

Falcon Primary School

A Western Australian Independent Public School



2019 Annual Report

- ◆ All children learn in an environment that is inclusive and safe, where they feel valued and supported.
- ◆ The importance of parent, teacher and student sharing common goals, interacting positively and being mutually supportive.
 - ◆ Learning should be meaningful, enjoyable, relevant and consistent with the background of the student.
 - ◆ Developing learners who are independent, self reflective and responsible.





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Principal

Mr Warren Bachman

Assistant Principal (s)

Mrs Tiffany Hennessey
Mr Ryan Kenny

Manager Corporate Services

Mrs Robyn Reynolds

FALCON PRIMARY SCHOOL - Kindergarten to Year 6

Open from 31 January 1990
South Metropolitan Region

Independent Public School since 2013

ICSEA (decile) 995 (5)

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Message from the Principal, Mr Warren Bachman

Falcon Primary School (FPS) was established in 1990 gaining Independent Public School status in 2013. The school has a proud tradition of serving the educational needs of thousands of students and it is always great to see students come back to the school for a visit and to meet up with staff.

The Annual School Report for 2019 focuses on our identified priority areas, consolidating our relationships and networks with parents and the broader community, and responding to our collective needs for the school which were identified through our various committees and 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.

As a staff we are committed to achieving high standards of academic and sporting excellence. Our shared beliefs about teaching and learning together with our school purpose, reflect what we stand for and define who we are!

This year we commenced our new three year Business Plan which continues a 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 2019 Annual Report shows you how we have progressed and developed as a school. It outlines our successes, how well we are going and what we need to focus on next to improve the educational programs and services for students. It also provides assurance about the way resources have been used to provide the very best quality teaching and learning environments for your children.

As a school community we nurture optimism, confidence and resilience through the promotion of a 'can do' attitude in every student. We provide a supportive and inclusive learning environment in which every student attending the school is encouraged to care for and respect themselves and others. The positive contribution of parents is recognised and valued in every aspect of school life.

Our Vision

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.

Our Purpose Statement

To maintain a high level of planning in our identified areas of school needs, staff work collaboratively to facilitate student learning in accordance with the Department of Education's strategic plan.

Everyone at Falcon Primary School has High Expectations.

Students *are encouraged to achieve their personal best.*

- ▶ Take pride in their achievements and celebrate the achievement of others.
- ▶ Take risks, accept challenges and learn from mistakes.
- ▶ Be motivated to learn.
- ▶ Be respectful, resilient, confident and independent learners.

Staff *provide an orderly, safe and encouraging classroom learning environment.*

- ▶ Set high expectations of students.
- ▶ Plan and implement meaningful learning experiences and programs supported by credible evidence.
- ▶ Teachers provide timely feedback to guide students to achieve purposeful and relevant learning.
- ▶ Higher-order thinking, risk-taking and problem-solving are actively promoted.
- ▶ Support the school behaviour management policy.

Parents *are supportive of teachers, involved in the classrooms and contribute to school decision-making.*

- ▶ Form a close and supportive partnership with child's teacher and the school.
- ▶ Parents are encouraged to work alongside staff to foster community spirit.
- ▶ Support the school culture and its policies.
- ▶ Maintain open and respectful oral and written communication with staff.



Message from the School Board Chair, Mrs Joanna Butler

It has been another dynamic year, and in 2019 we welcomed some new members, who settled in quickly and contributed wholeheartedly, to the School Board. Thank you to Carolyn Ayton; Caroline Cassidy; Jo Dos Santos; Sam Norgard; Dean Williams and Rebecca Kennington, as well as the existing members, Ab Chaudhry; Ben Turner; Mel Clements; Ryan Kenny and Warren Bachman. All members have undergone School Board training upon induction and represent staff, parents and community.

In line with the School Board Terms of Reference, your Board has been privileged to participate in the following aspects, in either an approval or advisory role during 2019:

- Reviewing and monitoring school objectives, priorities and policy directions;
- Development of the school's Code of Conduct for students;
- Advice to Principal about local context;
- Student Dress Code;
- Review, and endorsement, of School Financial Report and data analysis of Business Plan;
- Participate in, and understand, the Falcon Primary School formal School Review Process with Director of Schools Review DETWA, Rod Lowther;
- Review and approve for 2020, Personal Items (book list) terms & tender process; School Development Days; Anticipated Costs for school excursions and incursions;
- Continuing work with Mr ZaK Kirkup MLA, Member for Dawesville, regarding the lowering of speed limits on Old Coast Road for safer student crossing and attended crosswalk on Baloo Crescent.

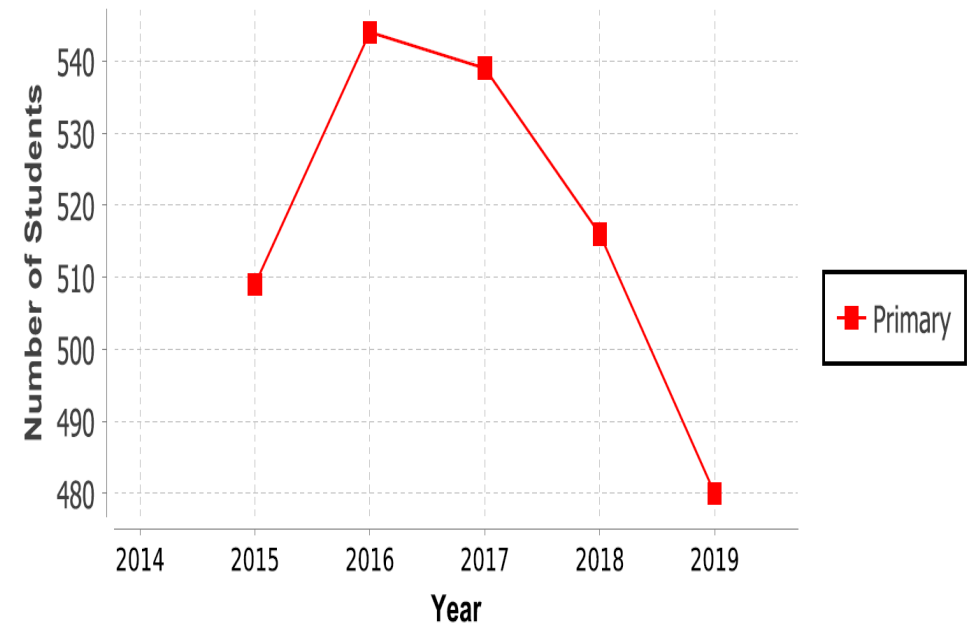


Student Enrolments (as at Semester 2, 2019)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(32)	73	62	66	68	66	75	70	512
Part Time	63								

