



2024

Annual Report



Falcon Primary School
Inspiring Growth. Empowering Success.

Principal's Report

2024

2024 YEAR IN REVIEW

2024 was a year of growth and progress for our school, with enrolments increasing from 534 at Census to 554 by year's end, and projections reaching over 560 for 2025.

Key strategic initiatives included:

- Development of the 2025-2027 Business Plan, set for finalisation in Term 1, 2025.
- Successful completion of the 1-Year Return Plan for Public School Review, leading to a return to the 3-year review cycle.
- Participation in the Leading Cultures of Teaching Excellence Program.
- Shaping Minds PL, which supported teachers through workshops, demonstrations and in-class coaching on Engagement Norms and Daily Reviews.
- Analysis of Year 1 Phonics Check Data and NAPLAN results to inform future literacy and numeracy strategies.
- A review of school attendance data, which remained above Like Schools and WA Public Schools for regular attendance rates.

Significant progress was made in developing instructional capacity and fostering a culture of continuous improvement. Key achievements include:

- Instructional leaders actively engaged in professional learning, playing a pivotal role in supporting staff with pedagogy.
- Transition to performance management in Semester 2, following union imposed bans, allowing for structured, data-driven goal setting.
- Coach led observations and feedback practices, which created a collaborative atmosphere focused on professional growth and alignment with whole-school programs.
- Staff engagement in professional learning, particularly in high-impact, low-variance instructional practices, has laid the groundwork for further improvement.
- Strengthening data analysis capacity through collaborative DOTT sessions with a focus on moderation practices.

While progress has been strong, consistency across all cohorts remains an area for development, particularly in embedding whole-school instructional

models and ensuring consistent application of evidence-based practices like Talk for Writing and explicit instruction strategies. Looking ahead, sustained focus on collaboration, data-informed planning, and regular moderation processes will be crucial for long-term improvement.

The year saw a mix of staffing changes, including retirements, new appointments, and staff taking leave. A permanent Manager Corporate Services appointment was finalised, and recruitment for various teaching and education assistant positions was ongoing.

Students thrived in a diverse range of activities, reinforcing school spirit:



- Faction Cross Country and Athletics Carnival were major highlights, with Jesse Hickman leading Falcon PS to another Interschool Shield victory - our second year in a row!
- R U OK? Day & Positive Behaviour Support Colour Explosion combined wellbeing and fun in a spectacular, student led event.
- Speak Up Awards saw three students reach the semi-finals and one progress to the grand finale - a fantastic achievement.
- Excursions included Parliament House for student leaders, a Japanese Extension trip, and a Basketball Carnival, enriching student experiences beyond the classroom.

- PBS pancakes, pizza and ice-cream with the Principals and events such as reward discos reinforced positive behaviour.
- Crazy Hair Day Fundraiser added fun and supported P&C initiatives.
- Book Week was an extravaganza, with magician shows, creative costumes, and even pavlova-making, raising the bar for future years.
- The WAGSMS Concert, once again, showcased the incredible talent of our students - huge thanks to Ab Chaudhry for leading this event.

P&C fundraising events supported initiatives like interschool uniforms, the mammoth fans in the undercover area, our Reading Eggs subscription, subsidising the Graduation lunch and computer lease costs.

Key community events such as Kindergarten Orientation, the Presentation Assembly, the Christmas Concert, and Graduation strengthened parent engagement. The school also celebrated NAIDOC Day and Harmony Day, reinforcing inclusivity and cultural awareness.

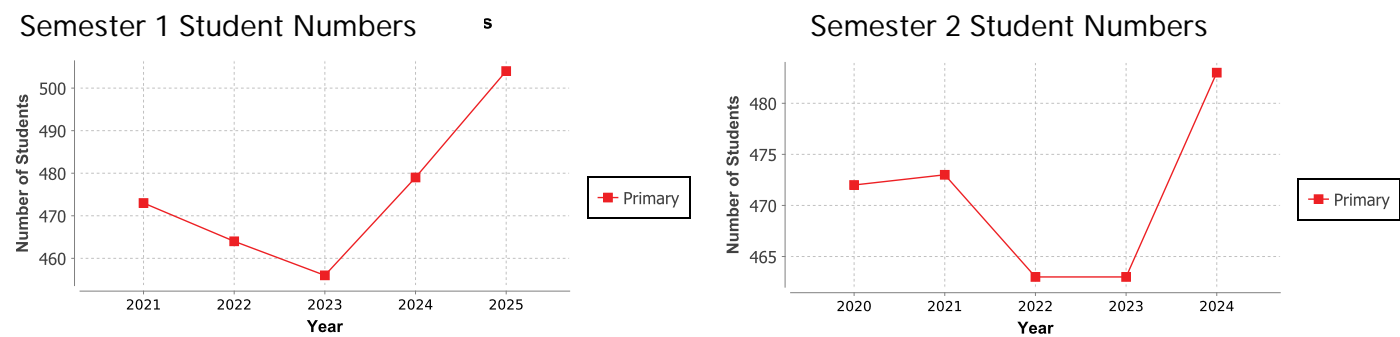
Significant improvements to the learning environment included an upgraded art room with new furniture and pinup boards, new mammoth fans for the undercover area, refreshed staffroom furniture, new science room furniture, new classroom furniture in Block 1, new stage display boards, student seating rugs in K-2, and 10 new interactive panels in classrooms. The completion of a Nature Playground in Area 2 enhanced outdoor learning for students and fencing upgrades along Ferguson street improved student safety.

2024 was a year of solid progress, setting a strong foundation for 2025 and beyond. Thank you to our dedicated staff, students, and community for their continued commitment to making Falcon Primary School a thriving learning environment.

Jacquie Abbiss **Principal**
Rhys Williams **School Board Chair**

Enrolments Falcon Primary School

Semester 1 2024 student numbers:	479 (does not include Kindergarten)
Semester 1 2023 student numbers:	456 (does not include Kindergarten)
Semester 2 2024 student numbers:	483 (does not include Kindergarten)
Semester 2 2023 student numbers:	463 (does not include Kindergarten)



Student numbers in Semester 1 and Semester 2 show a significant increase on 2023 student numbers. The downward trajectory of enrolments from 2020 to 2023 has been reversed, indicating increased community confidence in the school.

Student Numbers (as at 2024 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	71	61	74	78	70	72	57	512
Part Time	57								

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

	Kin	PPR	Pri	Sec	Total
Male	28	40	205		273
Female	29	31	207		267
Total	57	71	412		540

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	1	13		17
Non-Aboriginal	54	70	399		523
Total	57	71	412		540



Student Attendance

We are pleased to report a positive trend in student attendance across most year levels in 2024.

Positive Trend

Overall attendance from Pre-Primary to Year 5 has improved compared to previous years and is now above the WA Public School average. Year 1 achieved the highest attendance rate at 92%, closely followed by Years 2 to 5 at 91%. Importantly, the percentage of students attending school regularly (over 90% of the time) has continued to rise, from 51.7% in 2022 to 65.9% in 2024. This result is slightly above the state average and reflects the success of the school's ongoing attendance strategies.

Regular attendance in Years 1 to 5 is now higher than the state average, with Year 1 showing the most significant improvement - 73% of students now attend regularly. However, there are some areas that require attention. Year 6 attendance has declined slightly and is now below the state average. Only 57% of Year 6 students are in the regular attendance category, which is a concern. Pre-Primary attendance also remains a challenge, with 61% of students attending regularly, below the state average, and a higher number of students in the "at risk" attendance categories.

