



2025

Annual Report



Falcon Primary School
Inspiring Growth. *Empowering Success.*

Principal's Report

2025

YEAR IN REVIEW

2025 has been a year of continued growth and consolidation for Falcon Primary School, both in enrolment and in the evolution of our teaching and learning culture. Student numbers increased from 534 from 2024 Semester 1 Census to 561 at the 2025 Semester 1 Census, reflecting our growing reputation as a school of choice for families in the Falcon and Wannanup communities.

Strategic Progress

This year marked the development and implementation of the 2025–2027 Business Plan, which sets a clear direction for excellence in teaching and learning, wellbeing, and community engagement.

Key strategic highlights included:

- Finalisation and launch of the 2025–2027 Business Plan, supported by detailed operational plans.
- Completion of the Shaping Minds Research to Impact program, strengthening the school's focus on evidence-based, high-impact teaching practices through coaching, professional learning, and refinement of the Instructional Framework.
- Continued improvement in data-informed planning, using DIBELS, PAT, NAPLAN, and phonics assessments to guide targeted literacy and numeracy strategies.
- Strengthened alignment between performance management goals and school priorities, ensuring every teacher's professional focus contributes directly to whole-school improvement.
- Implementation of Lesson Design demonstrations and coaching cycles, embedding a shared understanding of effective instructional practice.
- Professional learning in Mathematics with Dr Paul Swan and Reading Fluency with Brooke Wardana from Shaping Minds, enhancing curriculum continuity and instructional quality across all year levels.
- Implementation of targeted interventions in Letters and Sounds and Bond Blocks, supporting literacy and numeracy outcomes in the early years.

Instructional Growth and Professional Learning

The emphasis on consistency and instructional excellence has led to measurable improvements in teacher clarity, student engagement, and lesson structure.

Key achievements included:

- Ongoing support and modelling by Instructional Coaches to strengthen explicit instruction, daily review, and engagement norms.
- Collaborative DOTT sessions and Year Level Meetings that enhanced teacher confidence in data analysis, moderation, and planning.
- Structured coaching and feedback cycles promoting reflective practice and collective responsibility for teaching quality.
- Enhanced collaboration amongst staff in committees, refining literacy and numeracy structures and embedding consistent lesson design and pedagogical expectations.

Embedding full consistency across all year levels remains a key focus for 2026, ensuring all programs and instructional routines are implemented with fidelity.

Student Experiences

Falcon Primary School continued to provide students with a wide range of rich learning opportunities across academic, sporting, cultural, and creative domains.

Highlights included:

- Faction and Interschool Athletics Carnivals – with Falcon PS proudly achieving the Interschool Shield for the third consecutive year.
- Participation in the Faction and Interschool Cross Country, Basketball competitions, and Dockers Cup, fostering sportsmanship and teamwork.
- RUOK? Day Expo - promoting wellbeing and connectedness among students and staff.
- Speak Up Awards - where several students represented Falcon PS at regional and state levels.
- WAGSMS Concert at the Mandurah Performing Arts Centre - showcasing the musical and performance talents of our students.
- Book Week celebrations featuring author visits, storytelling sessions, classroom displays, and the ECE Book Week Parade.



- Science Week - engaging students in problem-solving and scientific inquiry.
- NAIDOC Week celebrations - featuring traditional dance, art, language, and cultural learning activities.
- Harmony Day - highlighting inclusion and cultural diversity through art, music, and community participation.
- PBS Reward Days - including events such as Pancakes with the Principals, Boogie Bounce, and Movie Days, recognising positive behaviour and effort.
- Excursions and incursions - including Parliament House, Scitech, Waterwise, Silverthreads Band, Japanese cultural workshops, and Bunnings Sustainability incursions, enriching classroom learning.
- Library Readathon - raising funds to enhance library resources and improve learning spaces.

Community and P&C Partnerships

The Falcon PS P&C continued to play an integral role in supporting school programs, facilities, and community engagement.

Key contributions included:

- A \$12,000 donation for new library shelving and sensory equipment in "The Nest."
- Fundraising and support for events including Father's Day, Mother's Day, P&C Day, and school raffles.
- Collaboration with staff in community events such as Art Expo, NAIDOC Week, Harmony Day, Presentation Assembly, and the Drama Production, fostering a strong sense of community partnership.

The school also strengthened connections through Kindergarten Orientation, NAIDOC Week, Harmony Day, the Presentation Assembly, Graduation and the Drama Production. These events brought families together and celebrated our shared commitment to student growth and inclusion.

Facilities and Grounds

Significant progress was made in improving the physical learning environment to support student engagement, wellbeing, and security.

Highlights included:

- Completion of the library refurbishment, re-opening in Term 2 with new shelving, signage, and flexible learning areas.
- Development of "The Nest" Student Support Hub and sensory room, providing calm and inclusive spaces for student regulation and support.
- Completion of the perimeter garrison fencing, ensuring a secure and fully enclosed school site.
- Installation of new classroom furniture, Block photocopiers, and resource upgrades across multiple teaching blocks.
- Additions to the ECE and Year 1 playgrounds, including teepees, cars, a ship, mud kitchen and cubby houses, with further Creative Play equipment delivered through election commitments.
- Completion of PBS murals and signage, designed to promote school values and enhance the visual environment.

