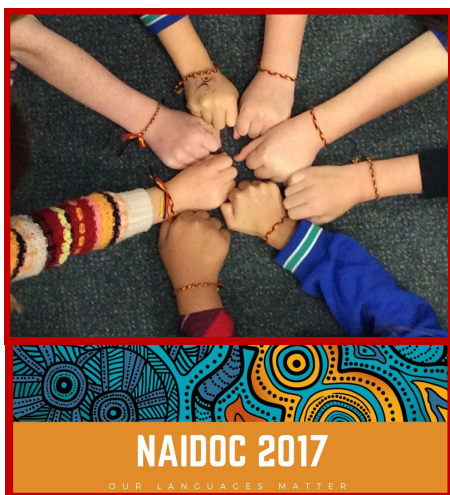
Book Week Activities

Book Week is always a highlight and all students took part in a series of literacy based activities that promoted the joy of reading and encouraged families to purchase books nominated by the Children's Book Awards. The staff put on a performance of 'Snow White' for the children who enjoyed seeing staff in a variety of different character roles.



Celebrating NAIDOC Day

In 2017 staff focused on the five cultural standards of the Aboriginal Cultural Standards Framework.



During NAIDOC week the focus was on relationships and the positive participation, communication and interaction between staff, Aboriginal students, their parents and families and the broader Aboriginal community.

A community Indigenous Garden was developed with parents selecting plants that were meaningful to the Aboriginal people. This garden represented reconciliation.



Other activities completed during NAIDOC day included friendship bracelets, kangaroo sausage and damper and the introduction and inclusion of Acknowledgement to Country at assemblies a role played by Aboriginal children across the school.

Faction Sports Carnival

A very big THANK YOU to all staff members and volunteer helpers for your amazing assistance at the Faction Sports day. Congratulations to all Factions and to each individual Champion and Runner-up Champion recipients.

Year		Girls	Boys
3	Champion	Miller P	Jackson K
	Runner Up	Olivia B	Morris S
4	Champion	Amber M	Jayke C
	Runner Up	Charli D	Louie B
5	Champion	Kayleigh C	Deian R
	Runner Up	Lucy O'H	Steele C
6	Champion	Ocean T	Waldo K
	Runner Up	Bailee C	Ethan M



Environmental Studies



Dune restoration through tree planting of native flora, working in conjunction with *Men of the Trees* has been a major environmental project over many years.

The school receive the trees as saplings and students care for these in our school nursery until they are big enough to plant.

This partnership has been very productive and is an excellent way for the children to put back into their local community beach. Parent volunteers also contribute their time to assist in the activities.



Pastoral Care

Students recognise that everyone has the right to feel valued and safe, and in this regard, understand their rights and obligations and behave responsibly.
Below are some examples of the resources used to promote pastoral care.

Virtues

- Students are encouraged to display virtues and are recognised for these at assemblies through Honour Certificates.
- Virtues are embedded into all areas of the curriculum. They are highlighted through whole school activities such as Cultural Day, GOTHCA Cards, Honour Certificates. One focus virtue per fortnight over the term is promoted.



Peer Support

- All year 6 students are trained as Peer Supporters in Term 1.
- These children support junior students in the Junior Play Area at both recess and lunch.

Bullying Prevention

- Staff actively promote *Kelso's Choices* as one strategy to help students solve playground issues.
- Staff actively promote the *Bullying Prevention Policy* to assist students to deal with bullying behaviour.
- Focus on resilience training with support from service providers such as the Chaplain and Youth Officer.



Aussie of the Month

- Students are selected from each team per month and earn a badge and certificate presented at assembly.
- Relates to Active Citizenship and Virtues covered in Humanities and Social Sciences.
- Photo and names included in the school newsletter.



KidsMatter

- Aussie Optimism program introduced to all Year 4 students.

Youth Worker

- A Youth Worker runs lunchtime games on Thursdays, assists with school activities eg. sports carnival and supports individual students through 'Speak to Pete'.

Chaplain

- A school Chaplain is employed by the school and works every Wednesday and Friday. Students can access this service for domestic, friendships, bullying etc

Falcon Primary School

A Western Australian Independent Public School



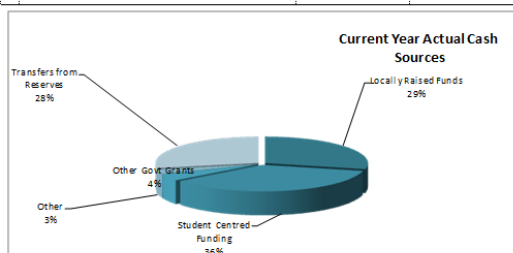
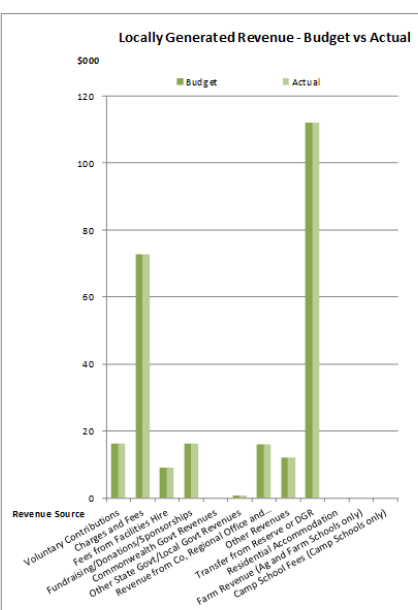
Financial Summary

Falcon Primary School operates on a One Line Budget, which incorporates all components of funding received by the school.