	Kin	PPR	Pri	Sec	Total
Male	28	36	205		269
Female	35	37	202		274
Total	63	73	407		543

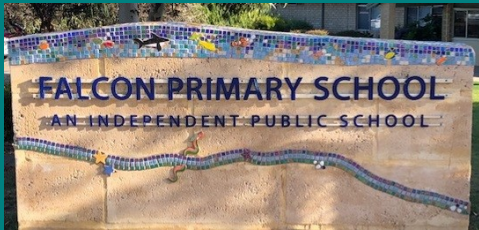
	Kin	PPR	Pri	Sec	Total
Aboriginal	6	3	16		25
Non-Aboriginal	57	70	391		518
Total	63	73	407		543



The impact of compulsory schooling for Pre Primary students has been profound. When this policy was enacted, children were required to attend their local school. Parents were able to choose schools only if a vacancy did not exist at their local school.

Below is an example of the many initiatives undertaken in partnership with various community groups.

Strong community partnerships support a range of programs evident through these photographs.



Mosaic sign—Grounds Committee



Building improvement entrance



Signage done by St Ives Retirement Village



ALCOA grant—parent volunteers.



ALCOA grant—retaining wall.



ALCOA grant—ECE bike path.



Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2019	91.3%	92.4%	92.7%	92%	87%	79.5%	91.3%	92.1%	91.6%

BUSINESS PLAN TARGETS

- ⇒ Reduce unauthorised absences in K-6 from 12% in Semester 1 (2018) to less than 10% by Semester 1 (2019) **NOT ACHIEVED**
- ⇒ Reduce absenteeism of Kindergarten students from 28.8% (greater than 10 days) in 2018 to 15% by 2021 **NOT ACHIEVED**
- ⇒ Improve total whole school attendance from 92% in 2018 to match or exceed total whole school attendance in like schools and WA Public Schools by 2021 **NOT ACHIEVED**

	<i>Compulsory Attendance</i>	<i>Regular Attendance 90 – 100%</i>	<i>Indicated At Risk Attendance 80-89%</i>	<i>Moderate At Risk Attendance 60-79%</i>	<i>Severe At Risk Attendance 0-59%</i>
2017 Semester 1	92.5%	72.6%	21.1%	5.6%	0.7%
2017 Semester 2	90.4%	63.3%	26.5%	8.6%	1.6%
2018 Semester 1	92.0%	71.4%	21.0%	6.5%	1.1%
2018 Semester 2	90.3%	63.9%	24.7%	10.3%	1.1%
2019 Semester 1	91.3%	68.2%	24.2%	7.2%	0.4%

RECOMMENDATIONS

- ◆ Provide classroom teachers with names of 'at risk students' from previous year so attendance can be monitored immediately
- ◆ Discourage vacation arranged during the school term.
- ◆ Introduce a class award for the highest class attendance each fortnight and recognise this at Student Assembly
- ◆ Maintain the attendance improvement certificates—GOLD 16%+ SILVER 11-15% BRONZE 5-10%

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 the English Judging Standards, First Steps continua and Moderation tasks to support their professional judgements. NAPLAN, PAT testing (ACER) and data from the South Australian Spelling tests are used to validate judgements and the analysis determines signposts for future planning and teaching.