To address these issues, we will focus on improving engagement and attendance in Year 6 by investigating patterns and introducing incentives. For Pre-Primary, we will continue to work with families to highlight the importance of consistent attendance from the early years. Overall, the school is on a positive path with strong improvements, and we remain committed to ensuring every child attends regularly and is supported to succeed.

Overall Attendance Rate Increase

- Attendance rates in PP-Year 5 have improved from 2023 and 2022.
- These year levels are above the WA Public School average.
- Year 1 has the highest attendance at 92%, followed by Years 2-5 at 91%.

Increase in Regular Attendance

The regular attendance rate (students attending over 90% of the time) also improved as our strategies to improve attendance are demonstrating success:

- 2022: 51.7%
- 2023: 63.8%
- 2024: 65.9%

This is above WA Public Schools (65.0%) but slightly below Like Schools (66.6%).

	Attendance Rate by Year Level						
	Attendance % - Primary Year Levels						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	89%	89%	88%	88%	88%	84%	89%
2023	88%	91%	91%	90%	91%	90%	89%
2024	90%	92%	91%	91%	91%	91%	88%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%
Attendance Rate by Year Level <ul style="list-style-type: none">Increased on 2023 and 2022 in PP- Year 5Decreased on 2022 and 2023 in Year 6Above WA Public School in PP- Year 5Below WA Public School in Year 6							

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	51.7%	32.4%	12.0%	3.9%
2023	63.8%	27.2%	6.4%	2.5%
2024	65.9%	24.0%	7.5%	2.6%
Like Schools 2024	66.6%	23.6%	8.1%	1.7%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%
Attendance Rate by Year Level <ul style="list-style-type: none">Increased on 2023 and 2022 rate of attendanceAbove WA Public SchoolBelow Like SchoolHigher rates of Severe and Indicated Risk than Like Schools				

	Attendance Rates Overall Primary								
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	87.7%	87.7%	88.3%	83.2%	79.1%	69.5%	87.6%	87.2%	86.6%
2023	90%	90.5%	90.3%	89.8%	81%	74.3%	90%	89.8%	88.9%
2024	90.7%	91.1%	91%	85.9%	84.5%	74.3%	90.5%	90.7%	89.4%
Non Aboriginal Attendance Rate <ul style="list-style-type: none">Increased on 2023 and 2022 rate of attendanceBelow Like SchoolBelow WA Public School			Aboriginal Attendance Rate <ul style="list-style-type: none">Decreased on 2023 rate of attendanceAbove Like SchoolAbove WA Public School			Total Non-Aboriginal and Aboriginal Attendance rate <ul style="list-style-type: none">Increased on 2023 and 2022 rate of attendanceBelow Like SchoolAbove WA Public School			

Attendance Category Primary as at Semester 1, 2024	Attendance % - Primary Year Levels													
	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public School	School	WA Public School	School	WA Public School	School	WA Public School	School	WA Public School	School	WA Public School	School	WA Public School
Regular	61%	61%	73%	64%	68%	67%	68%	66%	66%	66%	67%	65%	57%	64%
At Risk - Indicated	30%	23%	19%	23%	22%	22%	23%	22%	22%	22%	26%	23%	26%	24%
At Risk - Moderate	7%	10%	7%	9%	6%	8%	8%	8%	11%	9%	4%	9%	10%	9%
At Risk - Severe	1%	4%	2%	4%	4%	3%	1%	3%	1%	4%	3%	4%	7%	4%
Regular Attendance by Year Level · PP and Y6 Below WA Public School · Y1-5 Above WA Public School														

Improved Attendance for Year 1-5

- Regular attendance rates for Years 1-5 are above WA Public Schools.
- Year 1 shows the strongest improvement, with 73% of students in the Regular category.

Areas Requiring Attention

- Year 6 Attendance Decline
- △ Year 6 attendance dropped from 89% (2023) to 88% (2024).
- △ This is below WA Public Schools' average (89%).
- △ Year 6 also has the lowest regular attendance rate (57%), well below the WA Public School rate of 64%.

Rates of At-Risk Students (Severe & Indicated)

- Indicated Risk (80-89% attendance) is higher than Like Schools (24% vs. 23.6%).
- Severe Risk (below 60% attendance) remains an issue:
 - △ Falcon PS: 2.6%
 - △ Like Schools: 1.7%
 - △ WA Public Schools: 4.0%
- Pre-Primary (PP) and Year 6 have the highest Severe Risk category (7% and 7%).

Pre-Primary Concerns

- Regular attendance for PP (61%) is below WA Public Schools (63%).
- Higher rates of Indicated Risk (30%) and Moderate Risk (7%) than the WA average.

Recommendations for Improvement

Overall, attendance has improved in most areas, but Year 6 and Pre-Primary need focused attention.

- Investigate Year 6 absentee patterns.



NAPLAN 2024 Overview

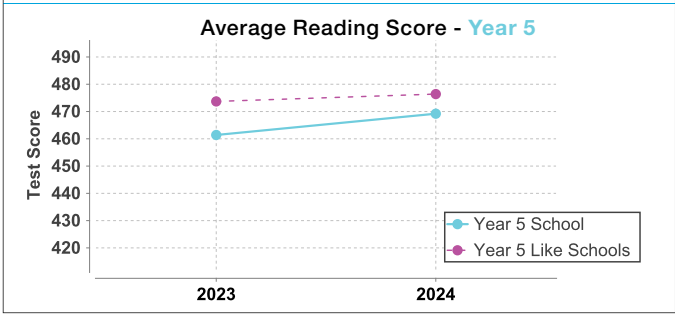
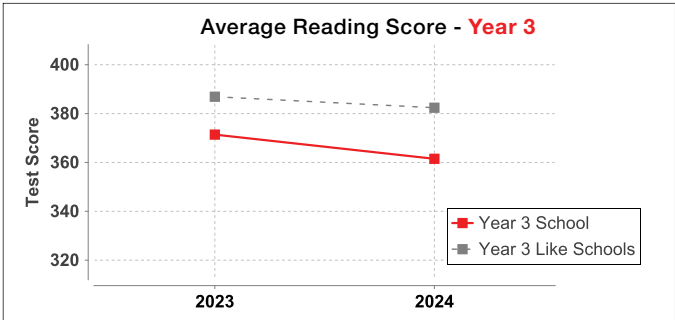
At our school, we continue to use NAPLAN as one important tool to monitor student achievement and inform how we support every child's learning journey. Here's a summary of our 2024 results in Reading, Writing, and Spelling, compared to 2023 and to schools like ours.



READING

Proficiency Level Summary		YEAR 3 - READING			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 and	13%	14%	4%	13%
Strong	368 - 480	39%	46%	44%	47%
Developing	282 - 367	27%	27%	33%	23%
NAS	281 and	21%	13%	19%	17%

Proficiency Level Summary		YEAR 5 - READING			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 and	12%	13%	18%	16%
Strong	448 - 554	50%	55%	44%	50%
Developing	377 - 447	25%	22%	18%	23%
NAS	376 and	13%	11%	20%	12%



Year 3

- While fewer students achieved in the top Exceeding band (4%, down from 13%), there was an increase in the number achieving Strong (44%).
- The percentage of students requiring additional support reduced slightly (19%, down from 21%).
- We performed below Like Schools in the Exceeding category, and had more students in the Developing range.