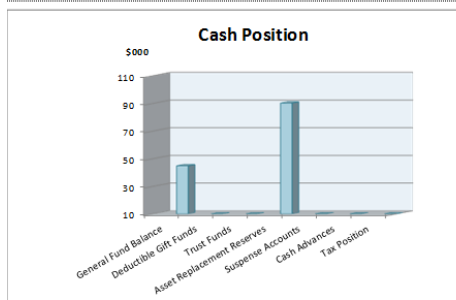
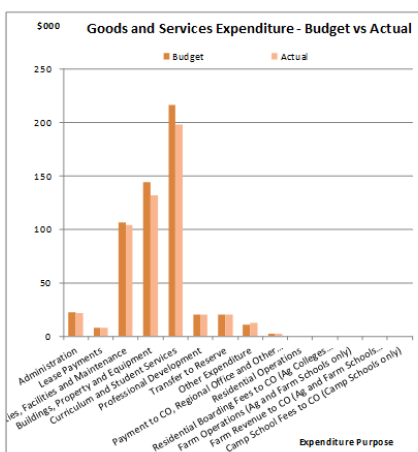
The majority of funding is assigned to staff salaries and the remainder to the resources allocated to enhance the teaching and learning program. A breakdown of the budget for 2017 is provided below.

Falcon Primary School Financial Summary as at 31st December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 16,182.00	\$ 16,182.00
2 Charges and Fees	\$ 72,815.00	\$ 72,814.35
3 Fees from Facilities Hire	\$ 9,091.00	\$ 9,090.92
4 Fundraising/Donations/Sponsorships	\$ 16,160.00	\$ 16,159.59
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7 Revenue from Co, Regional Office and Other Schools	\$ 16,000.00	\$ 16,000.00
8 Other Revenues	\$ 11,989.46	\$ 11,982.05
9 Transfer from Reserve or DGR	\$ 112,000.00	\$ 112,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 254,987.46	\$ 254,978.91
Opening Balance	\$ 162,348.00	\$ 162,348.17
Student Centred Funding	\$ 143,365.00	\$ 143,524.29
Total Cash Funds Available	\$ 560,700.46	\$ 560,851.37
Total Salary Allocation	\$ 4,856,847.00	\$ 4,856,847.00
Total Funds Available	\$ 5,417,547.46	\$ 5,417,698.37



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,381.60	\$ 21,425.49
2 Lease Payments	\$ 7,840.00	\$ 7,752.81
3 Utilities, Facilities and Maintenance	\$ 106,502.00	\$ 108,569.86
4 Buildings, Property and Equipment	\$ 144,024.46	\$ 131,513.69
5 Curriculum and Student Services	\$ 216,456.00	\$ 197,361.79
6 Professional Development	\$ 20,000.00	\$ 20,022.94
7 Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8 Other Expenditure	\$ 10,660.00	\$ 12,197.14
9 Payment to CO, Regional Office and Other Schools	\$ 2,253.00	\$ 2,233.45
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	\$ 590,117.06	\$ 516,077.17
Total Forecast Salary Expenditure	\$ 4,839,133.00	\$ 4,839,133.00
Total Expenditure	\$ 5,389,250.06	\$ 5,355,210.17
Cash Budget Variance	\$ 10,583.40	



Cash Position as at:	
Bank Balance	\$ 140,633.26
Made up of:	
1 General Fund Balance	\$ 44,774.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 90,134.82
5 Suspense Accounts	\$ 7,948.24
6 Cash Advances	\$ -
7 Tax Position	\$ 2,224.00
Total Bank Balance	\$ 140,633.26

Student Centred Funding

Per Student Funding	\$	4,221,936.00
Student and School Characteristics	\$	490,126.44
Disability Adjustments	\$	27,947.17
Targeted Initiatives	\$	124,471.47
Operational Response Allocation	\$	48,225.50
Regional Allocation	\$	<u>28,225.00</u>
TOTAL 2017	\$	4,940,931.58

PER STUDENT	STUDENT FUNDED FTE	AMOUNT
KINDERGARTEN	60	\$283,080.00
PRE PRIMARY	70	\$566,160.00
YEAR 1	64	\$517,632.00
YEAR 2	70	\$566,160.00
YEAR 3	73	\$590,424.00
YEAR 4	82	\$552,680.00
YEAR 5	90	\$606,600.00
YEAR 6	80	\$539,200.00
TOTAL	589	\$4,221,936.00


STUDENT AND SCHOOL CHARACTERISTICS FUNDING—AT CENSUS

	STUDENT FUNDED FTE	AMOUNT
STUDENT CHARACTERISTICS		
Aboriginality	22	\$ 39,400.00
Disability	54.41	\$263,531.61
English as an Additional Language	1	\$ 2,768.00
Social Disadvantage	172.11	\$141,186.18
Sub Total		\$446,885.79
SCHOOL CHARACTERISTICS		
Enrolment-Linked Base		\$ 43,240.65
Locality		\$ 0.00
TOTAL		\$490,126.44



School Board Endorsement

The School Board at Falcon endorses the 2017 Annual School Report and verifies the involvement of staff and parents in developing this document.


WARREN BACHMAN
PRINCIPAL


MEGAN MITCHELL
SCHOOL BOARD CHAIR