Reporting on Student Performance—ENGLISH

BUSINESS PLAN TARGETS

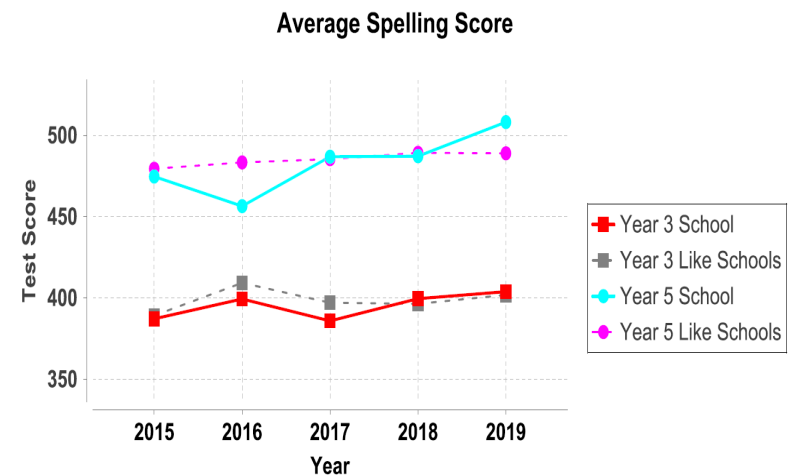
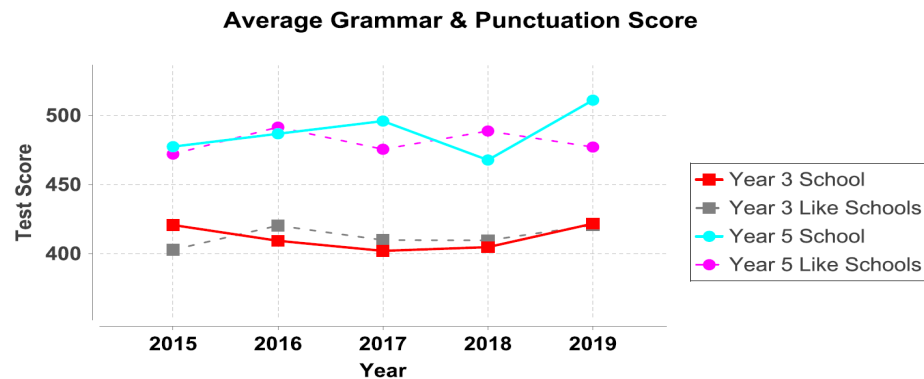
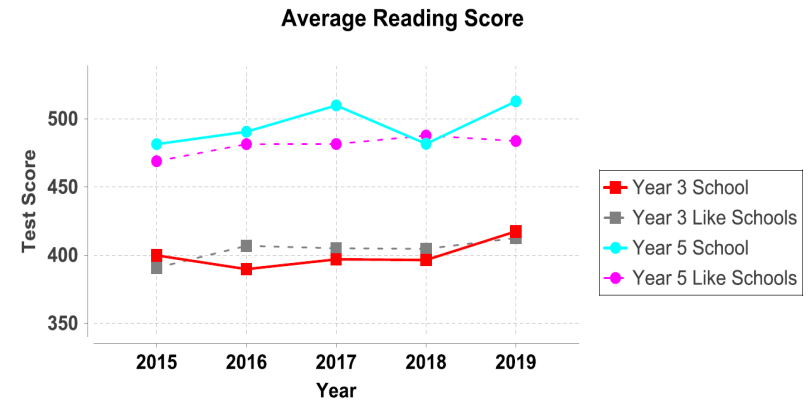
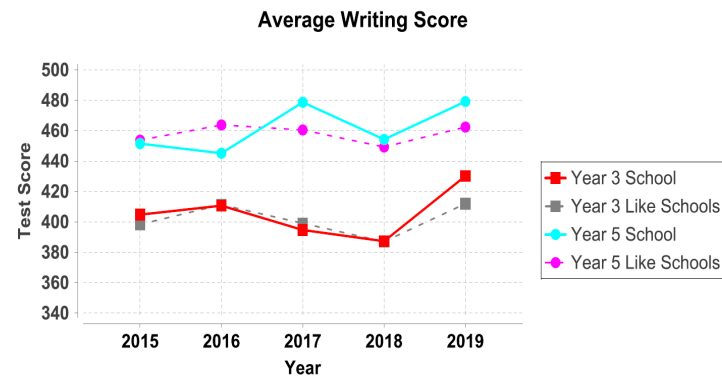
- ⇒ 90% of students identified as being at risk in Pre Primary (Reading) using the On Entry assessment in 2019 (those students achieving at or below 0.4 progression point) will achieve above the NAPLAN national minimum standard for Reading in Year 3 by 2022
- ⇒ The performance of our students in Reading will be equal to or exceed that of like schools in Year 5 by 2021 compared to their performance in Year 3 in 2019.
- ⇒ The performance of our students in Writing will be equal to or exceed that of like schools in Year 5 by 2021 compared to their performance in Year 3 in 2019.
- ⇒ The performance of our students in Grammar & Punctuation will be equal to or exceed that of like schools in Year 5 by 2021 compared to their performance in Year 3 in 2019.
- ⇒ The Salisbury Spelling performance of students (PP -Y6) will match the expected performance benchmarks set by the school for each year 2019, 2020, 2021.

DATA ANALYSIS of LITERACY 2019													
Literacy Area	Year Group	Our school % at or above National Minimum Standard 2019	Mean score for...								WA Mean 2019	Aust Mean 2019	ANALYSIS
			2012	2013	2014	2015	2016	2017	2018	2019			
SPELLING	3	93%	384	394	374	387	396	386	400	404	412	419	Below Australian Mean - 8 Below WA Mean - 15
	5	97%	488	471	474	475	457	487 +100	487 +88	508 +122	500	501	Above Australian Mean +7 Above WA Mean +8 Same cohort 2017 Yr 3 to Yr 5 2019 - NAPLAN growth 122
READING	3	97%	400	400	390	400	390	397	396	418	427	432	Below Australian Mean -14 Below WA Mean - 9
	5	97%	476	488	495	482	491	510 +110	482 +92	513 +116	504	506	Above Australian Mean +7 Above WA Mean +9 Same cohort 2017 Yr 3 to Yr 5 2019 - NAPLAN growth 116
WRITING	3	100%	400	386	376	405	411	395	387	430	420	423	Below Australian Mean - 7 Below WA Mean -10
	5	99%	473	458	465	452	445	479 +74	484 +33	479 +84	471	474	Above Australian Mean +5 Above WA Mean +8 Same cohort 2017 Yr 3 to Yr 5 2019 - NAPLAN growth 84
GRAMMAR & PUNCTUATION	3	100%	382	401	378	421	408	402	405	422	435	440	Below Australian Mean -13 Below WA Mean -18
	5	95%	478	483	487	478	487	496 +87	481 +58	511 +109	498	499	Above Australian Mean +12 Above WA Mean +13 Same cohort 2017 Yr 3 to Yr 5 2019 - NAPLAN growth +109

Reporting on Student Performance –ENGLISH

Below is a *Longitudinal Summary* of NAPLAN performance of students in Year 3 and Year 5 between 2015 and 2019 in each of the four areas of Writing, Reading, Grammar & Punctuation and Spelling.

Each graph indicates an improvement against like schools and is evidence of the successful programs operating at the school.



Reporting on Student Performance –ENGLISH

In reference to the Data Analysis of Literacy for 2019 the following **conclusions** were reached.

1. Great improvement of cohort from 2017-2019 in Spelling, Reading and Language Conventions **above** the average expectancy of 90 NAPLAN scores.
2. Even though Spelling, Reading, Language Conventions and Writing were **above** the State and Australian mean, Writing had a growth of 84 NAPLAN scores from Year 3 to Year 5. This is slightly below the average expectancy of 90 NAPLANs but greatly improved from 33 NAPLANs in 2018.
3. Even though Year 3s were below State and Australian mean in all English areas, results have continued to grow in past few years. All results 404+ NAPLANs.