Year 5

- A positive improvement in high achievers: 18% of students were Exceeding (up from 12%), above Like Schools.
- However, more students moved into the Needs Additional Support (NAS) category (20%, up from 13%).
- Strong and Developing bands showed mixed progress.

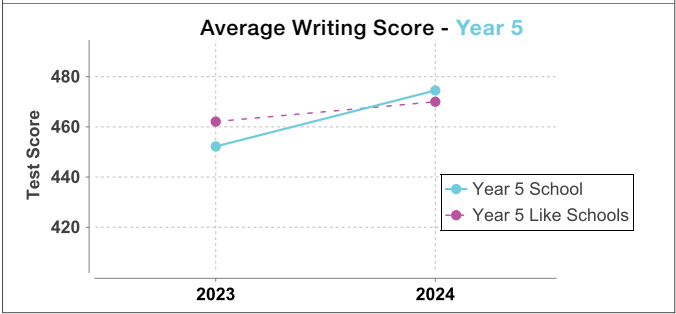
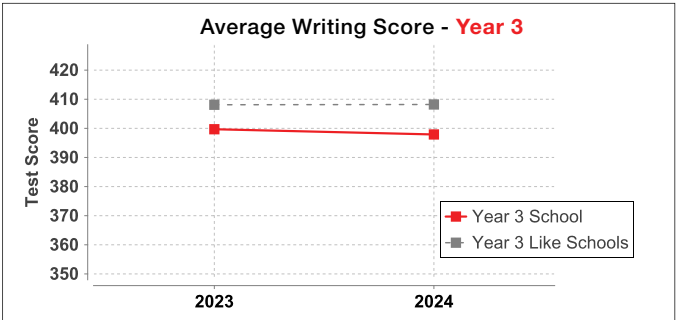
Focus Areas

- Extend high performing students through enriched tasks and deeper reading comprehension work.
- Support those needing help with targeted interventions, particularly in Years 3 and 5.
- Strengthen the transition from Year 3 to Year 5, to reduce the increase in students needing support.

WRITING

Proficiency Level Summary		YEAR 3 - WRITING			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	5%	7%	1%	5%
Strong	370 - 502	66%	70%	71%	72%
Developing	296 - 369	21%	16%	24%	16%
NAS	295 and	8%	7%	4%	6%

Proficiency Level Summary		YEAR 5 - WRITING			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	0%	5%	7%	6%
Strong	455 - 569	60%	55%	56%	58%
Developing	385 - 454	33%	26%	30%	25%
NAS	384 and	8%	14%	7%	10%



Year 3

- Strong performance held steady (71%), close to Like Schools.
- Fewer students required extra support (4%, down from 8%).
- Very few students reached the Exceeding level (1%).

Year 5

- A strong improvement in Exceeding (7%, up from 0%) - above Like Schools.
- NAS reduced to 7%, better than Like Schools.
- Slight drop in the Strong category suggests some students need help maintaining momentum.

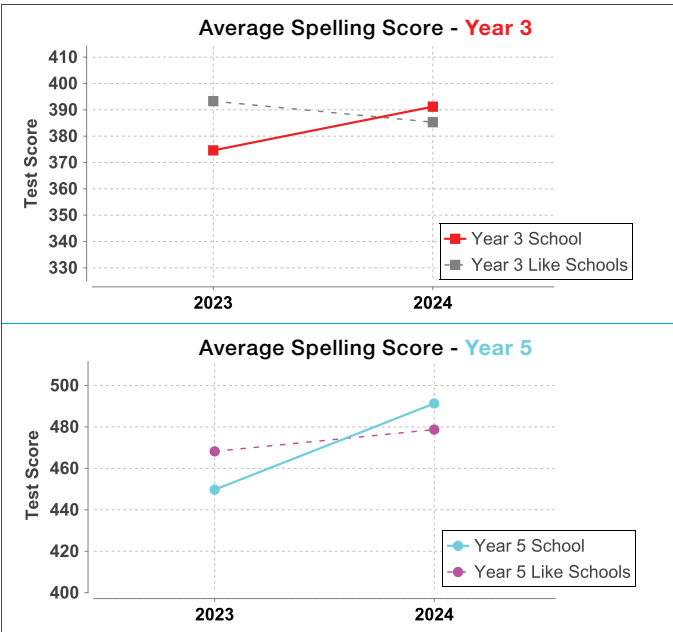
Focus Areas

- Extend writing opportunities for high achievers, especially in Year 3.
- Continue helping students move from Developing to Strong.
- Celebrate our success in reducing NAS and build on this growth.

SPELLING

Proficiency Level Summary		YEAR 3 - SPELLING			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	489 and	10%	12%	9%	10%
Strong	380 - 488	39%	45%	45%	43%
Developing	294 - 379	36%	32%	35%	36%
NAS	293 and	15%	11%	11%	11%

Proficiency Level Summary		YEAR 5 - SPELLING			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	553 and	2%	13%	26%	17%
Strong	451 - 552	52%	49%	43%	49%
Developing	378 - 450	37%	25%	21%	25%
NAS	377 and	10%	13%	10%	10%



Year 3

- Strong spellers increased to 45% (up from 39%), placing us just ahead of Like Schools.
- Fewer students need support (NAS reduced to 11% from 15%).
- Exceeding and Developing levels remained relatively steady.

Year 5

- Strong performance grew (from 40% to 46%), placing us above Like Schools.
- Exceeding students increased from 4% to 6%.
- NAS remained steady at 13%, equal to Like Schools.
- Fewer students in the Developing range than in 2023, indicating upward movement.

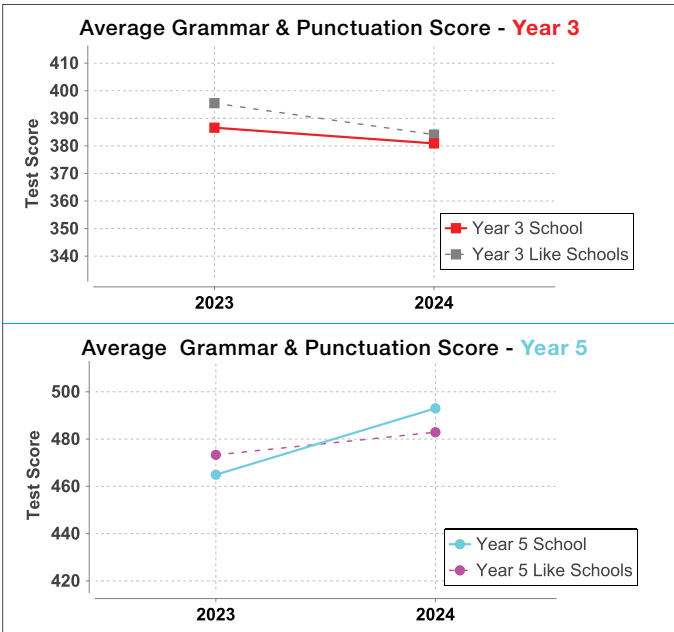
Focus Areas

- Consolidate gains in Strong performance.
- Continue explicit teaching of spelling rules and patterns across all years.
- Use small group instruction to target students needing additional support.

