2015 Annual Report

Falcon Primary School

Serving the Community of Falcon for 25 Years (1990-2015)

A Western Australian Independent Public School
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It is with great pleasure I present the Annual Report for 2015 to the school community.

This report summarises school operations and student performance highlighting our strengths and identifying areas for improvement. It is also a celebration of school and student achievements in this year.

Thank you to the dedicated staff and community for working in partnership to ensure the set achievement targets are met and that our collective vision is a reality.

At Falcon Primary School every student has access to a quality education. The school responds to students’ individual learning styles so they reach their maximum potential. The children are part of a warm, caring and inclusive environment facilitated by effective working relationships between parents, children, staff and community members. Falcon Primary School has an active and involved Parents and Citizens’ Association, which contributes to strengthening this partnership. The School Board is very active in supporting the school as are the various partnerships developed with business and other external groups.

School staff are experienced and dedicated. At all times the staff of Falcon Primary School are concerned with the development and nurturing of the whole child. The non-teaching staff is also dedicated and work in the areas of school administration, special needs for students with disabilities, library, ECE student assistance, junior primary student assistance, chaplaincy, cleaning and gardening.

The school has implemented various forms of organisational structures that ensure participative decision making and allow staff, students and community opportunities to take ownership in their school.

This year the school moved to a ‘decision making team’ focus around four broad teams – Leadership and Innovation, Staff and Student Services, Curriculum and Finance. Each team has a clear focus, is led by a member of the administrative team and is linked to the National Professional Standards.

All operational and administrative matters are covered by these Teams with opportunities for distributed leadership amongst staff and parents.

There is little turnover of staff with a retention rate around 80% and a stable school leadership team with the principal, assistant principals and registrar, long term appointments.

The school was granted Independent Public School (IPS) status in 2013. This has allowed the school greater flexibility to gradually change the work profile in terms of experience and skill. The school used its flexibility as an Independent Public School to:

- self-fund four aspirant teachers (Lead Teachers) who support data analysis and coordinate various programs,
- provide an additional 2 days so the Japanese Language Program is offered as a whole school (P-6) program
- appoint a full-time Music teacher to complement the school’s specialist programs
- additional office time made available to support school management (1.2FTE)
- additional hours (10 hrs) for ICT technician (TFX) to ensure ongoing computer troubleshooting
- increase the hours of the Gardener/Handyperson to 4 days per week
Parents continue to select Falcon Primary School as their school of choice in Mandurah.

<table>
<thead>
<tr>
<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>58</td>
<td>70</td>
<td>68</td>
<td>76</td>
<td>74</td>
<td>76</td>
<td>70</td>
<td>51</td>
<td>543</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

Student Demographic

The majority of students enrolled are Australian although recent enrolments indicate students from more diverse backgrounds, including migrants with a 457 visa.

Students originate from fourteen (14) nationalities as indicated on the graph.

There are twenty-three Aboriginal students spread across K to Year 6. Documented plans are written for each of these students as required.

Message from the Chair of the School Board

The School Board at Falcon Primary School plays an integral role in school decision-making. The Board meets twice per term and currently has ten members including a community representative.

Through our Board meetings we have an open communication with the Principal who gives us the opportunity to review and respond to appropriate school policies and procedures. These include the school budget, Business Plan and Annual Report.

The Board receives a quarterly report from the principal which monitors the progress of both the business plan and the delivery and performance agreement for independent public schools.

This year the Board established an excellent induction process for new and existing members which included every member having access to School Board training provided by the Department of Education.

ANDREW BENNETT
CHAIR
The School’s Self-Review Process

The school’s self-review cycle is explicit in its Business Plan leading to a model of sustained improvement.

To ensure successful delivery of this planning, every action undertaken individually or collectively is given the opportunity for reflection aimed at sustaining student achievement. This is documented in a common self-review format used by each learning area/specialist and demonstrates a reflective and responsive approach to self-improvement.

There is an existing culture of reflective practice amongst the staff at Falcon Primary School and a school structure developed to facilitate genuine collaboration and a focus on professional learning.

The school identified six Key Focus areas which form the basis of the Business Plan.

1. Every Student is Successful
2. Quality Teaching and Leadership
3. Safe/Inclusive Learning Environment
4. Support for Staff
5. Meaningful Accountability
6. Partnerships
Student Achievement

Falcon Primary School has continued to enhance its practice of gathering, monitoring and analysing quality data about the standard of student achievement.