THE FOLLOWING RECOMMENDATIONS ARE MADE TO SUSTAIN IMPROVEMENT

1. **Continue with 2019-2021 English Operational Plan priorities of 'Reading and Writing for a Purpose' as** Reading was identified in 2018 as an area that was Below the WA and Australia mean even though NAPLAN growth 92

Year 3: Below Australian Mean -40 Below WA Mean -27	Year 5: Below Australian Mean -27 Below WA Mean -20
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2. Reading comprehension is not only important in English but affects all other learning areas e.g Mathematics. Numeracy comprehension in NAPLAN is vital and was identified by teachers as an area to improve future NAPLAN numeracy results.
3. Writing continues to be a priority using the **whole-school strategy of Talk For Writing**. ongoing Professional Development and support to continue to develop this whole school initiative/strategy.
4. Continue with explicit instruction of common reading, spelling, writing and language conventions strategies as per English Operational plan 2019-2021.
5. Introduce whole-school intensive 'Multi Lit' SAER program in 2020 for P-3 identified students to improve literacy.

Evaluating student performance across the school is ongoing. Teachers utilise tools such as Numeracy Net, Moderation, On Entry Assessment, PAT online testing and school developed assessments to support teacher judgement.

NAPLAN data is available to validate judgements and the analysis of data determines recommendations for future planning and teaching.



Reporting on Student Performance – MATHEMATICS

BUSINESS PLAN TARGETS

- ⇒ 85% Kindergarten students are able to recognise and write numbers 0 –10 by the end of 2019 **100% achieved the target for counting; 70% achieved number recognition 0-10**
- ⇒ 85% Pre Primary students can count to and from 20 by the end of 2019 **100% achieved the target for counting;**
- ⇒ 85% Year 1 students above the critical low score can carry out simple additions and subtractions by the end of 2019 **Addition 96% Subtraction 82%**
- ⇒ 85% Year 2 and 3 students above the critical low score can carry out addition, subtraction, multiplication and division by 2s, 3s, 5s and 10s by end of 2019 (Year 2 performance) **Addition 87%; Subtraction 75%; Multiplication 75%** (Year 3 performance) **Addition 95%; Subtraction 85%; Multiplication 95%; Division 95%**
- ⇒ By the end of 2019, the percentage of Year 4 students who carry out addition, subtraction, recall multiplication facts to 10X10 and related division facts above the school benchmark of 55% is 85% **Above Target 91%**
- ⇒ By the end of 2019, the percentage of Year 5 students who calculate facts involving the four operations above the school benchmark of 65% is 85% **Above Target 88%**
- ⇒ By the end of 2019, the percentage of Year 6 students who calculate facts involving the four operations above the school benchmark of 75% is 85% **Above Target 95%**

The Basic Facts Test mean will improve from 80.5% as Year 4s in 2017 to 85% as Year 6s in 2019.

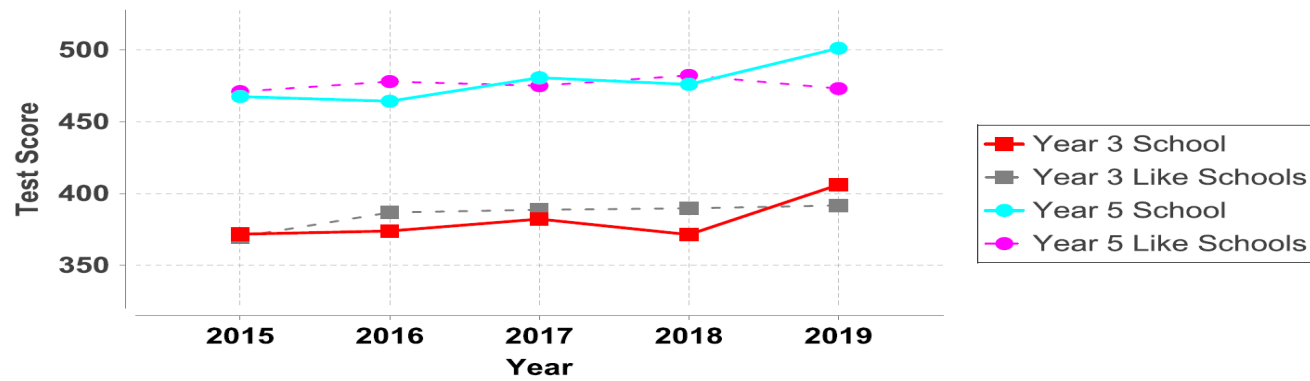
The Basic Facts mean score for Year 6 by the end of 2019 was 87%

NAPLAN DATA

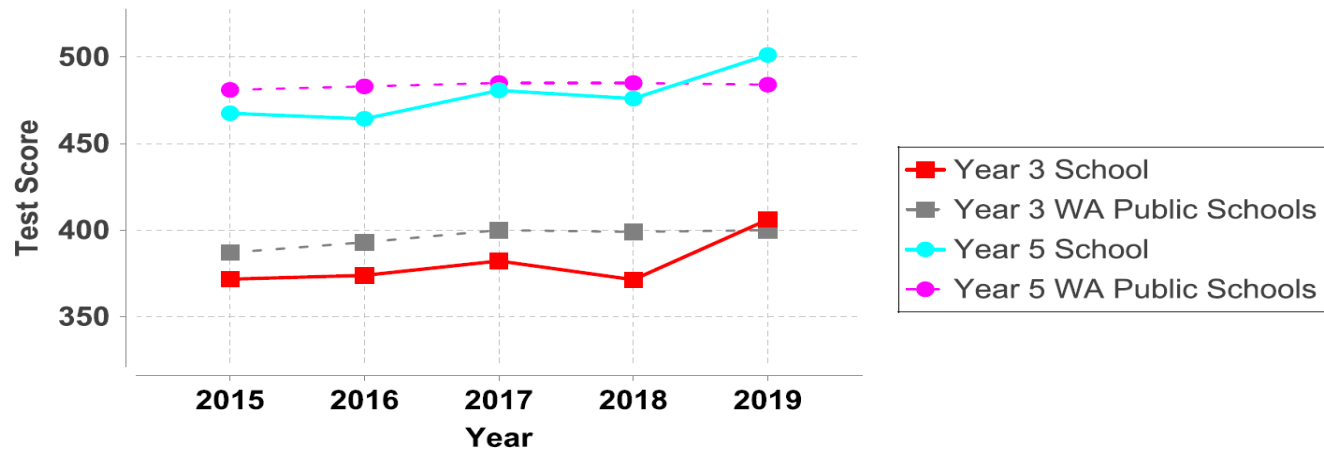
- Numeracy Target 1:** Increase NAPLAN scores from Year 3 to Year 5 by at least 90 NAPLAN points for the stable cohort in 2019, 2020, 2021
- Numeracy Target 2:** Increase mean from 20 below like schools as Year 3 in 2017 to less than 5 below the like schools mean as Year 5s in 2019.
- Numeracy Target 3:** Increase Year 5 Numeracy mean from 8 below like schools in 2017 to at or above like schools in 2019.
- Numeracy Target 4:** Improve the Numeracy mean from –8.05% as Year 3 (2018) to –3.05% as Year 5 in (2020)

Reporting on Student Performance – MATHEMATICS

Average Numeracy Score



Average Numeracy Score



Reporting on Student Performance – MATHEMATICS

The following conclusions were reached in reference to the Data Analysis of Mathematics

SCHOOL DATA

Meeting and exceeding school targets in Counting and Number Recognition in Kindergarten and Pre Primary.

