

# Falcon Primary School

A Western Australian Independent Public School

# 2018 ANNUAL REPORT



[falconsps.wa.edu.au](http://falconsps.wa.edu.au)

# 2018 Annual Report

Falcon Primary School A Western Australian Independent Public School



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*At Falcon Primary School we have a clear vision and purpose to be recognised as a school focusing on high quality teaching. Our aim is to provide each student the best education and equip them with skills that allow them to contribute positively to their community and connect with a constantly changing world.*

## Message from the Principal - Mr Warren Bachman

It is with great pleasure that I present Falcon Primary School's Annual Report for 2018.

We have spent the year focussing on our identified priority areas, consolidating our relationships and networks with parents and the broader community, and responding to your needs for the school which were identified through our Surveys.

I continue to be incredibly proud to be Principal of this great school and so privileged to meet and work with so many wonderful students, staff and community members.

Each year we are guided by our Business Plan and we continue our strong commitment to offering quality teaching and learning which draws on pedagogical practice that is data informed and evidenced based and aligned to the Western Australian Curriculum.

The Annual Report shows you how we are progressing and developing as a school. It outlines what we have achieved, how well we are going and what we need to focus on next to continually improve the educational programs and services for students in our community. The report also provides some assurance about the way resources have been used to provide the very best quality teaching and learning environments for your children.

Our teachers are congratulated for being reflective and responsive to the needs of students and our supportive community has a genuine commitment to our school.



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## School Board Message - Mrs Megan Mitchell

2018 was a year of observation, assessment, reflection and learning.

The School Board has contributed to the decision making process and once again played an active and integral part in the school.

**Our three year Business Plan is now completed with a number of successful outcomes:**

1. Explicit methodology is embedded across the school and a whole school approach to teaching literacy and numeracy is proving to be successful in terms of student progress and achievement.
2. The partnership between Falcon Primary and Murdoch University will next year result in the first time an Internship program is hosted by the school.

The School Board meets twice per term and operates within a Terms of Reference.

All members are fully trained and represent the community as a whole with student performance improvement as our prime goal.

It is indeed a pleasure to Chair such an active and progressive School Board and I thank everyone for their support of the school.



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## 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 **1009 (4)**. 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.

## Our 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 2018 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(37)	58	71	68	75	79	75	90	553
Part Time	74								

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

	Kin	PPR	Pri	Sec	Total
Male	35	28	241		304
Female	39	30	217		286
Total	74	58	458		590

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	5	27		36
Non-Aboriginal	70	53	431		554
Total	74	58	458		590

	2014	2015	2016	2017	2018
Primary (Excluding Kin)	545	509	544	539	516
Total	545	509	544	539	516

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*.

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## School Overview

Falcon Primary School employed a total of 56 staff who worked a combined work fraction of 45.9FTE.

Data from the workforce profile indicates a balanced spread of age and experience.

A cooperative, supportive and inclusive culture underpins how staff meet their work requirements.. A learning team structure is set up to plan and moderate assessment.

Genuine collaboration and high levels of staff engagement is evident throughout the school self-reflection and assessment process. An evidence-based culture is embedded with credible data analysis of the current levels of student performance.



Students attending Falcon Primary School are primarily drawn from the local growth areas of Falcon, Wannanup and Port Bouvard. There were 590 students attending the school as at 2018 Semester 2 (census). A small number of students live out of the local-intake area and the transiency rate of families is about 20%. The school has a socio-economic index of **1009** (4)

Within the wider Mandurah community the school has a positive reputation.

A strong partnership between staff and various parent and community groups has resulted in the successful implementation of many programs and projects. The School Board are trained and kept abreast of whole school performance and financial information. They are strong advocates for the school and effectively perform their governance role.

## Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2018	92.2%	93.5%	93.7%	88.5%	86%	80.8%	92%	93.1%	92.6%

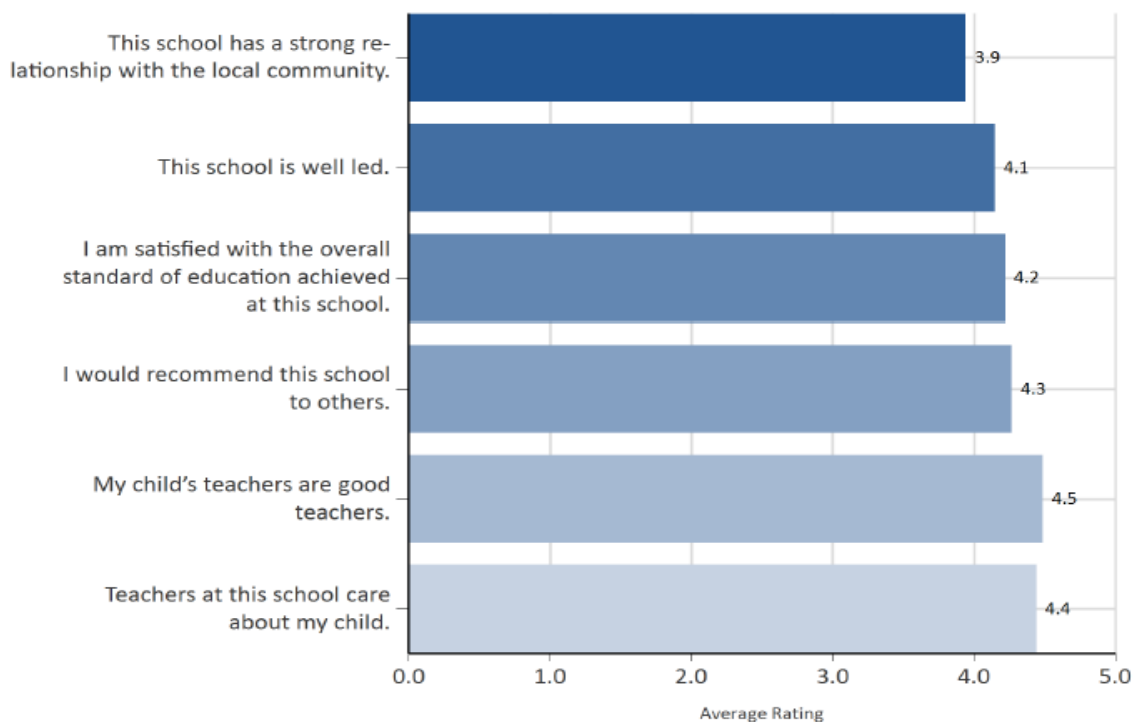
Attendance continues to be a focus at the school. Our school attendance rate is just under the that of WA Public Schools. The school continues to look at ways to ensure strong proactive case management of students with attendance issues. Unauthorised absences is an area for follow-up and this will be addressed as part of our process review. The number of families taking vacations during the school term is discouraged and has consequently been reduced.

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## Parent Opinion Survey - Building Partnerships



The results of the parent survey confirm the school's ability to establish and maintain an inclusive learning community through—an open door communication, increased volunteers in classrooms, P&C attendance increased due to class representatives and a small number of formal complaints and disputes.



*The school Chaplain Mrs Harriet Coombe is an integral part of the Student Services Team.*

*She works closely with students, staff and the community and often provides a link between school and community-based services. The Chaplain is employed by Youth Care through federal Government funding and is one example of the school building community partnerships.*

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## Teaching and Learning

The core curriculum areas of English, Mathematics, HASS and Science are delivered in classrooms formed in both single and flexible groups. Performing Arts, Visual Arts, Technology (Digital and Design), Physical Education and Japanese language are delivered by specialist teachers across the school in specialist or modified facilities.

The Sporting Schools Program has enabled the school to provide high quality and varied opportunities for students to access a range of different sports.