- Students in Year 3 and 5 participate in national assessments such as NAPLAN and all available prescribed data together with school data information is used for analysis, discussion, conclusions and recommendations by staff.
- Staff uses information to set improvement targets detailed in the Business Plan. These targets are assessed and reviewed annually and impact directly on future operational planning, assessment and reporting.

The school’s use of the data analyses to drive improvement is maintained with regular time set aside for the discussion of data and the implications of this information for the school and classroom practices. These discussions occur at every level: Leadership Group, Leadership and Innovation Team, learning area leaders, student services, inclusive learning teams, individuals and whole staff at staff meetings and also with the School Board.

The school sets improvement targets for both Academic and Non Academic areas. These improvement targets are indicators of progress towards achieving an objective and include a timeframe, are measurable or observable and sufficiently challenging to stimulate change, but also achievable so that effort is rewarded.

Teacher Assessment of Academic Data has revealed the following.

- The school continues to aggregate and interrogate data on teacher judgement through work samples and analysis;
- Moderation tasks involve teachers working in common year groups using Judging Standards and comparing student work to build teacher capacity and confidence;
- Specialist teachers are engaged in network cross moderation;
- Target setting is a feature of all school planning and is covered in the performance management cycle for all teachers;
- Comprehensive tracking of at risk students by school psychologist;
- Implementation of instructional intelligence strategies across the whole school as per scope and sequence development;
- Current data shows a correlation between teacher judgement and NAPLAN tests.
Delivery and Performance Agreement (DPA)

The Delivery and Performance Agreement is applicable to every independent public school and is a signed agreement by the school Principal, board Chair and the Director General of Education.

Below is a list of reporting areas and what the school has done in each area.

Teaching and Learning
- Implementation of the Australian Curriculum (Phase 1 and 2)
- Introduced the National Quality Standard (NQS) for K-2 staff
- Presented professional learning on a Co Coaching model to increase and improve classroom observation
- Incorporated instructional intelligences into classroom instruction
- Australian Professional Standards was a framework for employee performance management

Student Performance
- Participation in NAPLAN testing Year 3 and 5; ACER PAT on line testing; Checkpoint assessment tasks;
- Monitor the improvement of targets/milestones in the Business Plan for academic and non-academic areas;
- Documented plans completed for special needs, Aboriginal and students in DCP care;
- Annual School Report completed in collaboration with the School Board and placed on website;

Resourcing and Support
- One line Budget implemented in collaboration and with the support of the School Board and Finance Committee;
- Workforce Plan completed and 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 2013-2015;
- Includes key focus areas, improvement targets as well as short and long term targets/milestones;
- Endorsed and approved by School Board with regular reports on 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;

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 2015;
- system requirements are carried out as per policies (Attendance, Finance, HR, Curriculum, OSH) and reported as per the Program Delivery component.
Improving Literacy and Numeracy Skills - School Priority 2015

The average growth rate of student achievement meets or exceeds the average national growth rate from 2013-2015

### Year 3 WRITING NAPLAN 2015

<table>
<thead>
<tr>
<th>Means</th>
<th>Aust: 408</th>
<th>State: 416</th>
<th>School: 405</th>
<th>(Male 386 Female 422)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Means</strong></td>
<td><strong>Audience (0.09)</strong></td>
<td><strong>Text Structure (0.15)</strong></td>
<td><strong>Ideas (0.03)</strong></td>
<td><strong>Persuasive Devices (0.21)</strong></td>
</tr>
<tr>
<td>Australian</td>
<td>2.38</td>
<td>1.53</td>
<td>2.28</td>
<td>1.52</td>
</tr>
<tr>
<td>Group</td>
<td>2.29</td>
<td>1.38</td>
<td>2.25</td>
<td>1.31</td>
</tr>
</tbody>
</table>

Compared to 2014, Year 3s have performed better with audience, structure, ideas, vocabulary, cohesion, sentence structure, Punctuation. Need to still work on Persuasive Devices and spelling.