Looking Ahead

Falcon Primary School enters 2026 with a strong sense of purpose, united by a shared vision and a commitment to evidence-informed, high-impact practice. The school remains focused on improving student outcomes, strengthening instructional consistency, and fostering a culture of care, inclusion, and community partnership.

Sincere thanks are extended to our staff, students, families, and community for their ongoing dedication and support throughout another successful year at Falcon Primary School.

Jacque Abbiss Principal
Rhys Williams School Board Chair



Enrolments

Falcon Primary School

Enrolment Summary and Trends

Falcon Primary School's enrolment continued to show steady growth in 2025, with 561 students enrolled in Semester 1. Numbers remain strong across all year levels, with the largest cohorts in the early and middle primary years, reflecting continued

demand for placements and the school's growing reputation within the Falcon and Wannanup communities. The balanced gender distribution and steady Aboriginal enrolment of approximately 5% highlight the school's inclusive and community

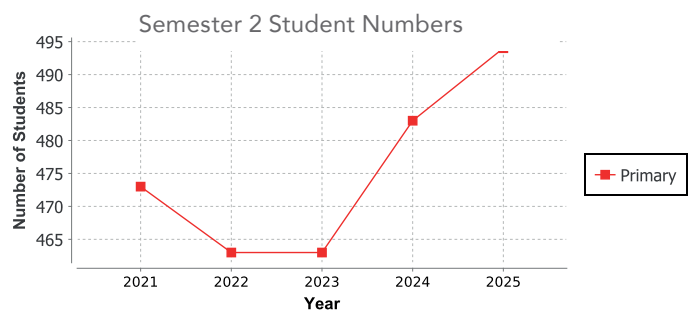
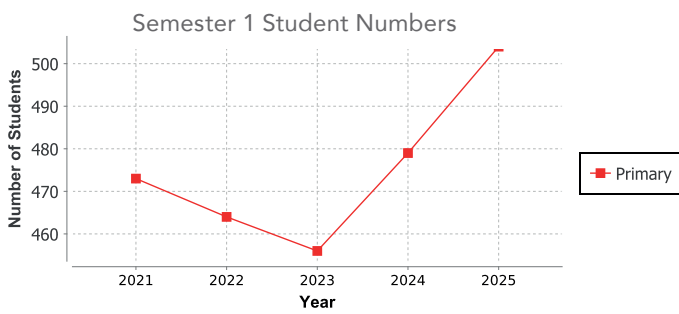
based culture. Enrolments are projected to remain stable or increase slightly in 2026, consolidating Falcon Primary School's position as a school of choice in the local area.

2025 Semester 1 student numbers: 533
(does not include Kindergarten)

2024 Semester 1 student numbers: 507
(does not include Kindergarten)

2025 Semester 2 student numbers: 524
(does not include Kindergarten)

2024 Semester 2 student numbers: 512
(does not include Kindergarten)



Student Numbers (as at 2025 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	54	75	61	82	84	75	73	533
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	27	228		283
Female	29	27	222		278
Total	57	54	450		561

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	2	13		18
Non-Aboriginal	54	52	437		543
Total	57	54	450		561

Student Attendance 2025



Student attendance data in 2025

indicates a **decline in overall attendance and regular attendance rates**, highlighting attendance as a key improvement priority for Falcon Primary School moving forward.

WA Public School averages.

Total school attendance in 2025 is **88.7%**, compared with **89.9% for Like Schools** and **89.1% for WA Public Schools**. This decline is evident across both Non-Aboriginal and Aboriginal student cohorts.

Overall Attendance Trends

Overall attendance from Pre-Primary to Year 6 has **declined in 2025** when compared with 2024 and is now **below both Like Schools and WA Public Schools**.

	Attendance Rate by Year Level						
	Attendance % - Primary Year Levels						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	88%	91%	91%	90%	91%	90%	89%
2024	90%	92%	91%	91%	91%	91%	88%
2025	88%	89%	88%	90%	90%	88%	89%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	63.8%	27.2%	6.4%	2.5%
2024	65.9%	24.0%	7.5%	2.6%
2025	54.7%	31.0%	11.0%	3.3%
Like Schools 2024	63.9%	24.4%	9.30%	2.4%
WA Public Schools 2024	64.0%	23.0%	9.0%	4.0%

Overall Attendance Rate • Most year levels are now at or **slightly below the WA Public School average**, representing a shift from the improvement trend seen in previous years.