The school appointed two Lead Teachers (English and Mathematics) who as coaches, have been effectively used to support staff moderate their judgements about student performance. Staff work in 'phase of learning teams' to further strengthen the effective use of data and support school-wide initiatives.

An explicit approach to teaching is reflected throughout the school.

Data analysis of NAPLAN in literacy results between 2016 and 2018 showed an improvement in Spelling and Reading by around the average expectancy of 90 NAPLAN scores.

*Writing growth between Year 3 and Year 5 was well below the average and will remain a school focus for the duration of the new operational plan.*



## TEAM 3.1

# STEM

Science • Technology • Engineering • Math



Our STEM Program this year enabled students to have an impact within their local communities. We have raised over \$500 for the Peel Homeless this year with the help of our local Bunnings and K-Mart stores. Team 3.1 liaised with over 30 local businesses.





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## Learning Area - English

Literacy teaching and learning has been greatly supported through resources addressing synthetic phonics and the introduction of additional decodable and comprehension readers throughout the school. The whole school focus on explicit instruction in a set quarantine time using scope and sequence documents has also impacted in improvements within the school and evident in NAPLAN data.

All staff have attended professional learning in **Talk for Writing** and this program is now being fully implemented to target the enhancement of Writing across the school.

The Aboriginal Cultural Awareness Framework has prompted the need to up skill staff knowledge and awareness about teaching Aboriginal English and Australian Standard English.

## Targets—Business Plan

- ▶ *By 2018 every student across the school to be actively engaged in a classroom program that is consistent with the key elements of the Fleming Explicit Teaching Model.*
- ▶ *By 2018 every classroom is using evidence based literacy resources.*
- ▶ *By 2018 each collaborative learning team will develop Literacy Teaching Blocks that contain elements that are common across the school.*
- ▶ *Reduce the gap between the school mean for Year 3 Grammar to be equal to or above the WA mean between 2015 and 2017.*
- ▶ *Reduce the gap between the school mean for Year 3 Writing to be equal to or above the WA mean between 2015 and 2017.*

### Student Achievement

- ◆ Falcon's strength is in punctuation (-0.65% against the Australian Average). This is evident in student writing samples.
- ◆ The weakest area was paragraphing (-22.35% against the Australian mean).
- ◆ Grammar is an issue as well as Spelling which was below the Australian average in both Correction and Context tasks.
- ◆ In Reading the Year 3 group performed better in Narrative Texts compared to Information and Persuasive text.

### Conclusions & Recommendations

- ◆ The P-6 Writing, Grammar and Punctuation Checklist will be reintroduced. This checklist has a developmental and sequential focus.
- ◆ Performance benchmarks across P-6 using the Salisbury Word List
- ◆ Editing checklist developed and followed across the whole school
- ◆ Include writing genres in student diary for reference purposes to assist students.

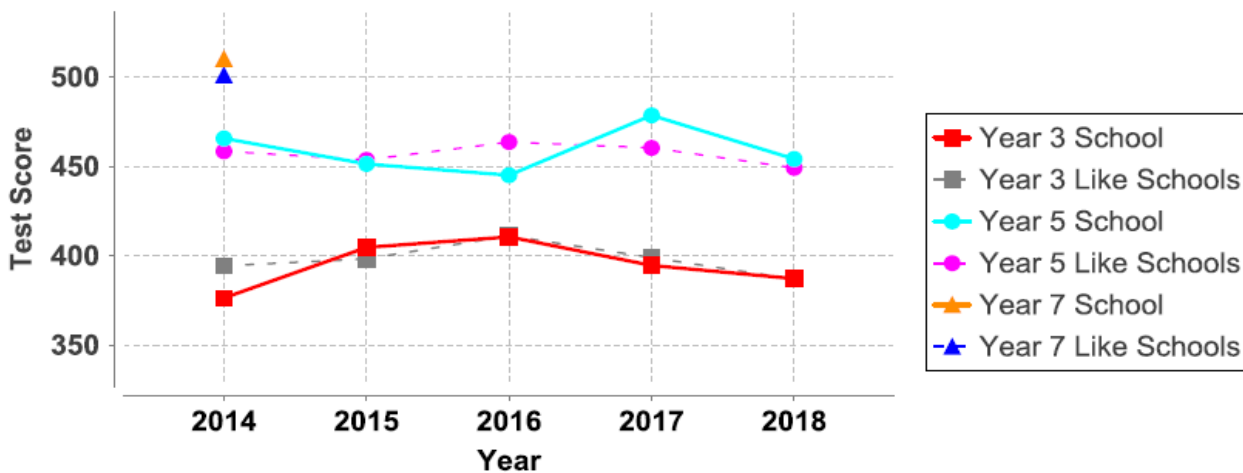
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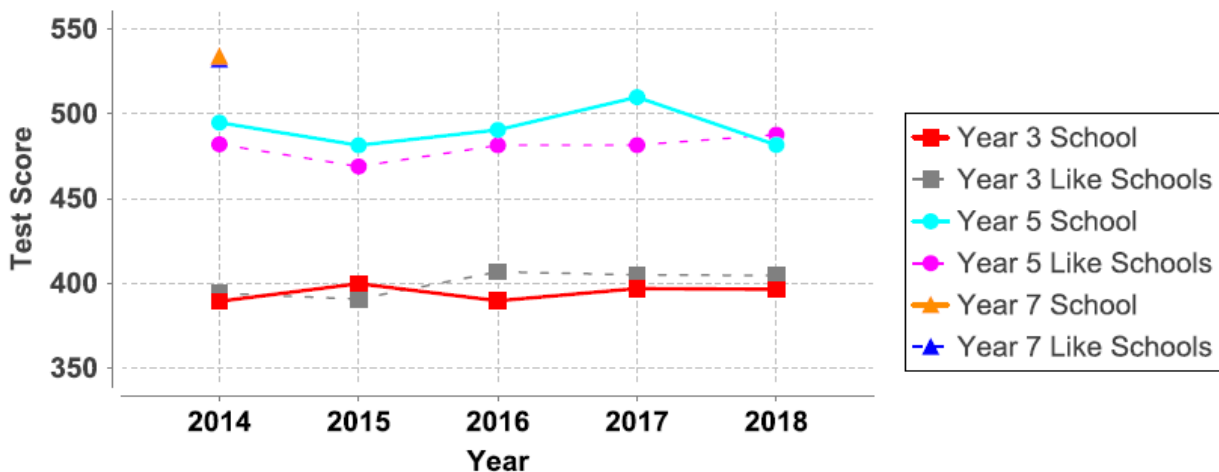


## Student Achievement - English

**Average Writing Score**



**Average Reading Score**



## Summary of Findings

- Both Writing Year 3 and Year 5 comparable with like schools. The latter maintaining above performance.
- Year 3 matched the like schools performance in Reading but Year 5 was a disappointing decline.

In response to these results, teachers will continue to explicitly teach comprehension skills to students and this will be adjusted in the operational plan.