Meeting and exceeding school targets in *most* SA One Minute Basic Facts Test in Years 1, 2 & 3.

Meeting and exceeding school targets in Basic Facts Test Years 4-6.

Improvement of 11.8% made in solving word problems from April to November 2019.

NAPLAN DATA

Improvement of cohort from 2017-2019 in Numeracy achieving a growth of 119 above the average expectancy of 90 NAPLAN scores.

Year 3s were above the Australian and State mean in Numeracy by 2 and 3 respectively, and the 2019 School Mean of 408 was our highest for Year 3 results.

Year 5s were above the Australian and State mean in Numeracy by 5 and 9 respectively, and the 2019 School Mean of 501 was our highest for Year 5 results.

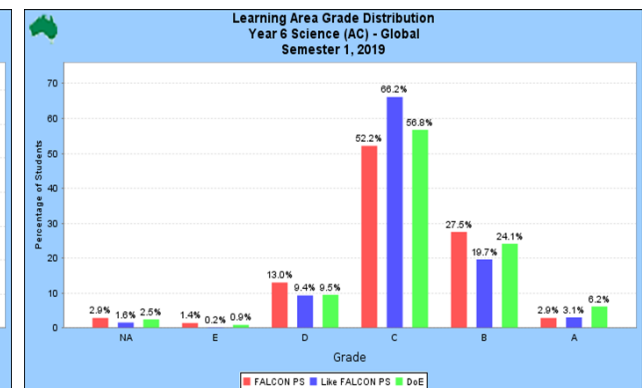
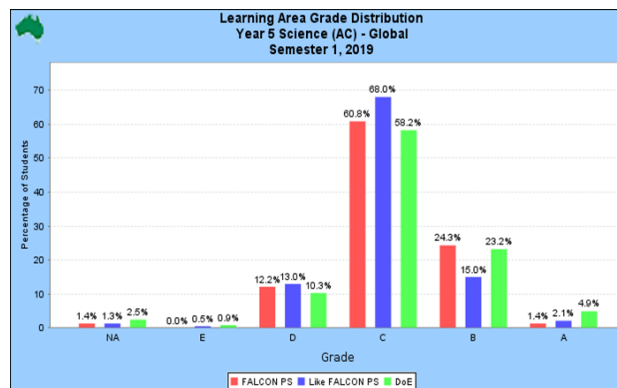
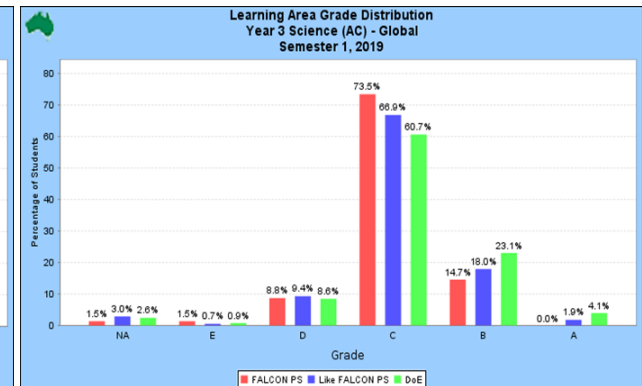
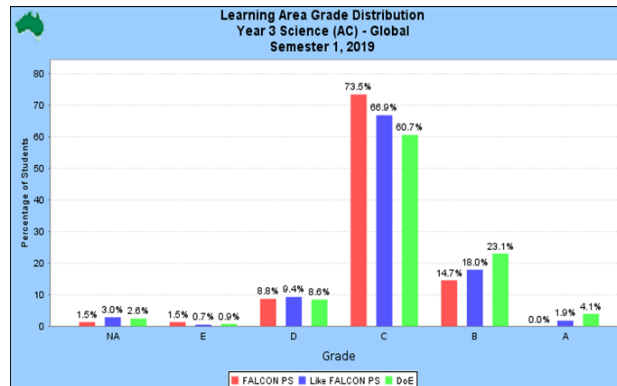
RECOMMENDATIONS

- ⇒ Increase benchmark % for Basic Facts in Years 4 - 6.
- ⇒ Support Year 2 students with basic facts Term 4 2019 and Term 1 2020 with 'Know your Tables' and reciting tables and basic facts before school (? school volunteers) and NAPLAN familiarisation.
- ⇒ Support Year 4 students in Term 4 2019 and Term 1 2020 with NAPLAN familiarisation.
- ⇒ Continue to promote focus on word problems as indicated by the CNAP data analysis in March 2019 & November 2019 - including written Maths works on paper following examples in Student Diaries.
- ⇒ Develop resources to support teachers eg RUCSAC, CUBES or the BAR Model.
- ⇒ Follow warm ups Scope and Sequence.

Reporting on Student Performance –SCIENCE

CONCLUSIONS

- ◆ The PAT test is covering all strands which have not yet been taught in Term 2. This might impact the test results.
- ◆ PAT Data indicates that Year 3 and Year 4 tested cohorts are below the Norm.
- ◆ SAIS data shows that teacher judgement in Year 5 and Year 6 tested cohorts are higher than Like Schools, more B grades than C grades while PAT data indicates that most students in Year 5 and Year 6 are the Norm.