### Year 3 WRITING NAPLAN 2014

<table>
<thead>
<tr>
<th>Means</th>
<th>Aust: 402</th>
<th>State: 397</th>
<th>School: 376</th>
<th>(Male 362 Female 397)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Means</strong></td>
<td><strong>Audience (0.23)</strong></td>
<td><strong>Text Structure (0.31)</strong></td>
<td><strong>Ideas (0.20)</strong></td>
<td><strong>Persuasive Devices (0.21)</strong></td>
</tr>
<tr>
<td>Australian</td>
<td>2.28</td>
<td>1.50</td>
<td>2.16</td>
<td>1.46</td>
</tr>
<tr>
<td>Group</td>
<td>2.05</td>
<td>1.19</td>
<td>1.96</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Conclusions:
- Girls performed better than state/Nation mean
- Boys performed 19 NAPLAN scores below school average

Recommendations:
- Focus on Persuasive devices, spelling of common words and direct speech.
- Provide support for identified Year 3 students (boys) in 2016 with writing development.

Some positive signs in improvements with the various elements of Writing... it is anticipated that as we move into the second year with Writing being a focus that further gains will become evident.

**Recommendations**
- Writing should continue as a priority area to help consolidate skills with Grammar, Punctuation, Spelling
- Continue using Jolly Phonics with K-2 and Jolly Grammar with 3-6
- Continue to focus on moderation in collaborative phase learning teams
Improving Literacy Skills

Year 5 WRITING NAPLAN 2015

Means | Aust: 478 | State: 471 | School: 452 (Male 437 Female 475)

<table>
<thead>
<tr>
<th>Means</th>
<th>Audience (0.27)</th>
<th>Ideas (0.10)</th>
<th>Persuasive Devices (0.37)</th>
<th>Vocabulary (0.15)</th>
<th>Cohesion (0.12)</th>
<th>Paragraphing (0.34)</th>
<th>Sentence Structure (0.76)</th>
<th>Punctuation (0.16)</th>
<th>Spelling (0.13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian</td>
<td>2.93</td>
<td>2.08</td>
<td>2.74</td>
<td>2.03</td>
<td>2.36</td>
<td>2.15</td>
<td>1.37</td>
<td>2.81</td>
<td>2.55</td>
</tr>
<tr>
<td>Group</td>
<td>2.66</td>
<td>1.67</td>
<td>2.64</td>
<td>1.66</td>
<td>2.21</td>
<td>2.03</td>
<td>1.03</td>
<td>2.05</td>
<td>2.39</td>
</tr>
</tbody>
</table>

- Maintained spelling performance when compared with 2014 students.
- Greater differences between group (Falcon P5) and National means for each aspect of writing compared to 2014.

Areas to focus on for improvement:
- Year 5s need to work on text structure, persuasive devices, paragraphing and sentence structure.
- Sustained and consistent use of precise words and word groups that enhance meaning - cat 4. [Vocabulary]

Year 5 WRITING NAPLAN 2014

Means | Aust: 468 | State: 465 | School: 465 (Male 454 Female 488)

<table>
<thead>
<tr>
<th>Means</th>
<th>Audience (0.05)</th>
<th>Text Structure (+0.03)</th>
<th>Ideas (0.01)</th>
<th>Persuasive Devices (0.03)</th>
<th>Vocabulary (0.13)</th>
<th>Cohesion (0.06)</th>
<th>Paragraphing (+0.08)</th>
<th>Sentence Structure (0.09)</th>
<th>Punctuation (0.04)</th>
<th>Spelling (0.13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian</td>
<td>2.89</td>
<td>2.02</td>
<td>2.68</td>
<td>1.98</td>
<td>2.36</td>
<td>2.08</td>
<td>1.25</td>
<td>2.67</td>
<td>2.51</td>
<td>3.22</td>
</tr>
<tr>
<td>Group</td>
<td>2.84</td>
<td>2.05</td>
<td>2.67</td>
<td>1.95</td>
<td>2.23</td>
<td>2.02</td>
<td>1.33</td>
<td>2.58</td>
<td>2.47</td>
<td>3.09</td>
</tr>
</tbody>
</table>

Conclusions:
- School mean below State mean.
- Girls exceeded State but not National mean
- Boys still below school, state, national mean.
- Large group at NMS, many of them boys.