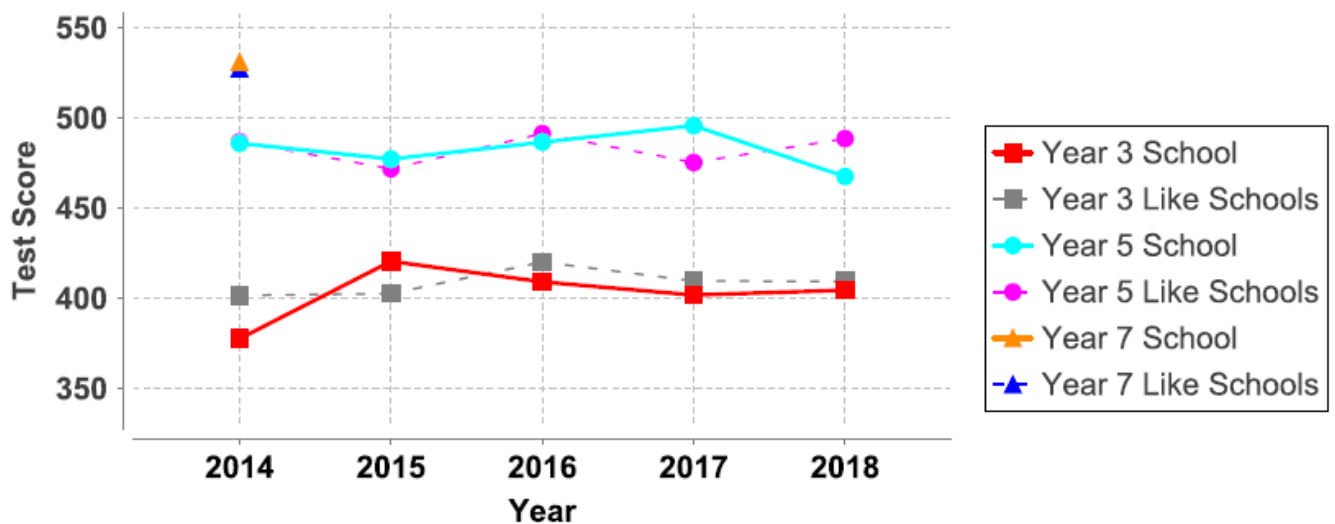
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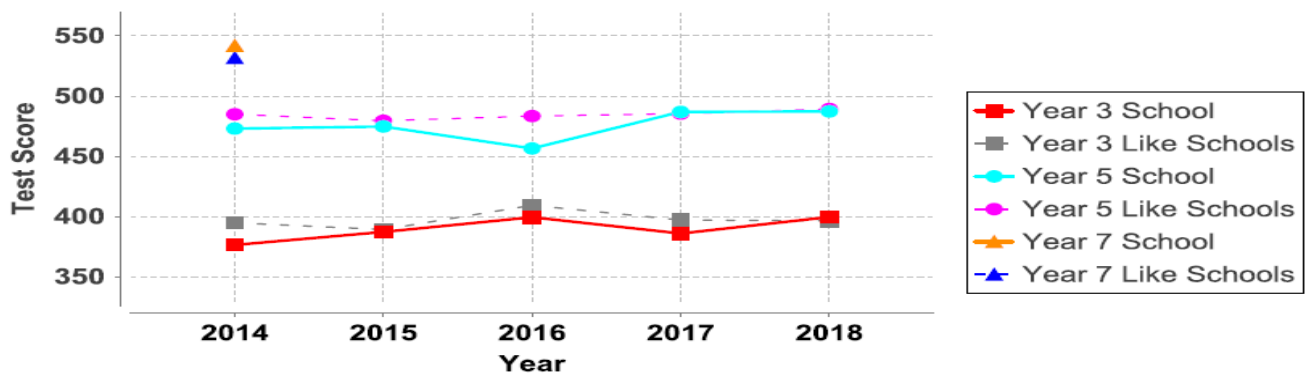


## Student Achievement - English

### Average Grammar & Punctuation Score



### Average Spelling Score



#### What is the Data telling us?

- ◆ Achievement in Grammar and Punctuation from 2017 to 2018 in Year 5 dropped.
- ◆ Progress in Grammar and Punctuation for the same period increased for Year 3.
- ◆ Spelling performance for both Year 3 and Year 5 was comparable with like schools.

#### Why is this and What can we do?

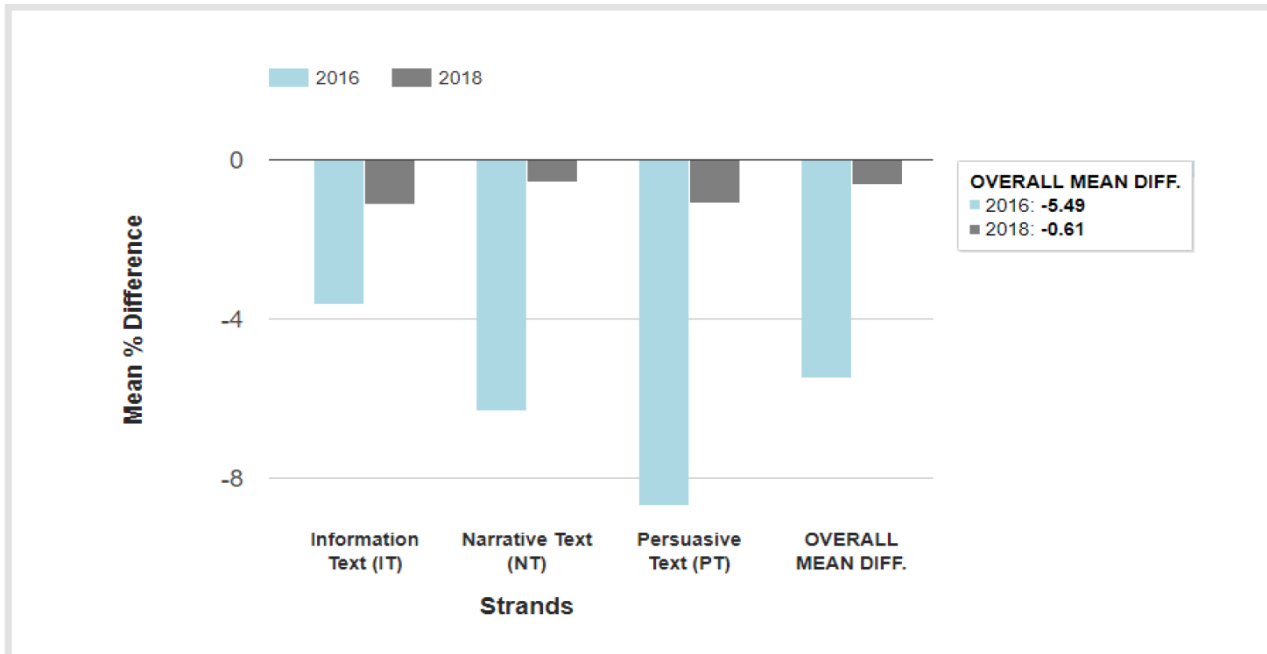
- ◆ Whole school focus on proofing and editing consistent across the school.
- ◆ Scope and sequence checklists for Pre-Year 6 reviewed.
- ◆ Salisbury list benchmarks for each year has provided consistency across school.