RECOMMENDATIONS

- ◆ **Long Term:** Continue PAT testing for Year 3-6 but change the date to Term 4 so all strands have been taught.
- ◆ **Short Term:**
 - Increase Year 3 cohort median from 109.9 to 111 in 2020
 - Increase Year 4 cohort median from 110.3 to 113 in 2020
 - Moderation between teachers (possible between like schools) prior to Semester 1 reporting.

Reporting on Student Performance — JAPANESE

Japanese 2019
Sinagra Sensei, Mrs Nakashima-Lewis

In Pre Primary we learnt the names of shapes by making origami rice cakes.

In Year 1 we learnt about adjectives by making a book about Japanese anime characters.

In Year 2 we learnt about the names of the family members by doing the play of the "Enormous Turnip" in Japanese.

In Year 3 we wrote dates and days on a Japanese birthday invitation and had a fun party.

In Year 4 we learnt about our daily schedules and made videos about our day.

In Year 5 we practiced how to order food and about Japanese money by making a restaurant.

Our Japanese Cultural Day is always lots of fun. We invite guests into our school to deepen our understanding of the Japanese culture.



BUSINESS PLAN TARGET

The percentage of students will increase from 85% as Year 3's in 2019 to 88% as Year 5's in 2021.

RECOMMENDATIONS

- Continue to focus on direct instruction and drill sessions to start each lesson.
- Embedding Japanese across the school by preparing cross curricula resources for use by teachers.
- Continue the use of a Language Assistant for creating authentic assessment items in listening and speaking tasks.
- Increase the exposure of students to the intercultural aspects of the program to improve motivation and attitudes to learning across the grades.

Reporting on Student Performance — MUSIC



BUSINESS PLAN TARGETS

- ◆ 60% of students in Year 2 and 3 to have singing opportunities—ultimately developing performance skills.
- ◆ By 2021, 40% students in Year 4 and 5 are able to read and perform crotchets, minims and semibreves through clarinet testing.

RECOMMENDATIONS

- ◆ Maintain the high level of music/drama provided to maintain student stimulation. This should be a cross curricula strategy.
- ◆ Opportunities such as Choir, Band/Drama Club and instrumental lessons should be maintained.
- ◆ Continue the partnership with Halls Head College.

Reporting on Student Performance – PHYSICAL EDUCATION

PHYSICAL EDUCATION
MRS SHAWHAN AND MR GOLES

Year	Girls	Boys
3	Champion: Tahlea S-M	Logan VT
	Runner Up: Grace E	Mason S
4	Champion: Blessing A	Jason C
	Runner Up: Megan M	Zac C
5	Champion: Miller P	Reef B
	Runner Up: Eden S	Morris S
6	Champion: Abby K	Jayko C
	Runner Up: Chelsea M	Jye W

Other labels in collage: House Shield Crusader Gold, Mercedes Green, Spinaway Blue, Sportsmanship Shield-Flame Red.



BUSINESS PLAN TARGETS

- ◆ To improve whole school fitness levels in 2019 from 77% in 2018 to 80% in 2019.

RECOMMENDATIONS

- ◆ Whole school activity such as Obstacle Course.
- ◆ Continue Smelly Shoe running club.
- ◆ Maintain time trials during PE lessons to maximise participation.
- ◆ Encourage exposure to further participation by students in after school hours activity—Sporting Schools.
- ◆ Provide further opportunities for students to learn through movement in regard to cooperating with others following rules and knowing that activity keeps them healthy.
- ◆ Maintain a safe and supportive environment that encourages enjoyment, maximum participation and promotes positive sportsmanship.

Visual Arts

Miniature landscapes mixing 3 primary colours

Picasso inspired pictures reflecting interests

Visual Arts

Mixed Faces

RECOMMENDATIONS

- ◆ Continue to collect figure drawing samples each year to create a sample learning journey of the children's drawing.
- ◆ Continue the use of Visual Diaries with an emphasis on less confident and reluctant drawers.

Design & Technology

The Study of Flight

Design & Technology (STEAMs) With Ms Green

Design & Technology Process

Task: The students in Pre-Primary to Year 2 were asked to design a plane that flies well.

Investigate: We learned about the Wright Brothers and their designs for the first plane.

Devise: When working on a design task, the students developed ideas through trial and error and also using their past experiences.

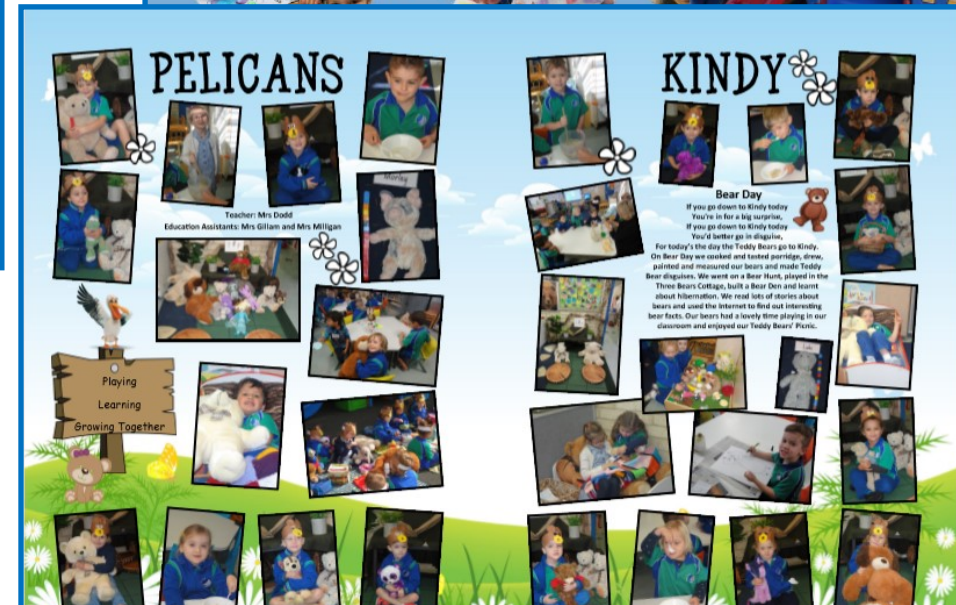
Produce: The student uses a variety of techniques and skills to make a model of their diagram.