GRAMMAR & PUNCTUATION

Proficiency Level Summary		YEAR 3 - GRAMMAR & PUNCTUATION			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	523 and	3%	6%	4%	7%
Strong	404 - 522	44%	42%	39%	39%
Developing	312 - 403	31%	36%	35%	32%
NAS	311 and	21%	16%	23%	22%

Proficiency Level Summary		YEAR 3 - GRAMMAR & PUNCTUATION			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	582 and	4%	9%	10%	10%
Strong	470 - 581	42%	43%	47%	49%
Developing	397 - 469	35%	33%	33%	29%
NAS	396 and	19%	16%	10%	12%



Year 3

- Strong achievers increased from 31% to 38%.
- Students requiring additional support reduced from 21% to 16%, matching Like Schools.
- The percentage of Exceeding students (12%) remained below Like Schools (19%).

Year 5

- Notable growth in Exceeding (up from 4% to 11%) and Strong (up from 36% to 43%).
- NAS improved significantly (down from 22% to 14%).
- While progress is evident, we're still slightly below Like Schools in top-end performance.

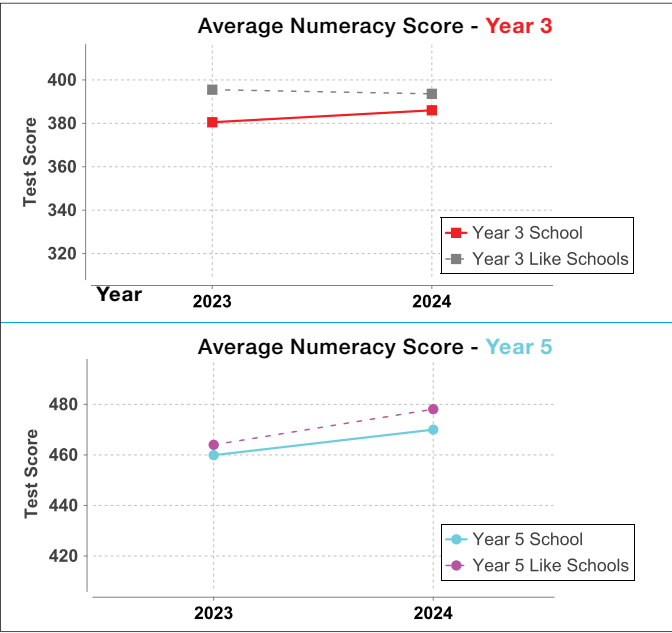
Focus Areas

- Continue building skills in sentence structure, punctuation, and grammar conventions.
- Extend Strong students into Exceeding through explicit grammar lessons.
- Reduce NAS through targeted support and scaffolding.

NUMERACY

Proficiency Level Summary		YEAR 3 - NUMERACY			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	0%	8%	4%	8%
Strong	378 - 492	55%	54%	51%	51%
Developing	311 - 377	28%	26%	34%	31%
NAS	310 and	17%	11%	11%	10%

Proficiency Level Summary		YEAR 5 - NUMERACY			
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	2%	5%	3%	10%
Strong	451 - 576	53%	54%	54%	53%
Developing	386 - 450	35%	28%	35%	28%
NAS	385 and	10%	13%	9%	9%



Year 3

- Strong increased slightly (from 32% to 36%), but Exceeding dropped from 13% to 7%.
- NAS remained similar (17%), slightly higher than Like Schools.
- More students remain in the Developing category than Like Schools.

Year 5

- Excellent growth in Strong (from 44% to 50%) and Exceeding (from 6% to 13%).
- Developing and NAS both decreased, with results now slightly better than Like Schools.
- Results reflect the impact of whole-school improvement work in Mathematics.

Focus Areas

- Continue embedding evidence-based numeracy teaching across all years.
- Support Developing and NAS students through small-group interventions.
- Extend Strong students with problem-solving, investigations, and reasoning tasks.

Our Next Steps

Across all areas, our priority remains helping each student grow, whether they are developing, strong, or already excelling. In 2025, we'll continue to:

- Extend high achievers with enrichment activities.
- Provide strong foundational support for those below benchmark.
- Use data to guide teaching and differentiate learning.



Student Achievement and Progress

PAT Mathematics (Year 1-5)

In 2024, our school used the PAT (Progressive Achievement Tests) from ACER to track student learning in Mathematics. These assessments provide valuable insights by comparing our students' performance to national averages.

Mathematics Overview

Our Year 1 students achieved fantastic results, performing above the national average at all levels. Most pleasingly, our lower-performing students made great gains, indicating that our support strategies are working well.

In Year 2, our students showed solid progress, particularly at the lower end. However, students in the middle and higher levels performed just below the

national average, suggesting a need for greater challenge and opportunities to extend their thinking.

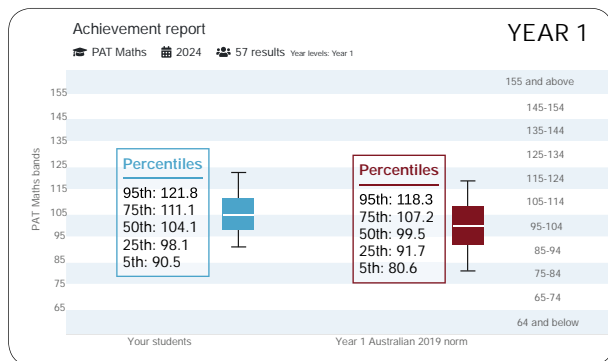
Year 3 results showed some overall decline compared to the national norm. While our lower performing students were close to expected levels, middle and high achievers fell behind. This highlights a clear focus for us in 2025: strengthening problem-solving and differentiation to lift outcomes across the board.

In Year 4, results were slightly below the national average but encouragingly close. Our lower-achieving students performed well, but middle and upper level students need more stretch and challenge.

Year 5 data showed a similar trend, with students overall just below the national norm. High achievers performed close to national expectations, but middle and lower performing students will benefit from additional support and differentiated teaching strategies

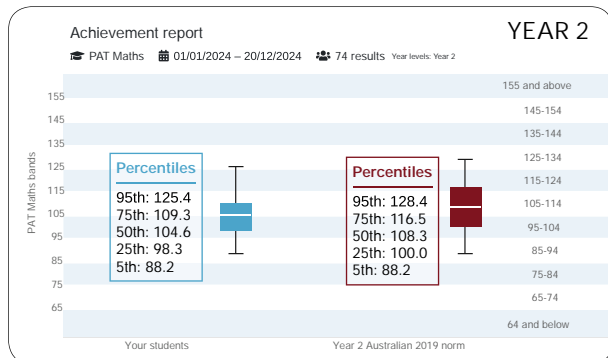


Analysis of 2024 PAT Mathematics Data Compared to the 2019 Norm Sample



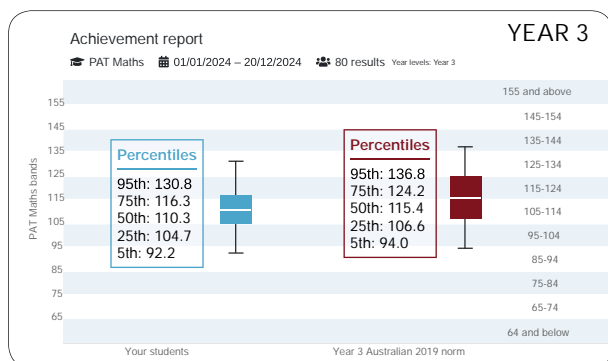
Year 1

The 2024 Year 1 PAT Maths data (blue box plot) compared to the Australian norm sample (red box plot) shows a positive trend in student performance. The median score (104.1) exceeded the national average (99.5), with higher performing students also achieving above expectations. Notably, lower performing students showed significant improvement, with the 5th percentile scoring 90.5, well above the norm's 80.6. The data highlights consistent student performance across the cohort.