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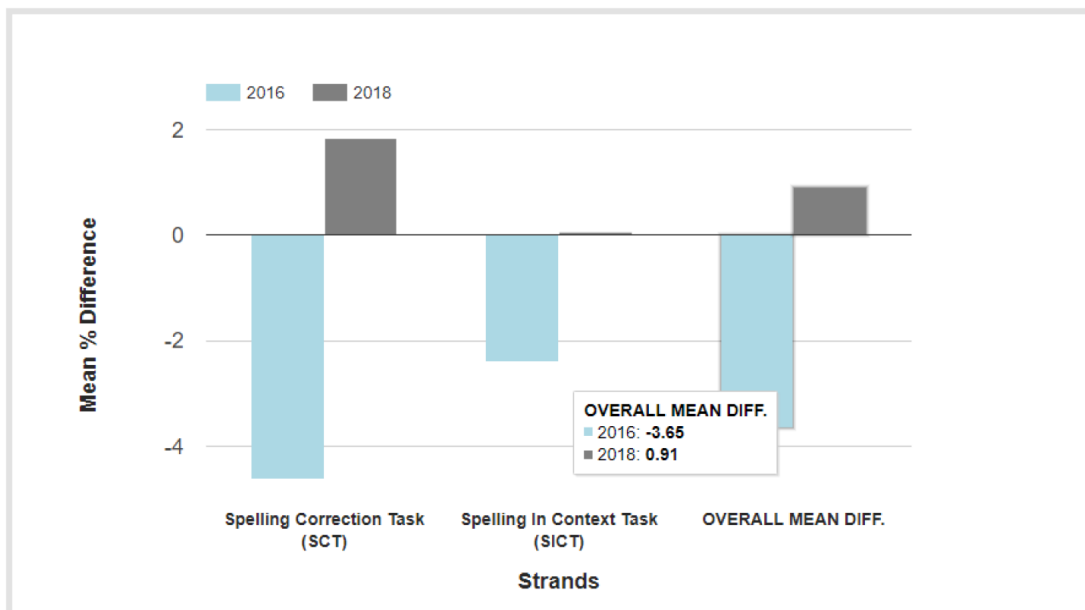


## Reading (Against Australian Means)



- Large gains made by this group overall against the Australian average (-5.49% against the Australian Mean in 2016 to -0.61% in 2018)
- Largest improvements in Narrative Text (-6.33% against the mean in 2016 to -0.56% in 2018) and Persuasive Text (-8.70% against the mean in 2016 to -1.07% in 2018)

## Spelling (Against Australian Means)



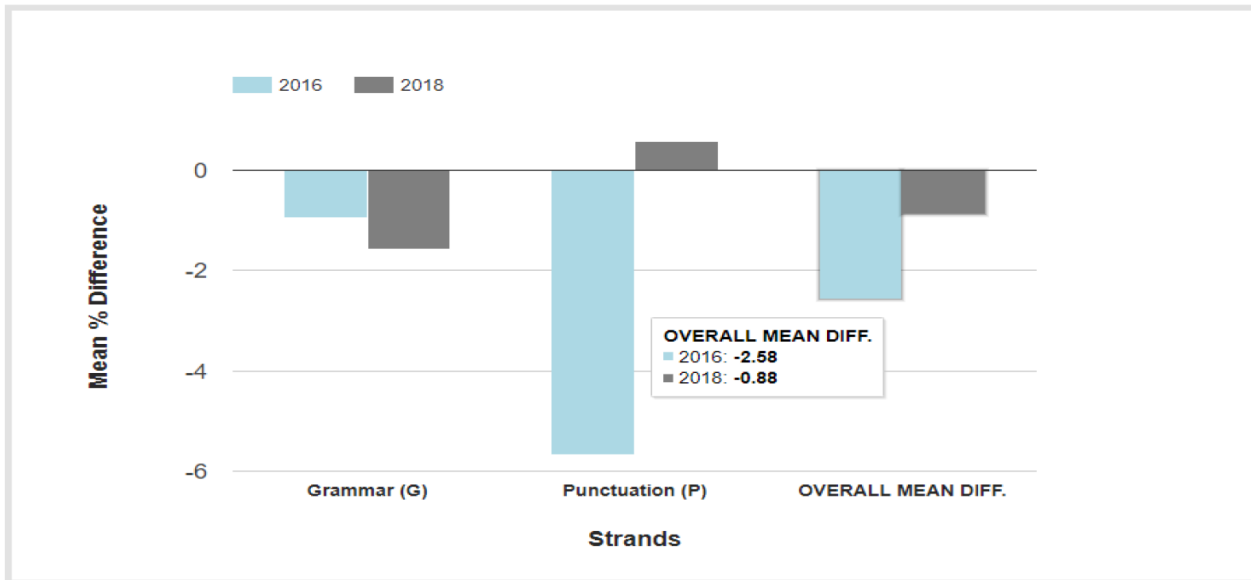
- Large gains made by this group overall against the Australian average (-3.65% against the Australian Mean in 2016 to -0.91% in 2018)
- Largest improvements in Spelling Correction Task (-4.63% against the mean in 2016 to +1.83% in 2018)

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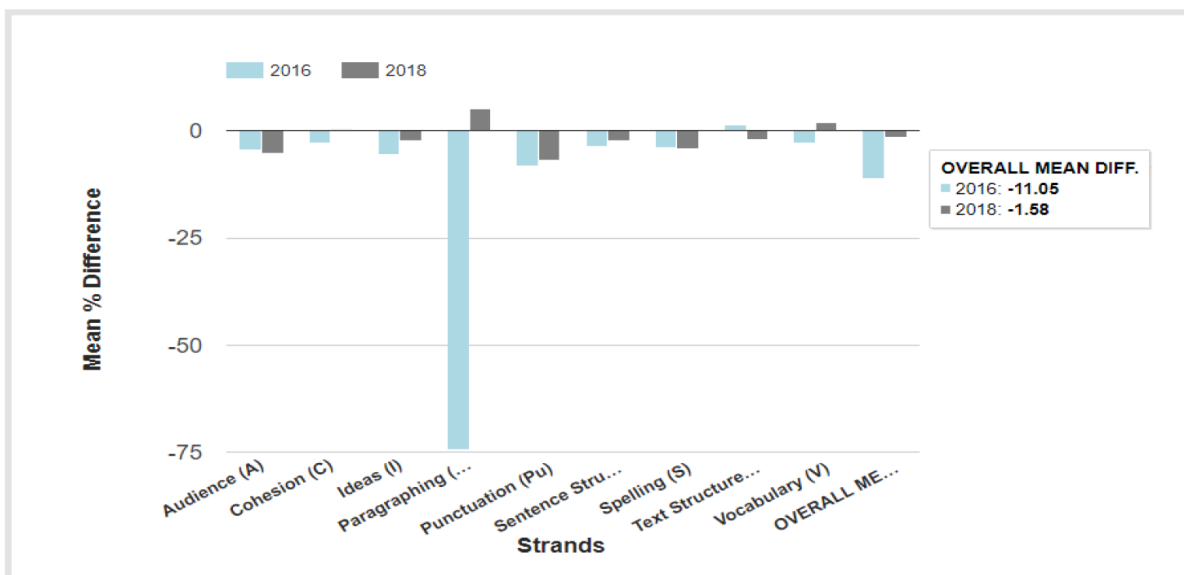


Grammar and Punctuation (Against Australian Means)



- Large gains made by this group overall against the Australian average (-2.58% against the Australian Mean in 2016 to -0.88% in 2018)
- Slight regression in Grammar (-0.94% against the mean in 2016 to -1.57% in 2018)
- Largest improvement in Punctuation (-5.67% against the mean in 2016 to +0.59% in 2018)

Writing (Against Australian Means)



- Large gains made by this group overall against the Australian average (-11.05% against the Australian Mean in 2016 to -1.58% in 2018)
- Slight regression in Audience (-4.38% against the mean in 2016 to -5.28% in 2018), Spelling (-3.92% against the mean in 2016 to -4.19% in 2018) and Text Structure (+1.37% against the mean in 2016 to -2.00% in 2018)
- Largest improvements in Paragraphing (-74.42% against the mean in 2016 to +5.30% in 2018)

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## Learning Area - Mathematics

The teaching and learning of numeracy has been a highlight in 2018.

Through the numeracy budget, all classrooms have been equipped with mathematics trolleys filled with 'hands-on' concrete materials to support and enhance flexible thinking on a daily basis.

Classrooms have access to iPads, desktop and laptop computers with quality Apps that promote and support mathematical thinking and problem solving.