Evaluate: Students explained how their creation works and how they feel about what they have done.

RECOMMENDATIONS

- * Use open ended tasks to allow creativity and individual thought.
- * Implement safe and resourceful use of materials in P-2 classes.

Kindergarten at Falcon Primary School



- ⇒ In 2019 we provided a Kindergarten program for 60 children.
- ⇒ Each group catered for 20 children and operated on 5 full days per fortnight.
- ⇒ A balance of play-based learning and explicit instruction was the approach adopted by ECE teachers.

National Quality Standard

National Quality Standard is a consistent position about what 'quality' means in early childhood education and care, regardless of the state/territory and regardless of service type.



Engaging in shared thinking



Problem solving to extend student learning

Seven Areas

- Educational Program and practice
- Children's health and safety
- Physical Environment
- Staff Arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management



Nature play

RECOMMENDATIONS

- ⇒ Focus on Quality Area Education Program and Practice for 2020.
- ⇒ Focus on Quality Area 3 Physical Environment for 2020.
- ⇒ Provide National Quality Standards Teacher with some support time.
- ⇒ Develop the Nature Play Area in the Earl Childhood Playground.
- ⇒ Support teachers in implementation of Early Years Learning Framework and Talk for Writing.





CELEBRATIONS AND HIGHLIGHTS OF 2019



Possum Magic! Our Assembly Item



Learning about Aboriginal Culture.

Learning about Japanese martial arts.



Bookweek

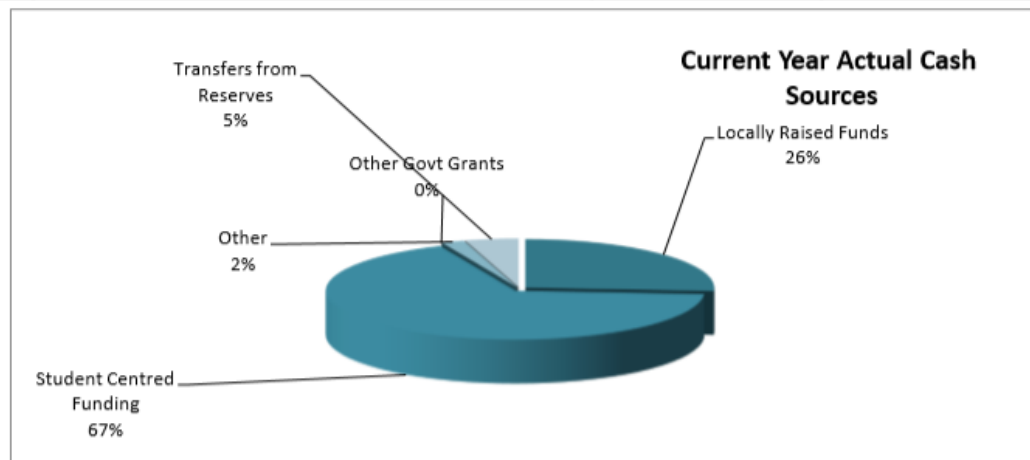
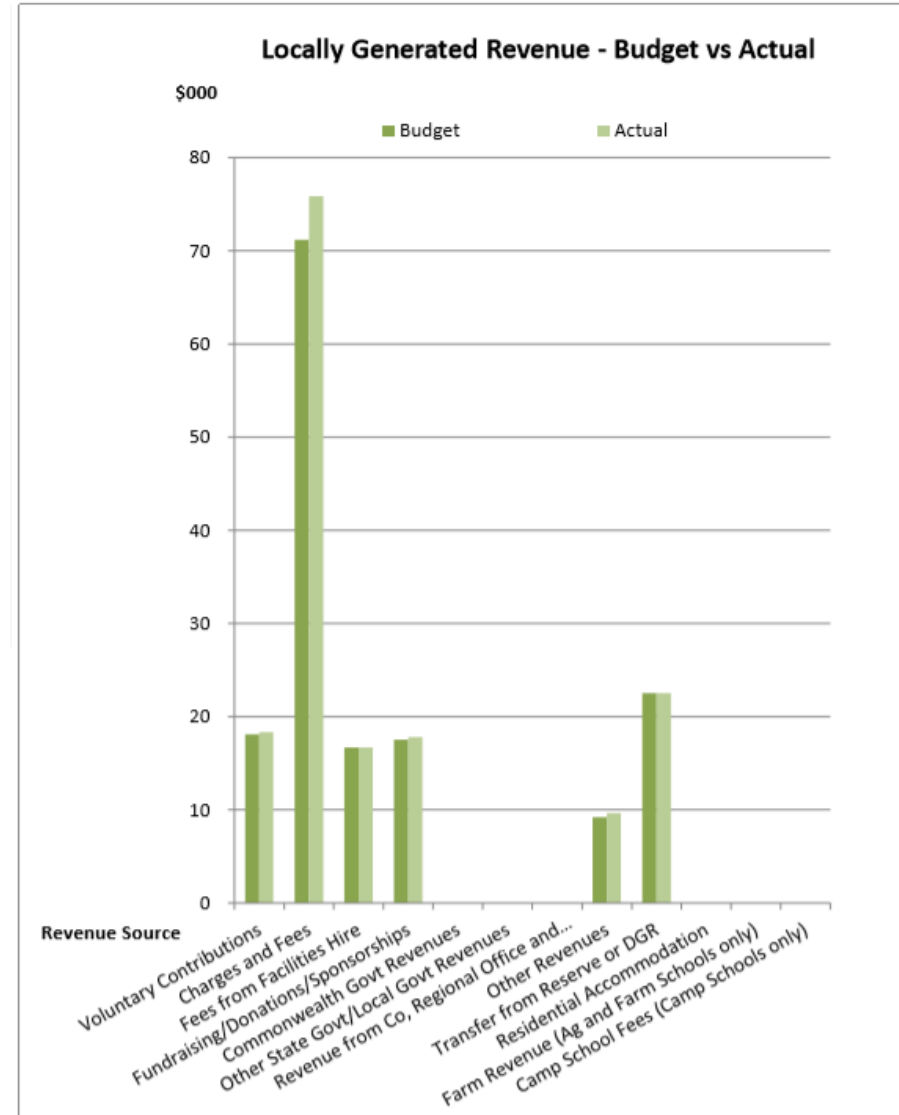


Work together to create spaghetti and marshmallow towers.