Recommendations:
- Focus generally on text structure, persuasive devices, paragraphing and sentence structure
- Support for boys in literacy / writing.
Improving Literacy Skills

2015 WRITING PROGRESS AT FALCON PS YR 3 – 5
Observations and Conclusions  (STUDENT ACHIEVEMENT)

Longitudinal data analysis for Writing indicated the following:

- 97.4% of students in Year 3 are at or above the national minimum standard
- 93% of students in Year 5 are at or above the national minimum standard
- Compared to the Year 3 cohort, the school has increased 66 NAPLAN scores
- Girls in both Year 3 and Year 5 exceeded the school and state mean with the Year 5 girls exceeding the Australian mean
- The mean scores of boys remain below the school mean
- Year 3 Writing showed a steady growth but remained slightly below the state and Australian mean
- Year 5 Writing was up and down in alternate years

Recommendations for the Future

- Consider the employment of a part-time Literacy Coach.
- Continue with explicit teaching practices during whole school quarantine time.
- Introduce an Intervention and Support class at Year 2 and 3 to capture students at or below the national minimum standard.
- Maintain school and network moderation.
- Make further use of the existing Peer Observation Model using Co Coaching strategies.
- Make more use of parents and volunteers in small group instructional strategies.
Improving Numeracy Skills

- Increase the Year 3 school mean from 18 below the State to within 10 points by 2015 (as Year 5)
- Increase the percentage of girls in Year 5 achieving at or above the national minimum standard during the duration of the Business Plan

NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL 2013</th>
<th>SCHOOL 2014</th>
<th>SCHOOL 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Top 20%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>72%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Bottom 20%</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>Year 5</td>
<td>Top 20%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>58%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>Bottom 20%</td>
<td>26%</td>
<td>29%</td>
</tr>
</tbody>
</table>

The NAPLAN mean for females exceeded that for males in Year 3, and the means for males and females were within 1 in Year 5. From 2012 to 2015 in Year 5, girls have matched and now passed the boys with A and B grades. Year 3 girls are closing the gap.

The Year 3 school mean was 2 above the like schools mean (372 to 370). The Year 5 school mean was 3 below the like schools mean (468 to 471). As Year 3s in 2013 the school mean was 7 above like schools.

Recommendations

- Develop a Maths rich environment across the school.
- Introduce a Numeracy Block of a minimum of 60 mins daily to include Basic Facts/Speed and Accuracy/Mental Maths Strategies according to a Falcon PS Scope and Sequence Comprehensive Program – Number and Algebra, Measurement and Geometry, Statistics and Probability
- Purchase tables DVDs and resources. Build a list of websites and u-tube addresses
- Specialist teachers integrate numeracy into some of their lessons eg Rythmic patterns in Music, Enlarging using grids in Art, Measuring jumps for distance and Timing in PE and Japanese numbers and everyday mathematical terms in Japanese.
- A Priority Focus Day with rotating stations involving practical activities such as cooking, measurement.
- Maths Literacy – Include several maths terms in class spelling lists.
- Teach the four basic processes and formulae - type example book.
- Introduce a school-wide tables program where students are recognised for learning their tables.
The school mean for Year 3 (2013) in numeracy was below the Australian Mean but comparable with the State mean.

The school mean for Year 5 (2015) in numeracy was below both the Australian and State mean.

The progress from Year 3 to Year 5 stable cohort (2013-2015) showed an improvement of 85 NAPLAN scores. This was deemed to be very acceptable and met our Business Plan targets.

**Recommendations for the Future**

- Consider the employment of a part-time Numeracy Coach.
- Use quarantine time to teach basic facts and mental maths across the school.
- Make available parent/family maths workshops for parents.
- Continue class/block focus on teaching problem solving strategies.
- Make further use of the existing Peer Observation Model using Co Coaching strategies.
- More regular analysis of data to assist with teaching to point of error (internal and external data available).
Student Achievement—Non Academic Data

<table>
<thead>
<tr>
<th>NON ACADEMIC</th>
<th>ASSESSMENT GROUP</th>
<th>IMPROVEMENT TARGETS BUSINESS PLAN 2013-2015</th>
<th>ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Moderate Risk (Year 1 to 7)</td>
<td>- decrease from 10% in semester 1 (2012) to 7% in semester 1 (2013);</td>
<td>5% in semester 1 2015</td>
</tr>
<tr>
<td></td>
<td>Pre Primary</td>
<td>- improve regular attendance from 54% to 60%</td>
<td>71% regular in 2015</td>
</tr>
<tr>
<td></td>
<td>Aboriginal students</td>
<td>- improve regular attendance from 41% (2012) to 60% by 2015 (Aboriginal students)</td>
<td>60% regular in 2015 and 78% regular in 2014</td>
</tr>
<tr>
<td>BEHAVIOUR</td>
<td>PP to Year 7</td>
<td>Decrease the number of Level 3 behaviours by students by 12.5% from 2012 (from 8 to 7 as per School Behaviour Net)</td>
<td>2012 – 8 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2013 – 6 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2014 – 4 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2015 – 2 students</td>
</tr>
</tbody>
</table>

SCHOOL ACTIONS IN RESPONSE TO IMPROVING ATTENDANCE
The school has applied the following strategies to improve student attendance:
► early identification and intervention of all at risk students and follow up meetings between parent and principal;
► employ additional office FTE to conduct daily checks, manage SMS and produce weekly reports;
► regular monitoring, tracking and home liaison by the AIEO;
► attendance certificates for improvement or excellence;
► established an Attendance Advisory Panel (community based).