Basis Facts and Tables are drilled daily and a 'Know Your Tables' competition is conducted in term two and three involving Years 3 to 6. The children enjoy the competition and start with a handicap which is reduced if they are successful.

## Targets—Business Plan

- ▶ *To increase the percentage of students in the middle bands moving into the top bands.*
- ▶ *To increase the percentage of students in the lower bands meeting the National Minimum Standard.*
- ▶ *Increase the Year 5 Numeracy mean from 3 below like schools to at or above like schools by 2018*
- ▶ *The Basic Facts test mean will improve from 67.4% as Year 4's to 77% as Year 5s and 87%.as Year 6s.*
- ▶ *Increase the Numeracy mean from 14 below like schools in Year 3 (2014) to less than 5 below the like schools mean as Year 5s in 2016.*

### Conclusions and Recommendations

#### Conclusions:

Analysis of Year 3 NAPLAN results in 2016—2018 show that questions set as word problems in Number & Algebra had the most errors. Since 2016 progress from PP On Entry to Year 3 NAPLAN Numeracy was low compared to like school, stable cohort and whole group. Since 2016 progress from Year 3 to Year 5 NAPLAN has been solid and above like schools, stable cohort and whole group.

#### Recommendations:

- ▶ Continue to focus on Number and Algebra with an emphasis on word problem solving within this strand.
- ▶ Conduct an audit of K-2 in Numeracy.
- ▶ Follow targets identified in Operational Plan to determine assessment tasks/moderated samples and whole-school focus.

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## Student Achievement - Mathematics

<b>Performance Indicator</b>	The extent to which students demonstrate effective Numeracy skills.
<b>Performance Criteria and Assessment Methods</b>	Evaluating student performance across the school is an ongoing activity. Teachers utilise tools such as Numeracy Net, Moderation, On Entry Assessment and PAT On-line to support their assessment of students. NAPLAN data is used to validate judgements and analysis of data determines recommendations for future planning and teaching.
<b>Targets</b>	<p><b><u>The numeracy mean will increase from 14 (21) below like schools as Year 3 in 2014 to less than 5 below the like schools mean as Year 5s in 2016.</u></b>                  The Year 3 Numeracy mean increased to 16 below the like schools mean in 2015.                  The Year 3 Numeracy mean decreased to 21 below like schools in 2016.</p> <p><b><u>The Year 5 Numeracy mean will increase from 3 below like schools in 2015 to at or above like schools in 2018.</u></b>                  The Year 5 Numeracy mean decreased from 3 below like schools in 2015 to 22 below like schools in 2016.                  The Year 5 Numeracy mean increased from 22 below like schools in 2016 to 8 below like schools in 2017.                  The Year 5 Numeracy mean increased from 8 below like schools in 2017 to 14 below like schools in 2018.</p> <p><b><u>The Basic Facts Test mean will improve from 67.4% as Year 4s in 2015 to 77% as Year 5s in 2016 and 87% as Year 6s in 2017.</u></b>                  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%</p> <p><b><u>Numeracy Targets 2019</u></b>  <b><u>Increase NAPLAN scores from Year 3 to Year 5 by at least 90 NAPLAN points for the stable cohort in 2019, 2020, 2021</u></b>  <b><u>Numeracy Target 2</u></b>  <b><u>Improve the Number and Algebra mean from -8.05% as Year 3 (2018) to -3.05% as Year 5 in (2020)</u></b>  <b><u>Numeracy Target 3</u></b>  <b><u>The basic facts test mean for Year 4 will improve from 84.19 in 2018 to 90.0 in 2020</u></b></p>

<b>Summary of Available Data</b>	<ul style="list-style-type: none"> <li>• <u>Prescribed Data:</u></li> <li>• Moderated teacher judgement of Year 3, 5 and 7 Achievement Targets</li> <li>• Data gathered as per School Data Schedule</li> <li>• Student results from systemic assessments such as NAPLAN</li> <li>• <u>School information:</u></li> <li>• Performance Management and Accountability processes monitor teacher development and compliance</li> <li>• Financial, physical and human resources linked to priorities using CLNP funding</li> </ul>
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<b>Analysis</b>	<b>Student Achievement:</b>																																								
	<b>NAPLAN</b>																																								
	<b>Year 3 NAPLAN Numeracy Comparison</b>	<table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Australian Mean</td> <td>395(-20)</td> <td>397(-16)</td> <td>402(-31)</td> <td>398 (-26)</td> <td>402 (-28)</td> <td>409(-27)</td> <td>408 (-37)</td> </tr> <tr> <td>WA</td> <td>384(-11)</td> <td>388(-7)</td> <td>392(-21)</td> <td>388 (-16)</td> <td>395 (-21)</td> <td>402(-20)</td> <td>403 (-32)</td> </tr> <tr> <td>School</td> <td>375</td> <td>381</td> <td>371</td> <td>372</td> <td>374</td> <td>382</td> <td>371</td> </tr> </tbody> </table>		2012	2013	2014	2015	2016	2017	2018	Australian Mean	395(-20)	397(-16)	402(-31)	398 (-26)	402 (-28)	409(-27)	408 (-37)	WA	384(-11)	388(-7)	392(-21)	388 (-16)	395 (-21)	402(-20)	403 (-32)	School	375	381	371	372	374	382	371							
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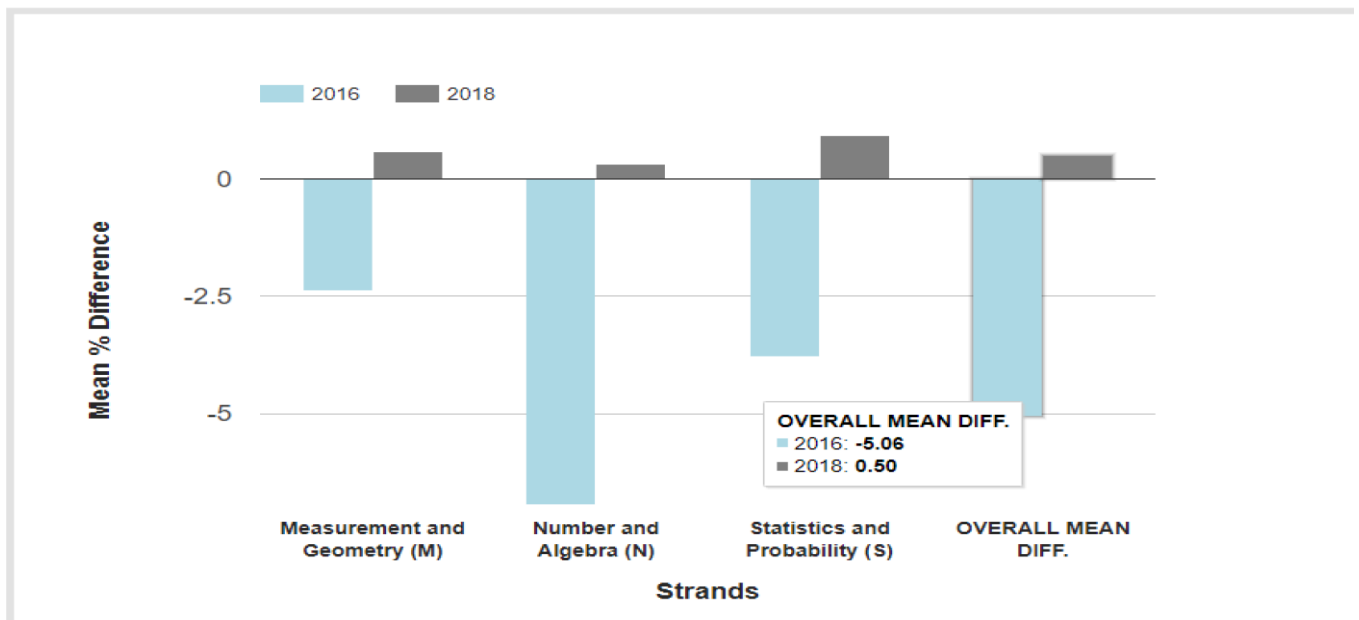
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## Student Achievement - Mathematics