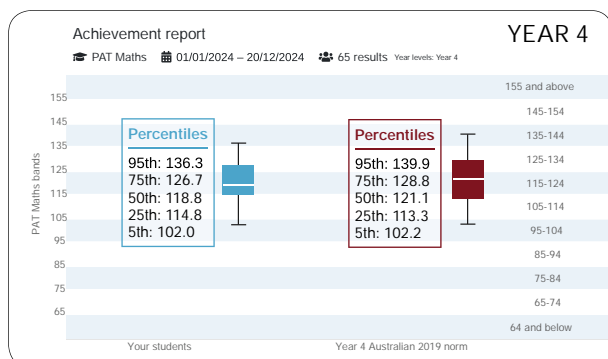
Year 2

The 2024 Year 2 PAT Maths data (blue box plot) compared to the Australian norm sample (red box plot) shows some differences in performance across percentiles. While lower-performing students are achieving at the expected national level, middle to high achieving students are slightly below the Australian norm. The median score (104.6) and upper percentile scores are lower than the national sample, suggesting a need for increased challenge and extension opportunities. Moving forward, the focus should be on strengthening problem solving and higher order thinking skills to support overall growth in numeracy.



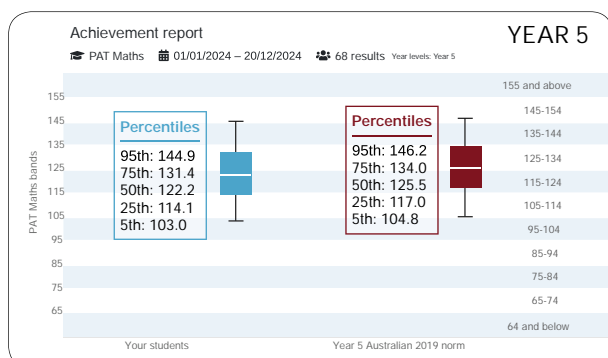
Year 3

The 2024 Year 3 PAT Maths data (blue box plot) compared to the Australian norm sample (red box plot) highlights some performance gaps. Results indicate that while lower-performing students are close to the national average, the overall cohort is performing below the Australian norm, particularly among higher achieving students. The median score (110.3) and upper percentile scores are lower than expected, suggesting a need for greater challenge in numeracy instruction. Moving forward, the focus needs to be on strengthening problem solving skills, enhancing differentiation strategies to extend high achieving students, and ensuring continued support for those who need it most.



Year 4

The 2024 Year 4 PAT Maths results (blue box plot) compared to the Australian norm sample (red box plot) indicate that the cohort is performing slightly below the national average but remains relatively close across most percentiles. Overall, while the Year 4 cohort is performing slightly below national norms, the data suggests positive outcomes for lower performing students and areas for improvement in challenging higher achievers, highlighting the need for further enrichment and problem-solving opportunities. Moving forward, the school will continue to support all learners by strengthening numeracy strategies and providing differentiated instruction to ensure every student reaches their full potential.



Year 5

The 2024 Year 5 PAT Maths results (blue box plot) compared to the Australian norm sample (red box plot) show that the cohort is slightly below national expectations across most percentiles but remains close to the norm. While our high-achieving students are on par with expectations, our middle and lower-performing students are slightly behind. Overall, while the Year 5 cohort is performing slightly below national norms, the differences are small and addressable through strategic teaching interventions.

Student Achievement and Progress

PAT Reading (Years 2–5)

In 2024, students in Years 2–5 completed PAT Reading assessments, which help us understand how our students are progressing compared to national averages. The results provide valuable insight into how we can support every child's reading performance.

Reading Overview

In Year 2, our students performed slightly below national benchmarks, especially in the middle and upper bands. While our students who find reading more challenging are on par with peers nationally, those who are capable of more advanced reading are not reaching their full potential. As a result, we are focusing on improving vocabulary and comprehension through explicit teaching and introducing more extension activities for high achievers.

For Year 3, the trend is similar. Most students are progressing, but our strongest readers are falling short of national levels, and middle-level readers also need more support. In response, we're delivering targeted support to help students strengthen their reading skills and increasing

opportunities to stretch high performers. In Year 4, we saw stronger results among high-achieving students, with many performing at or above national standards. However, a significant gap exists at the lower end, where a small group of students is performing well below expectations. Addressing this will be a priority, with intensive, small-group instruction and targeted interventions already underway.

The Year 5 cohort is performing broadly in line with national expectations at the median, which is a positive outcome. However, both the highest- and lowest-performing students are slightly below national levels. This highlights the need for continued differentiation. We are working to strengthen comprehension skills and critical thinking through explicit teaching, and we

are expanding extension and enrichment opportunities for capable readers. Additional support is also being provided to students in the lower quartile to help close learning gaps.

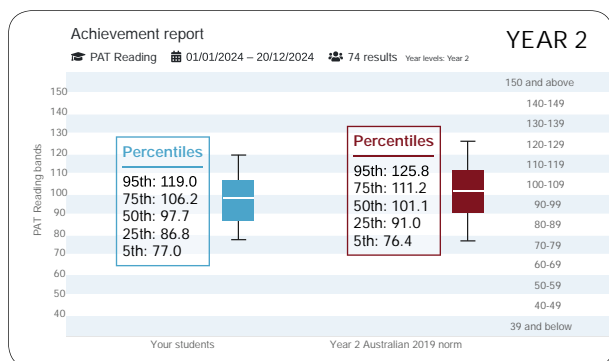
Across all year levels, we remain committed to improving reading outcomes through:

- High impact, evidence based instruction
- Targeted support for struggling readers
- Enrichment and challenge for high achievers
- Ongoing data analysis and monitoring to track growth

Our goal is to ensure all students make strong progress and are supported to reach their full potential in reading.

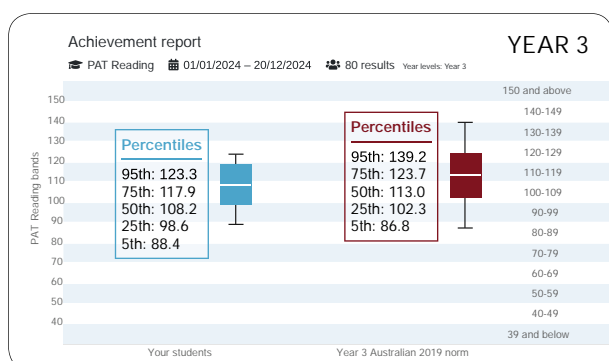


Analysis of 2024 PAT Reading Data Compared to the 2019 Norm Sample



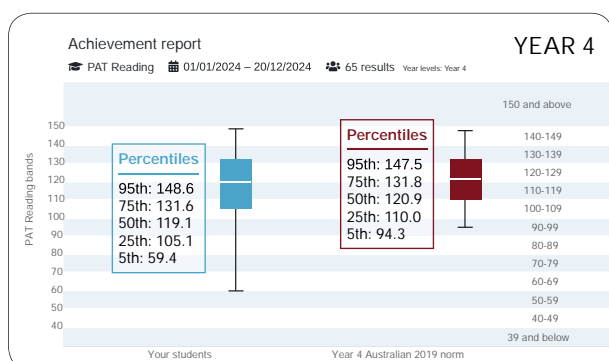
Year 2

The 2024 Year 2 PAT Reading results (blue box plot) compared to the 2019 Australian norm sample (red box plot) indicate that the cohort is performing slightly below national expectations across most percentiles, with a more noticeable gap in the middle and upper ranges. While lower achieving students are on par with national norms, higher performing students are not reaching expected levels, suggesting a need for greater challenge and extension in reading instruction. The school will focus on targeted literacy support for middle-achieving students, explicit instruction in comprehension and vocabulary, and enrichment opportunities for high achievers. By implementing these strategies and closely tracking progress, we aim to bridge gaps and strengthen overall reading achievement.