SCHOOL ACTIONS IN RESPONSE TO IMPROVING STUDENT BEHAVIOUR
► The values and virtues program adopted by the school is used to support positive behaviours;
► Continue to monitor student feedback through surveys which provide signposts for future actions on anti-bullying, self-respect and self-management;
► The school set up the Behaviour Net initiative to identify and track level 1, 2 and 3 behaviours of individual students in an effort to apply strategies to improve classroom and playground behaviour;
► Increased responsibility for senior students with various roles including the Student Ambassador program, Student Representative Council, Faction Captains, All Year 6 students (allocated duties);
► Students in upper primary trained in Peer Support and Conflict Resolution.
► Reward incentives across the school – Reap the Reward; Factions; Student Representative Council decided collaboratively by each Learning Team.
► In 2016 Buz Together program to be implemented by Chaplain with Year 5 students. This focuses on friendships, resilience and conflict resolution.
Specialist Programs

Falcon Primary School provides a range of teaching programs for its students. Specialist learning areas enhance the curriculum and provide students with opportunities to realise and improve the talents of individuals.

Physical Education

Students in Pre Primary through to Year 6 participate in specialist Physical Education lessons. This program is complemented by daily fitness and block sport. It meets the two hour per week requirement for physical skills.

The program provided encompasses individual and team sports such as football, soccer, netball, hockey, cricket, volleyball and athletics.

Through the Sporting Schools initiative the school has developed strong links with local sporting clubs such as lawn bowls, golf and basketball.

During the year our students participated in many activities such as:

- Faction Athletics Carnival (P-6)
- Interschool Athletics
- Cross Country Championships
- Winter Sport and Beach Sport

Music

The Music program on offer provides the children opportunities to develop musical and performance skills through singing, the playing of instruments, listening, creating and movement to music.

Our school Choir consists of a large group of students who perform at various community organisations and functions including Anzac Day, Senior Citizens and end of year assemblies.

Languages—Japanese

Students from Pre Primary to Year 6 are taught Japanese language and culture through a variety of activities designed to develop language and cultural awareness of Japan.

The learning of the Japanese language is led through interactive activities aimed to develop communication and vocabulary.

Art and Craft—BEST ART AWARDS

Tiernan Kirkbride Year 5

Kenan Campbell Year 2

Miller Pyburne Year 1
The school celebrated 25 years on Monday 16 November with a range of planned activities and special guests who were invited to a morning tea.

Mrs Jane Taylor (parent) and her team of helpers created a wonderful mosaic on the new school sign at the front entrance.

The school produced a spectacular 25th Anniversary Year Book which was sponsored by the P&C Association. Each Falcon family and staff received a copy.

Year 6 Student Representative Council newly elected members for 2015. The school also had two representatives of the Junior Council operated by Mandurah City Council—Jake Shaked and Kai Martin.
Falcon Primary School

Celebrating Success Highlights 2015

The school was in receipt of Federal Government funding to employ a Chaplain and welcomed Mrs Harriet Coombe.

Falcon PS was one of seven schools in the state chosen for the opportunity for a live cross to the Channel 7 weather with Angela Tsun as part of the “Our School’s a Star” competition.

Falcon Primary School won the Outright Championship Shield ‘A Division’ in the Peel Inter-School Athletics Carnival for the first time in 11 years and Best Team Games Shield for the 11th consecutive year.

NAIDOC Celebrations—Students participated in a number of activities with a traditional aboriginal cultural influence.

Front Entrance beautification Project completed during the Term 3 break.

Falcon Primary welcomed Mr John Garnaut and Mr Ross Sweeney from the Department of Education Services who undertook an independent review of the school’s self-assessment practices.

“This was one of the best reviews we have conducted.”
The School Board at Falcon endorses the 2015 Annual School Report and verifies the involvement of staff and parents in the development of this document.