<b>Discussion of Data</b>	<p><b>1. NAPLAN</b>                  Year 3 Numeracy results continue to be below expectation                  Year 3 to Year 5 growth is above expected 90 points                  Year 3 and Year 5 continue to have less in Top 20% and more in Bottom 20% although close to expectation for Middle 60%.</p>
	<p><b>2. BASIC FACTS</b>                  Longitudinal data shows an increase in Basic Facts results from Year 4 to Year 6</p>
	<p><b>3. Mental Maths Championships</b>                  Year 2 average has decreased from 2017                  Year 3 average highest since 2013                  Year 4 average lowest since 2013                  Year 5 average highest average since 2013                  Year 6 average highest average since 2013</p>

Longitudinal Progress – Year 5 Stable Cohort (tracking from 2016 Year 3 – 2018 Year 5 Numeracy (Against Australian Means)



- Large gains made by this group overall against the Australian average (-5.06% against the Australian Mean in 2016 to +0.5% in 2018)
- Largest improvements in Number and Algebra (-6.95% against the mean in 2016 to +0.31% in 2018)



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## School Performance Against Targets in the 2016-2018 Business Plan

Targets in our Business Plan are based on measuring progress over the three year period.

**TARGET ACHIEVED**

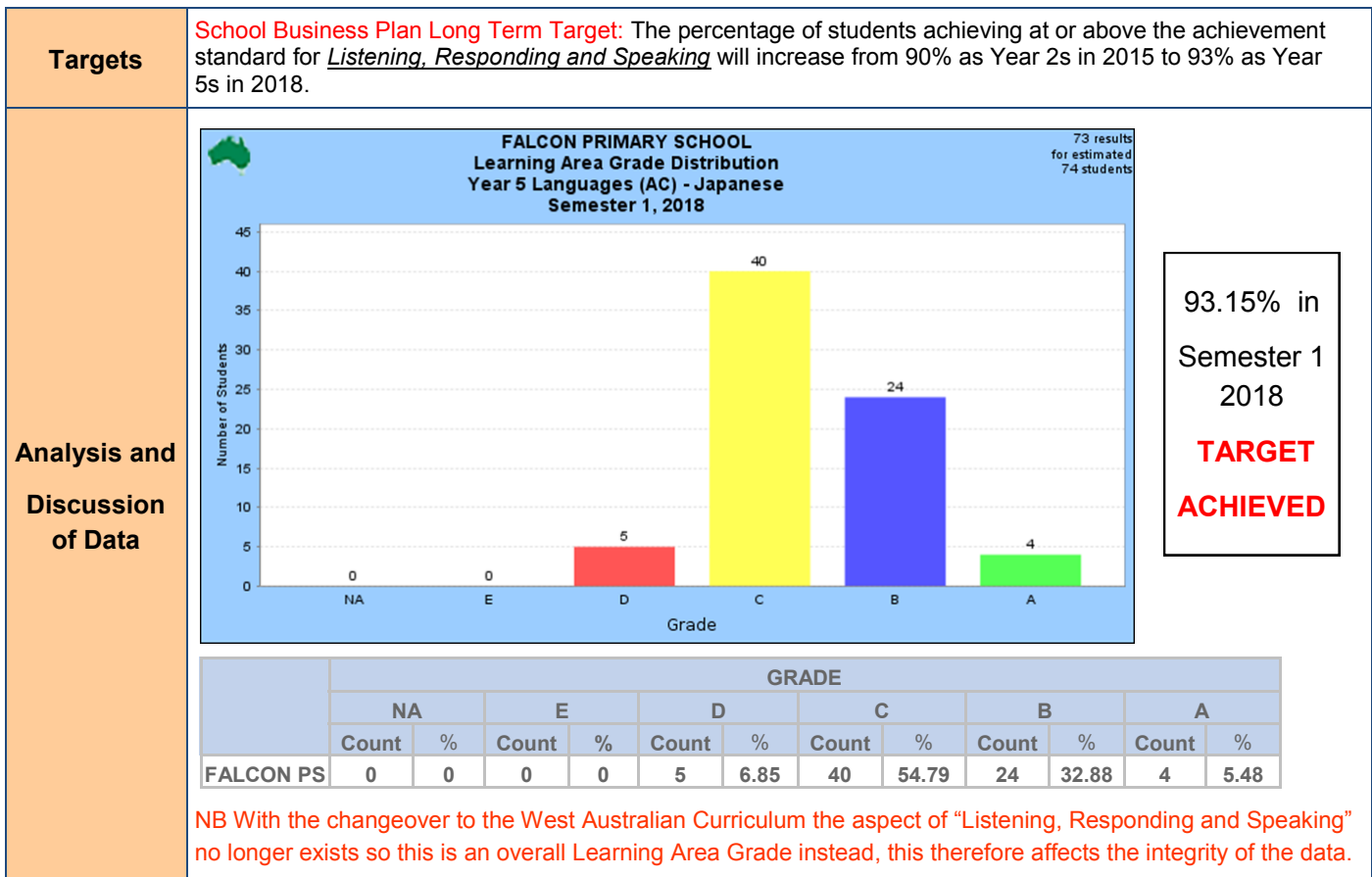
**WORKING TOWARDS**

2016-2018 Business Plan Targets	2017	2018
Reduce the gap between the school mean for Year 3 <b>Writing</b> to be equal to or above the WA mean.		
Increase the percentage of boys in Year 3 achieving above the National Minimum Standard in <b>Writing</b> from 91% to 94%.		
The Year 5 <b>Numeracy</b> mean will increase from 3 below like schools to at or above like schools.		
The <b>Basic Facts</b> mean will improve from 67.4% as Year 4 to 77% as Year 5 and 87% as Year 6.		
Increase the percentage of student fitness across Year 1-6 from 85% to 90% in <b>Physical Education</b> .		
Use school reporting data in <b>Science</b> to compare teacher professional judgement.		
Increase the percentage of students reaching the achievement standard from 55% as Year 4 to 70% in Year 5 to 80% in Year 6 for <b>Humanities and Social Sciences (HASS)</b> .		
Increase the overall ability of Year 4 students' notation of reading skills in <b>Music</b> from 10% to 60% for the tenure of the plan.		
Increase percentage of students at or above the achievement standard for communicating and understanding <b>Japanese</b> from 90% as Year 2 to 93% as Year 5's.		
Increase the overall ability of Year 6 students each year to use textures and patterns in a wide range of their art works for <b>Visual Arts</b> to 80%.		