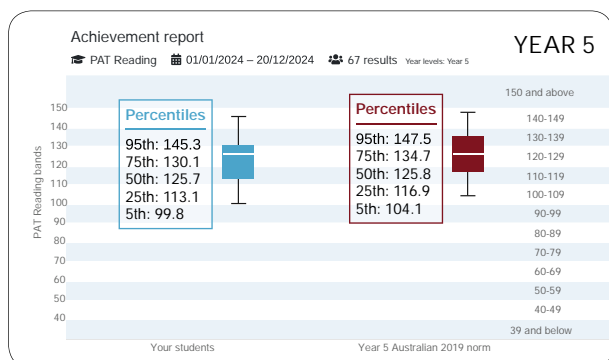
Year 3

The 2024 Year 3 PAT Reading results (blue box plot) compared to the 2019 Australian norm sample (red box plot) indicate that the cohort is performing slightly below national expectations across most percentiles, with a more pronounced gap in the upper percentiles. While lower performing students achieved at or near expected levels, there is a noticeable gap among higher-achieving students, with the top performers scoring well below national norms. The median score is slightly lower than the benchmark, indicating that many students are progressing but require additional support. To address these gaps, the school will implement targeted literacy intervention for middle achieving students, enrichment opportunities for high achievers, and explicit instruction in comprehension and vocabulary development. These strategies will help ensure all students build strong reading skills and reach their full potential.



Year 4

The 2024 Year 4 PAT Reading results (blue box plot) compared to the 2019 Australian norm sample (red box plot) show a mixed performance, with stronger results in the higher percentiles but a significant gap at the lower end. While higher-achieving students performed at or above national expectations, with the top 25% matching or exceeding benchmark scores, the lower-performing students showed a significant gap. The median score was slightly below the national average, indicating that many students are progressing well but still require support. Of particular concern, the lowest 5% of students scored well below expected levels, highlighting the need for targeted intervention in reading fluency and comprehension. To address these gaps, the school will continue to provide small-group instruction, intensive literacy support, and enrichment for high achievers, ensuring all students have the opportunity to reach their full potential.



Year 5

The 2024 Year 5 PAT Reading results (blue box plot) compared to the 2019 Australian norm sample (red box plot) indicate that the cohort is performing broadly in line with national expectations at the median, but slightly below at both the upper and lower percentiles. This suggests a narrower spread of achievement across the cohort, with fewer students reaching the highest and lowest extremes of performance. While middle achieving students are tracking well, the data highlights a need for targeted intervention at both ends of the spectrum; providing additional support for lower achieving students and enrichment opportunities for high performers. Continued focus on explicit instruction, differentiated teaching, and rigorous monitoring will be key to lifting outcomes across all levels and ensuring growth beyond the expected standard. With a continued focus on differentiation and data-informed instruction, the cohort has strong potential to meet and exceed national standards across all percentiles.

Student Achievement & Progress

Year 1 Phonics Check Data

Year	Learning Basic Code (%)	Basic Code (%)	Advanced Code (%)	Alternate Code (%)
2023		25%	59%	16%
2024	5%	29%	46%	20%

2024 phonics data indicates:

- Learning Basic Code: 5% (up from 0% in 2023)
- Basic Code Proficiency: 29% (up from 25% in 2023)
- Advanced Code Proficiency: 46% (down from 59% in 2023)
- Alternate Code Proficiency: 20% (up from 16% in 2023)

While there has been growth in Advanced Code knowledge, the Basic Code proficiency remains high (29%). Almost half of all students (46%) have Advanced Code knowledge yet are falling short of the expected level of Alternate Code proficiency. The category “Learning Basic Code” was added in 2024 as these students did not demonstrate even Basic Code proficiency. Growth in Alternate Code Proficiency – this has increased by 4% since 2023.



Recommended Improvements

- Review and implement a revised Phase Timeline to ensure students have opportunity to reach the expected level of proficiency for the Year 1 Phonics check.
 - Fidelity of instruction – Implement observation and coaching to ensure all staff are consistently implementing the Letters and Sounds program.
- An agreed Literacy Block structure that prioritises the teaching of phonics in the early years.
 - Lesson design templates and shared PowerPoints for the teaching of each phase.
 - Consistent Phonics Check Implementation – Regular formative assessments should ensure students are retaining Basic Code knowledge before progressing to Advanced Code.
- Targeted intervention – The percentage of students only mastering Basic Code (29%) suggests a need for explicit and systematic teaching of synthetic phonics in Pre-Primary and early Year 1 with targeted intervention for struggling students.
 - Parental Engagement – Providing parents with resources to support phonics practice at home, particularly for students struggling with Basic Code recognition.



Target Achievement 2024

Key:

At or Above Target	Near target; On Track; and/or Implementation Plan Commenced	Below Target	Data Not Yet Available; Implementation Plan Not Yet Commenced
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Strategic Direction: High Quality Teaching

Literacy & Numeracy

	N	R	W	S	PG
1. Year 3 NAPLAN comparative performance will equal or exceed Like School performance in all NAPLAN domains.					
2. Year 5 NAPLAN comparative performance will equal or exceed Like School performance in all NAPLAN domains.					

Strategic Direction: High Quality Teaching

Technologies (Integrated STEM approaches)

1. Maintain a 1:4 student ratio of devices throughout the school.	
2. Introduce opportunities for creative exploration through integration of D&T with Digital Technology with a focus on STEM and HOTS.	
3. Integrate sustainability at Falcon PS through three focus areas curriculum, operations and infrastructure.	

Strategic Direction: High Quality Teaching

Early Childhood

1. By mid Year 1, 75% of students will achieve 90% accuracy with Set 1 of the Phonics Initiative assessment.	74%
2. By mid Year 1, 50% of students will achieve 90% accuracy with Set 2 of the Phonics Initiative assessment.	23%
3. By the end of Year 2, 80% of students will achieve Phase 5 of Letters and Sounds.	22%
4. To develop a statement of Early Education Philosophy, with collaboration between teaching staff and Administration, that supports the development and implementation of high-quality play-based and explicit pedagogy that is inclusive of incremental, developmentally appropriate practices.	