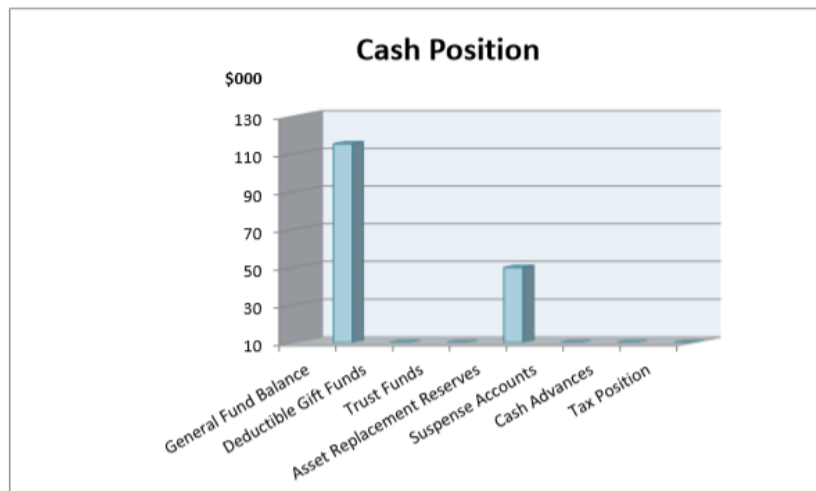
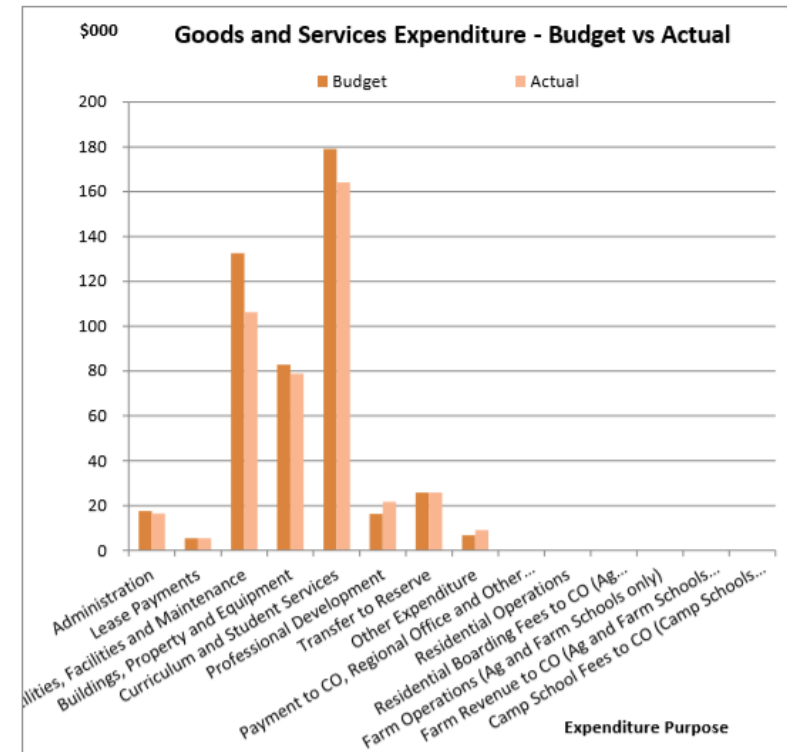
Financial Summary as at 31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 18,072.00	\$ 18,309.00
2	Charges and Fees	\$ 71,155.00	\$ 75,866.75
3	Fees from Facilities Hire	\$ 16,682.00	\$ 16,681.79
4	Fundraising/Donations/Sponsorships	\$ 17,525.00	\$ 17,802.35
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 9,201.00	\$ 9,643.46
9	Transfer from Reserve or DGR	\$ 22,500.00	\$ 22,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 155,135.00	\$ 160,803.35
	Opening Balance	\$ 49,851.00	\$ 49,850.53
	Student Centred Funding	\$ 331,922.00	\$ 332,089.76
	Total Cash Funds Available	\$ 536,908.00	\$ 542,743.64
	Total Salary Allocation	\$ 4,376,581.00	\$ 4,376,581.00
	Total Funds Available	\$ 4,913,489.00	\$ 4,919,324.64



Financial Summary as at 31 December 2019

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,622.00	\$ 16,438.00
2	Lease Payments	\$ 5,381.00	\$ 5,380.52
3	Utilities, Facilities and Maintenance	\$ 132,570.00	\$ 106,248.10
4	Buildings, Property and Equipment	\$ 82,861.50	\$ 78,779.37
5	Curriculum and Student Services	\$ 179,126.00	\$ 164,198.07
6	Professional Development	\$ 16,296.00	\$ 21,668.95
7	Transfer to Reserve	\$ 25,800.00	\$ 25,800.00
8	Other Expenditure	\$ 6,808.00	\$ 9,016.96
9	Payment to CO, Regional Office and Other Schools	\$ 100.00	\$ 30.00
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	\$ 466,564.50	\$ 427,559.97
	Total Forecast Salary Expenditure	\$ 60,297.00	\$ 4,316,284.00
	Total Expenditure	\$ 526,861.50	\$ 4,743,843.97
	Cash Budget Variance	\$ 70,343.50	



Cash Position as at:	
Bank Balance	\$ 164,853.45
Made up of:	\$ -
1 General Fund Balance	\$ 115,183.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 49,691.82
5 Suspense Accounts	\$ 6,974.96
6 Cash Advances	\$ -
7 Tax Position	\$ (6,997.00)
Total Bank Balance	\$ 164,853.45

School Board Endorsement

The *Falcon Primary School Board* endorses the 2019 Annual School Report and verifies the involvement of staff and parents in developing this document.

Staff Representatives


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

Parent Representatives

Mrs Caroline Cassidy
Mrs Jo Dos Santos
Mr Dean Williams
Mrs Rebecca Kennington
Mrs Mel Clement



Mr Warren Bachman
Principal



Mrs Joanna Butler
Chair