# 2018 Annual Report

Falcon Primary School A Western Australian Independent Public School

## Japanese Language



## Conclusions and Recommendations

- Continued focus on direct instruction and drill sessions using primarily Power Points for continual consolidation.
- Continue to increase rigour of course content in Years 1-3 and follow through for Years 4-6.
- Continue to use current strategies to extend students as they appear to be successful, however focus needs to be returned to students who are achieving C grades and especially to those currently working just below the achievement standard.
- Continue to expose Pre Primary – Year 2 students to Japanese language lessons.
- Continue to utilise Education Assistants in the early years of learning, also reduced class sizes in early years where possible as this has been greatly beneficial in 2018 and allowed for more individualised learning programs.
- **CONSTRAINTS**
- Constraints for students' continual attainment of these improved grades may include a move to 50 minute sessions which reduces instruction time approximately 400 minutes per year. This also affects reporting against the student achievement levels and I have felt it necessary to adjust grade related decisions to reflect this.
- Reduced instruction time has limited the time I expose students to the intercultural aspects of the program and student motivation and attitudes to language learning especially in the upper grades may be affected because of this. The course academic rigour has increased dramatically since the move to the West Australian Curriculum. The curriculum is based on a minimum 2 hours per week for Second Language Learning.
- An extra session a day has meant more transitions and a disruption to student behaviour that is associated with this.
- Recommendations to help counter these constraints include employing a full time Japanese language assistant in 2019. The Language Assistant will be utilised to provide support with classroom set up, resource preparation, assistance with student behaviour, creating authentic assessment items especially listening and speaking tasks, embedding Japanese across the school, the preparation of cross curricula resources, improving the language skills of the non-native Japanese teacher, providing individual and small group assistance to students at educational risk, development of culturally specific and accurate resources.



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## Physical Education

### Business Plan Targets

To increase the percentage of students receiving a B Grade on Semester 2 reports from 25% in 2015 to 35% in 2018.

### Student Achievement

In 2015, 25% of students across the school were allocated a B Grade by Semester 2.

The percentage of B Grade students (working above the expected standard for their year) in 2017

YEAR 6	24.7%	YEAR 5	30.3%	YEAR 4	34.2%
YEAR 3	35.1%	YEAR 2	30.1%	YEAR 1	12.1%

The cohort of Year 1 students was identified as extremely weak and behaviourally challenging. The increase for the remaining year levels was 30.88% which is an increase by 6%.

INTERSCHOOL COMPETITION continues to produce excellent results with FALCON PRIMARY SCHOOL being the best overall performing school in Mandurah. Our students WON Football and Volleyball, came runner-up in Netball A and Soccer and were third in Netball B and Hockey.

### Recommendations

- ▶ Fitness activities may need to be more active and aerobic orientated to improve overall fitness. Possibly a whole school obstacle course.
- ▶ Promote Champion Life and extend the program to Year 4 and Year 5.
- ▶ Continue Smelly Shoe and Time Trials as well as Block Sport to enhance and develop skills.
- ▶ Focus on Year 2 exposure through Sporting Schools.



# 2018 Annual Report

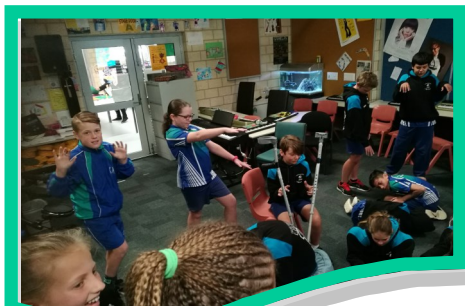
Falcon Primary School A Western Australian Independent Public School



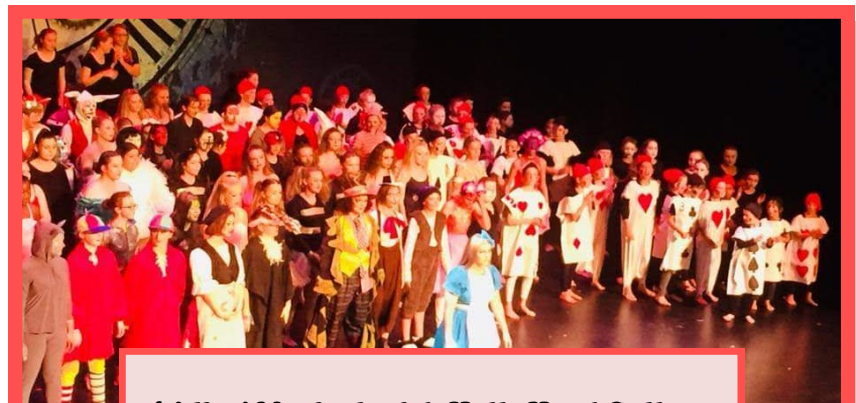
## Creative Arts - Music

<i>Performance Indicator</i>	To increase the overall ability of <b>Year 6</b> students' notation reading skills, performing a piece of music with notes C, D, E, F, G				
<i>Performance Criteria and Assessment Methods</i>	All students in <b>Year 6</b> to be assessed each term :  Students to be assessed on the criteria below, with the ultimate aim of them performing on glockenspiels or keyboards A. Students can find <i>first hand position</i> ie use correct finger numbers on <i>keyboards</i> ie C=1, D=2, E=3, F=4, G=5 B. Students can read a <i>notated score (with limited lettering)</i> C. Students can <i>perform a short piece of music on keyboards/glockenspiels</i> whilst reading a <i>notated score</i>				
<i>Target</i>	To increase the overall ability of Year 4 students' notation reading skills to 60 % <b>NEW 85%</b> over a 3 year period. Was at approximately 10% in 2016 in Term 1 ( <i>These Year 4 students will finish as Year 6 students in 2018</i> )				
<i>Summary Of Available Data :</i>	<u>2016 Year 4 students</u>	Term1	Term 2	Term 3	Term 4
Average % of students achieving target A, B, C each <u>Term &amp; Year</u>	A. <i>First Hand Position</i>	11%	75%	90%	95%
	B. <i>Notated score, reading only (limited lettering)</i>	9%	64%	78%	85%
	C. <i>perform a notated score in first hand position on keyboards/keyboards</i>	9%	62%	75%	86%
<i>Summary Of Available Data :</i>	<u>2017 Year 5 students</u>	Term1	Term 2	Term 3	Term 4
Average % of students achieving target A, B, C each <u>Term &amp; Year</u>	A. <i>First Hand Position</i>	80%	<b>90%</b>	92%	92%
	B. <i>Notated score, reading only (limited lettering)</i>	69%	<b>82%</b>	85%	86%
	C. <i>perform a notated score in first hand position on keyboards/keyboards</i>	67%	<b>80%</b>	82%	82% (new students)

<i>Summary Of Available Data :</i>	<u>2018 Year 6 students</u>	Term1	Term 2	Term 3	Term 4
Average % of students achieving target A, B, C each <u>Term &amp; Year</u>	D. <i>First Hand Position</i>	82%	<b>92%</b>	92%	93%
	E. <i>Notated score, reading only (limited lettering)</i>	74%	<b>88%</b>	90%	92%
	F. <i>perform a notated score in first hand position on keyboards/keyboards</i>	72%	<b>88%</b>	90%	90%



**Year 6 Drama**



**'Alice' Musical with Halls Head College**

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## Technology - Design and Digital



## Environment



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## **VISUAL ARTS MR BOYLE**



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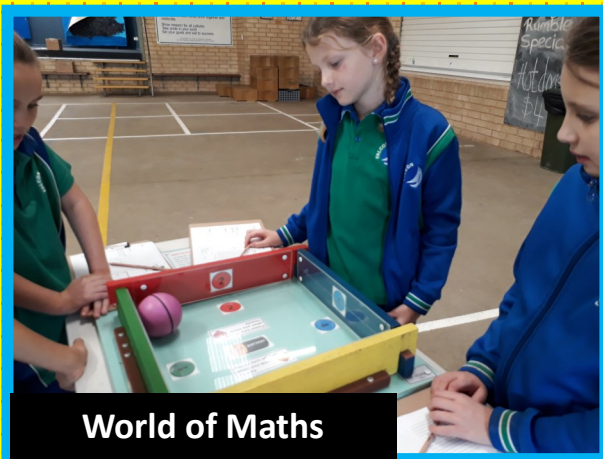


**2018 - A year full of great events!**



**NAIDOC Day**

**We love Science!**



**World of Maths**



**Class Presentations**



**Ahoy!  
Bookweek Treasure Hunt!**



# 2018 Annual Report

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## Highlights and Celebrations

**Congratulations to Crusader Gold on the House Shield Win.**

House Shield	
1st	Crusader Gold
2nd	Mercedes Green
3rd	Flame Red
4th	Spinaway Blue

**EVERYONE BELONGS AT FALCON BECAUSE**

**Kids Matter**



# 2018 Annual Report

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## 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*.