Strategic Direction: **Safe, Healthy and Resilient Learners**

Safe and Supportive Learning Environment

1. To maintain the National Education Initiative in Mental Health and become a “Be You” (KidsMatter) school by 2024.							
2. To improve the percentage of staff / parents opinion on meeting the Social and Emotional Needs of our students (65% of staff and 72% of parents in agreeance).	NSOS not conducted in 2024						
3. The number of students judged by their teachers as demonstrating (consistently and often) positive attitude, behaviour and effort will be at least 80% of each cohort (to align with PBS Universal Tier 1).	86% Lower Primary 91% Primary						
4. To maintain student attendance rate equal to or above WA Public Schools attendance percentages for all Year levels from PP – Year 6.	P	1	2	3	4	5	6
5. To increase the percentage of students attending regularly from Semester 1 2023 to Semester 1 2024.	63.8%						

Strategic Direction: **Strong Partnerships and Collaboration**

Community Partnerships & Relationships

1. Increase the number of responses to parent surveys - to have 50% of families responding by 2024.	150 responses
2. Increase parent opinions through the parent opinion survey to ensure a greater number of parents feel heard, valued and have the opportunity to contribute to real change at the school.	76%
3. By 2024 75% or more responses agree/strongly agree to student behaviour is well managed.	85%
4. Increase the "Students social/emotional needs are being met at this school" from results in 2022.	86%

Strategic Direction: **Effective Leadership and Good Governance**

Leadership

1. Continue succession planning, provide opportunities for internal leadership pathways.	
2. Maintain distributed leadership model to enable whole staff ownership of working toward school vision.	
3. Utilise staff development days to develop staff expertise linked to performance management to provide opportunity for personal / professional growth.	
4. All staff participate in regular observations/feedback to support each other collaboratively and improve teaching practice.	
5. Staff wellbeing shared responsibility of all school leaders.	

2024 Priority - Instructional Coaching: Building Capacity and Low Variance Practice

In 2024, our school made significant progress in embedding instructional coaching as a key driver for improved teaching practice and student outcomes.

Through a deliberate focus on developing instructional leaders and refining observation and feedback processes, we have established a sustainable coaching model grounded in trust, professional growth, and evidence informed strategies.

Our coaching framework, designed to build staff capacity, prioritised consistency, collaboration, and high impact teaching. The Instructional Coaches K-2 and Years 3-6 worked closely with teachers in classrooms to model lessons, co-plan, and provide feedback aligned to our school's instructional priorities. Importantly, we strengthened our feedback loops by trialling a coaching conversation template, refining our observation norms, and using teacher survey data to guide next steps.

The impact is evident in the increased teacher confidence, greater alignment in instructional practices across year levels, and a growing culture of open professional dialogue. We also began integrating the AITSL 'classroom practice continuum' to support self-reflection and developmental growth across all career stages.

Looking ahead, our next steps include embedding the agreed observation and feedback structures across all classrooms, continuing to build leadership capability in coaching, and aligning instructional coaching more explicitly to student achievement data. By deepening the coherence between our strategic priorities and coaching practices, we aim to further elevate teaching quality and student learning.

2024 Priority - Targeted Professional Learning: Embedding Evidence Based Practice

In 2024, our commitment to building a culture of professional excellence was reflected in the depth and breadth of our targeted professional learning (PL) program.

Responding to the 2023 Public School Review recommendation, we implemented a strategic, whole-school approach that has engaged all staff in high-impact, evidence-informed practice.

Key highlights include the successful launch of the Shaping Minds – Research to Impact program, with workshops on Engagement Norms and Daily Review accompanied by in-class demonstrations and coaching.

This initiative, grounded in Rosenshine's Principles of Learning, is enhancing instructional quality through practical application and reflective coaching cycles. Further workshops on Lesson Design and Complex Concepts are scheduled for 2025.





All staff also participated in Talk for Writing training, with Early Childhood educators receiving additional tailored PL. To support early literacy interventions, both mainstream and special needs education assistants completed training in Letters and Sounds, led by our in-house trainer.

In Numeracy, we transitioned from textbook-based instruction to a custom Scope & Sequence aligned with SCSA. This was supported by targeted PL facilitated by renowned AISWA consultant Sheila Griffin, ensuring a strong pedagogical foundation.

Next steps include maintaining accountability for the implementation of these evidence-based practices through classroom walk-throughs, coaching, and committee monitoring. We will also formalise Literacy and Numeracy Block structures and continue leveraging the expertise of our instructional coaches and lead teachers to sustain momentum and consistency across all classrooms.

2024 Priority - Building Data Analysis Capacity and Shared Ownership of Student Achievement

In 2024, our school made significant strides in improving data analysis capacity and fostering shared ownership of student achievement.

A central focus has been on creating a more collaborative approach to data use and ensuring all staff are engaged in the ongoing evaluation of student progress. Through the deliberate design of our 2024 school timetable, we included dedicated collaborative planning time for year level teams to analyse diagnostic assessment data and engage in moderation. Staff have worked extensively with tools like Brightpath, PAT, and school-based assessments to inform teaching practices and monitor student progress.

Key developments include the creation of a data wall in the staff room, showcasing Brightpath Writing results, and fostering a shared responsibility for student outcomes. Professional learning sessions have empowered staff to analyse cohort data, monitor progress, and evaluate the impact of teaching programs, including English, Math, and Phonics initiatives. The use of longitudinal data sets, such as PAT assessments and the Letters & Sounds phonics program data, has been integral in assessing both individual student growth and overall program effectiveness.

Moving forward, we plan to continue refining our data analysis practices. This includes upskilling staff on using Brightpath and PAT tools more effectively, formalising meeting agendas to emphasize the Teaching & Learning Cycle, and further refining our assessment schedule. By engaging all staff in data discussions and ensuring consistent use of data to inform decision making, we are committed to enhancing student achievement and fostering collective responsibility for student outcomes across the school.

2024 Priorities

Low Variance Practice: Developing a Whole School Instructional Framework

In 2024, significant progress was made in developing and implementing a whole school instructional framework that reflects our shared commitment to improving teaching quality and consistency.

Central to this initiative was the adoption of the Department of Education Teaching for Impact framework, which provided a common language and set of beliefs about effective teaching across the school. Staff engaged in professional learning sessions focused on low variance, high impact strategies, and collaboratively defined the core elements of effective teaching.

Key steps in the development of our instructional model included the creation of Daily Review templates and engagement strategies accessible through the shared drive. Instructional coaches and Shaping Minds staff led demonstrations and facilitated observation and coaching to reinforce these strategies in classrooms. To ensure consistency in practice, we introduced visual aids like posters and bookmarks that outline key Engagement Norms, and we provided the tools to support the creation of Daily Reviews, including the Shaping Minds Daily Review Maker.

Feedback from staff surveys indicated a positive shift in the consistent application of Engagement Norms and Daily Reviews across classrooms. Moving forward, our next steps include refining the instructional framework based on ongoing feedback, expanding access to instructional resources, and implementing structured peer observation cycles to strengthen the application of low variance practices. We will continue to monitor progress through surveys, observations, and feedback, ensuring the framework's effective integration into everyday teaching and learning.

2024 Priority - Making Consistent Judgements: Formalised Moderation Processes

In 2024, our school made considerable strides in formalising moderation processes to ensure consistency in grade allocation across year levels.

This initiative was driven by a commitment to improving assessment practices and ensuring fairness in evaluating student outcomes. A key focus was the use of Brightpath for Writing and Mathematics, alongside the School Curriculum and Standards Authority (SCSA) Judging Standards, to support teachers in forming consistent, valid judgements.

To strengthen our moderation practices, the school timetable dedicated Collaborative DOTT (Duties Other Than Teaching) for each year level each week. During these sessions, staff engaged in discussions to moderate assessments, with an emphasis on using common assessment tasks.





Professional learning opportunities were provided, including workshops with Brightpath representatives and in house training for both Writing and Mathematics. The introduction of English and Maths committees facilitated discussions on creating common assessment tasks and sharing best practices for data analysis.