Quality Area		2017	2018
QA1	Educational program and practice	At Required	At Required
QA2	Children's health and safety	Above Required	Above Required
QA3	Physical environment	At Required	At Required
QA4	Staffing arrangements	Above Required	Above Required
QA5	Relationships with children	Above Required	Above Required
QA6	Partnership with families and community	At Required	Above Required
QA7	Leadership and service management	Above Required	Above Required

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

	Above Required
	At Required
	Below Required

**Business Plan  
2019-2021**

Staff will continue the rigorous collection of evidence against the 58 elements in 2019. They will critically reflect on current practice and processes in Kindergarten to Year 2 using the NQS reflection tools.

## Recommendations

- QA1 **Provide more opportunities for teachers to work collaboratively in blocks to allow for further intentional teaching:**
  - encourage peer observation opportunities of best practices;
  - empower students by allowing participation in classroom decisions.
- QA1 **Use the Early Years Learning Framework (EYLF) and Kindergarten Guidelines to provide guidance on planning, assessing and reporting (impact on Scope and Sequence).**
- 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, promote imaginative play, innovation and relationship building.

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## Student Centred Funding

	<b>2017</b>	<b>2018</b>	
Per Student Funding	\$ 4,221,936.00	\$ 4,255,891.00	
Student and School Characteristics	490,126.44	531,533.76	
Disability Adjustments	27,947.17	<b>11,441.28</b>	▼
Targeted Initiatives	124,471.47	179,311.70	
Operational Response Allocation	48,225.50	17,020.16	▼
Regional Allocation	28,225.00	0	▼
	<b>\$4,940,931.58</b>	<b>\$4,995,197.90</b>	

PER STUDENT	STUDENT FUNDED FTE	AMOUNT
KINDERGARTEN	70	\$332,150.00
PRE PRIMARY	61	\$496,235.00
YEAR 1	72	\$585,720.00
YEAR 2	72	\$585,720.00
YEAR 3	74	\$601,990.00
YEAR 4	78	\$528,762.00
YEAR 5	73	\$494,867.00
YEAR 6	93	\$630,447.00
<b>TOTAL</b>	<b>593</b>	<b>\$4,255,891.00</b>

### STUDENT AND SCHOOL CHARACTERISTICS FUNDING—AT CENSUS

STUDENT CHARACTERISTICS	STUDENT FUNDED FTE	AMOUNT
Aboriginality	36	\$66,607.43
Disability	68.54	\$270,915.63
English as an Additional Language	5.00	\$13,920.00
Social Disadvantage	167.90	\$135,542.77
Sub Total		\$486,985.83
<b>SCHOOL CHARACTERISTICS</b>		
Enrolment-Linked Base		\$44,547.93
<b>TOTAL</b>		<b>\$531,533.76</b>

# 2018 Annual Report

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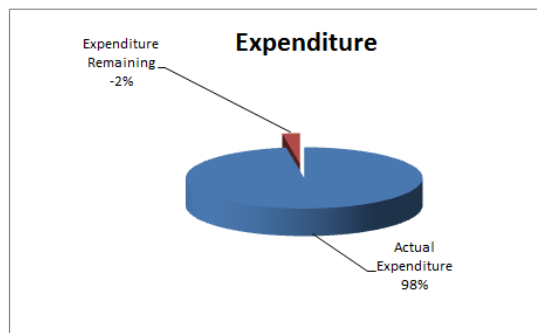


## Financial Summary (as of 31 December 2018)

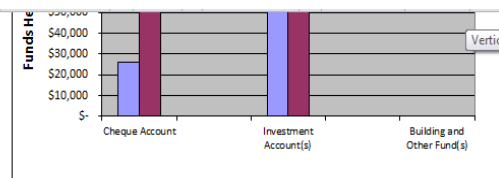
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 44,774.20
Current Year Budgeted Revenue	\$ 391,843.00
Actual Revenue Received	\$ 396,942.06
Revenue Shortfall/Surplus	-\$ 5,099.06
Revenue Collected as a % of Current Budget	101.3%
Total Funds Available	\$ 441,716.26



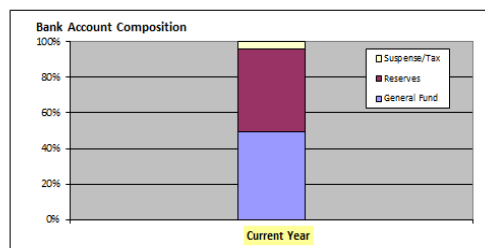
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 382,128.35
Actual Expenditure	\$ 391,865.73
Expenditure Remaining	-\$ 9,737.38
Cash Budget Variance	\$ 54,489.39
Variance as a % of Total Funds Available	12.3%
Actual Expenditure as a % of Budgeted Expenditure	102.5%



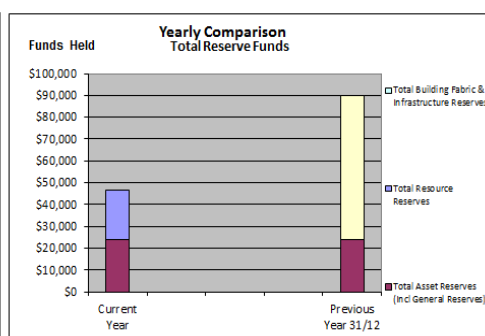
Cheque Account	\$ 25,940.14	\$ 67,633.26
Investment Account(s)	\$ 74,477.80	\$ 73,000.00
Building and Other Fund(s)	\$ -	
Total	\$ 100,417.94	\$ 140,633.26



Bank Account Composition	
General Fund	50%
Reserves	46%
Suspense/Tax	4%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 23,857.65	\$ 23,857.65
Total Resource Reserves	\$ 22,534.17	\$ 66,277.17
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 46,391.82	\$ 90,134.82
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



# 2018 Annual Report

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## School Board Endorsement

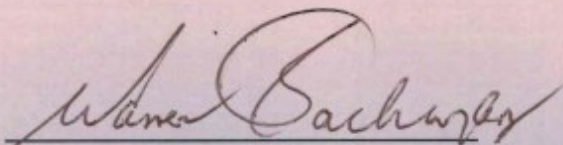
*The School Board at Falcon endorses the 2018 Annual School Report and verifies the involvement of staff and parents in developing this document.*

### Staff Representatives

Mr Abbid Chaudhry  
Mr Ryan Kenny  
Mr Benjamin Turner  
Mrs Carolyn Ayton

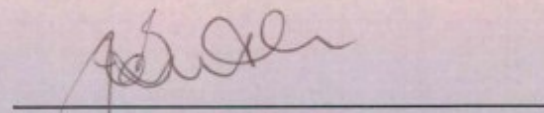
### Parent Representatives

Mrs Melanie Clements  
Mrs Samantha Norgard  
Mrs Jo Dos Santos  
Mrs Caroline Cassidy  
Mr Dean Williams



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Mr Warren Bachman  
**Principal**



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Mrs Joanna Butler  
**Chair**