Moving forward, we will continue to refine these processes by ensuring consistent delivery of curriculum content across year levels, suggesting agendas for Collaborative DOTT sessions that align with the Assessment Schedule, and running refresher professional learning on Brightpath Maths. Additionally, we plan to enhance our moderation meetings, particularly in the lead up to reporting periods, to ensure consistent grading practices and improve overall assessment quality. This will include a deeper analysis of grade distribution across year levels to maintain consistency schoolwide.

2024 Priority - Increasing Accountability through Performance Management

In 2024, we made progress in strengthening our Performance Management (PM) processes, aimed at enhancing teacher accountability and improving student outcomes.

Despite early delays due to union restrictions, the PM cycle began in Term 3, with goal-setting and classroom observations leading the way. Teachers set data driven goals focused on improving student outcomes in literacy and mathematics. These goals were closely tied to measurable student outcomes, such as improvements in Brightpath, PAT, and Letters and Sounds data.

To support professional growth, peer and coaching observations were implemented, offering valuable feedback to teachers and promoting continuous improvement. Staff were encouraged to reflect on their practice through structured coaching cycles, focusing on Engagement Norms and instructional strategies. This process was complemented by regular reviews and feedback, with teachers receiving actionable insights to refine their teaching methods.

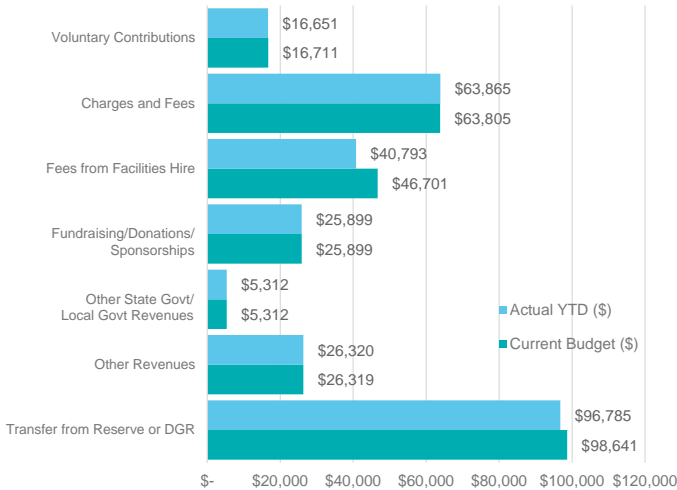
Looking ahead, we plan to advance PM by starting the goal setting process earlier in the year, ensuring sufficient time for goal implementation and follow up. We will also strengthen collaboration through peer observation cycles. Data utilisation will remain a key focus, with interim reviews scheduled to assess progress on student outcomes and adjust strategies as needed. Additionally, we aim to celebrate milestones and successes, fostering a culture of continuous improvement and collective responsibility for student achievement.

Financial Data

2024 Falcon Primary School

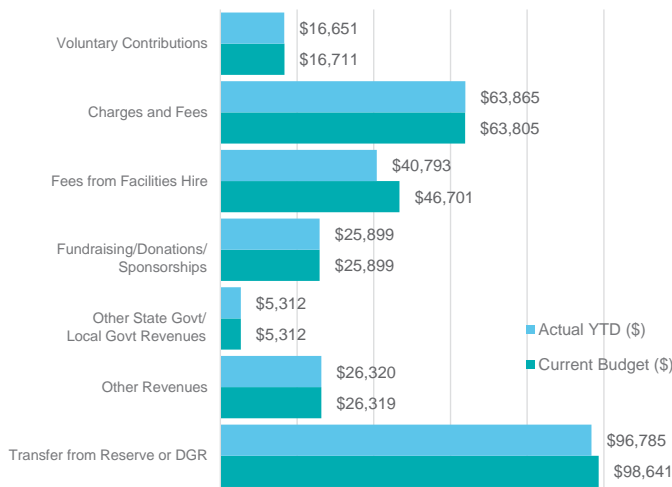
LOCALLY GENERATED REVENUE: BUDGET VERSUS ACTUAL

DEC 2024 (VERIFIED DEC CASH)



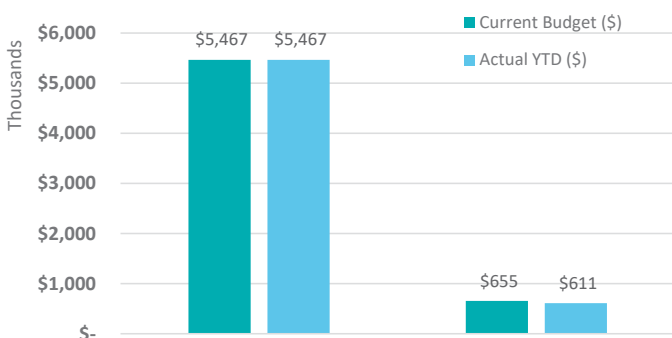
GOODS AND SERVICES EXPENDITURE: BUDGET VERSUS ACTUAL

DEC 2024 (VERIFIED DEC CASH)



GOODS AND SERVICES VERSUS SALARY EXPENDITURE

DEC 2024 (VERIFIED DEC CASH)



INCOME

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	109,822	109,822
Carry Forward (Salary)	232,990	232,990

STUDENT-CENTRED FUNDING

Per Student	4,538,840	4,538,840
School and Student Characteristics	1,095,568	1,095,568
Disability Adjustments	(2,283)	(2,283)
Targeted Initiatives	218,190	218,190
Operational Response Allocation	33,503	33,503
Total Funds:	5,883,818	5,883,818

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(345,394)	(345,394)
School Transfers - Cash	344,753	344,753
Department Adjustments	0	0
Total Funds:	(641)	(641)

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	16,711	16,651
Charges and Fees	63,805	63,865
Fees from Facilities Hire	46,701	40,793
Fundraising/Donations/Sponsorships	25,899	25,899
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	5,312	5,312
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	26,319	26,320
Transfer from Reserve or DGR	98,641	96,785
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	283,388	275,625

TOTAL	6,509,377	6,501,614
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EXPENDITURE

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)

SALARIES

Appointed Staff	4,812,646	4,812,646
New Appointments	0	0
Casual Payments	654,050	654,050
Other Salary Expenditure	19	19
Total Funds:	5,466,715	5,466,715

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	15,450	19,817
Lease Payments	28,577	29,050
Utilities, Facilities and Maintenance	128,017	114,156
Buildings, Property and Equipment	196,380	197,470
Curriculum and Student Services	229,984	197,001
Professional Development	48,227	46,577
Transfer to Reserve	3,168	0
Other Expenditure	5,130	6,227
Payment to CO, Regional Office and Other schools	210	280
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	655,143	610,578

TOTAL	6,121,858	6,077,293
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ONE LINE BUDGET STATEMENT

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	109,822	109,822
Carry Forward (Salary):	232,990	232,990

INCOME

Student-Centred Funding (including Transfers & Adjustments):	5,883,178	5,883,178
Locally Raised Funds:	283,389	275,627
Total Funds:	6,509,378	6,501,616

EXPENDITURE

Salaries:	5,466,715	5,466,715
Goods and Services (Cash):	655,144	610,577
Total Expenditure:	6,121,858	6,077,292





Falcon Primary School

Inspiring Growth. Empowering Success.

Acknowledgement of Country Falcon Primary School respectfully acknowledge the past and present traditional custodians of this land on which we learn, the Bindjareb Noongar people. It is a privilege to be learning on Bindjareb Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together - Australia.

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