	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
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%
2025	88.8%	90.3%	90.7%	85.4%	84.5%	73.2%	88.7%	89.9%	89.1%

Attendance Category Primary as at Semester 1, 2025	Attendance Rates % - 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	47%	62%	56%	64%	46%	65%	60%	66%	59%	65%	51%	64%	58%	62%
At Risk - Indicated	36%	24%	31%	23%	37%	22%	29%	22%	28%	23%	30%	23%	29%	24%
At Risk - Moderate	15%	10%	9%	9%	16%	9%	7%	9%	11%	9%	12%	9%	11%	10%
At Risk - Severe	2%	5%	4%	4%	2%	4%	4%	4%	2%	4%	7%	4%	3%	4%

Decrease in Regular Attendance

The proportion of students attending school regularly (over 90% attendance) has **declined significantly in 2025**.

- **2023: 63.8%**
- **2024: 65.9%**
- **2025: 54.7%**

This represents a drop of over 11 percentage points from 2024 and places Falcon PS well below Like Schools (63.9%) and WA Public Schools (64.0%).

Attendance by Year Level – Key Patterns

Regular attendance by year level highlights all year levels are below WA Public School averages for regular attendance, with the most significant gaps evident in Pre-Primary, Year 2 and Year 5.

Areas Requiring Attention

Pre-Primary

- Lowest regular attendance rate (47%).
- Higher proportions of students in At Risk – Indicated and Moderate categories.

- Indicates the need for stronger early engagement with families and attendance education.

Upper Primary (Years 5–6)

- Regular attendance remains below state benchmarks.
- Year 5 Severe Risk attendance has increased to 7%, exceeding WA Public School levels.

Growth in At-Risk Cohorts

- Indicated Risk attendance (31%) is well above Like Schools (24.4%).
- Moderate Risk attendance (11%) exceeds both Like Schools and WA Public Schools.
- While Severe Risk remains below the WA Public School average, it has increased from 2024.

Recommendations for Improvement

Key actions include:

- Targeted monitoring and early intervention for students in the Indicated and Moderate risk categories.
- Strengthening Pre-Primary family engagement, reinforcing the importance of regular attendance from the earliest years.

- Investigating Year 5 and 6 attendance patterns, including links between engagement, behaviour and absenteeism.
- Linking attendance expectations to extracurricular, leadership and transition activities in upper primary.
- Consistent attendance messaging across the school, supported by data-informed follow-up and family partnerships.

Summary

While Falcon PS has previously demonstrated strong improvement in attendance, 2025 data signals a reversal of this trend. A renewed, targeted and consistent approach to attendance will be essential to ensure students are present, engaged and able to achieve sustained learning growth.

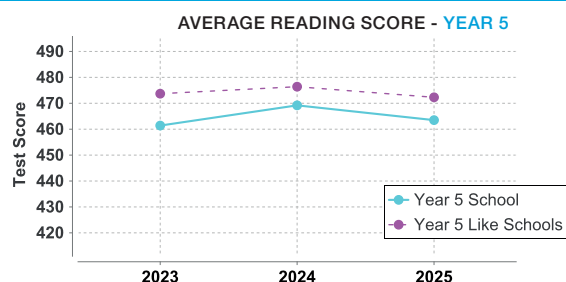
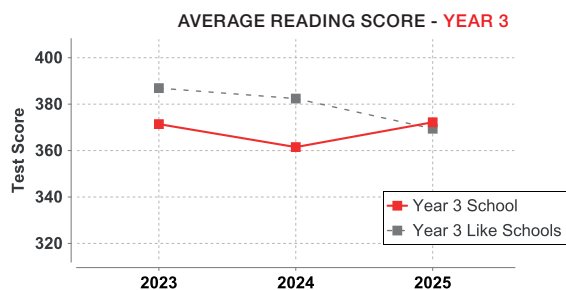
We continue to use NAPLAN data as one important tool to monitor student achievement and inform our planning. Here's a summary of our 2025 results in each test area compared to 2024 and to our Like Schools.

READING YEAR 3: Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 3 - READING								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	13%	4%	9%	14%	13%	11%	16%	16%	14%
Strong	368 - 480	39%	44%	44%	46%	47%	41%	44%	44%	44%
Developing	282 - 367	27%	33%	29%	27%	23%	30%	22%	22%	24%
NAS	281 and below	21%	19%	17%	13%	17%	18%	16%	16%	16%

READING YEAR 5: Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 5 - READING								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and	12%	18%	9%	13%	16%	13%	18%	17%	16%
Strong	448 - 554	50%	44%	49%	55%	50%	51%	51%	48%	51%
Developing	377 - 447	25%	18%	28%	22%	23%	25%	18%	21%	21%
NAS	376 and below	13%	20%	15%	11%	12%	11%	11%	13%	11%



YEAR 3 - READING

- An increase in high achievement, with 9% of students in the Exceeding band (up from 4% in 2024).
- The proportion of students achieving Strong remained stable at 44%.
- The percentage of students requiring additional support (NAS) reduced to 17% (down from 19%).
- Results remain slightly below Like Schools in the Exceeding category, with a similar proportion of students in the Developing range.

YEAR 5 - READING

- A decrease in the proportion of students in the Exceeding band to 9% (down from 18% in 2024), below the Like Schools and WA Public Schools averages.
- The Strong band remained steady at 49%, consistent with Like Schools and state performance.
- Fewer students required additional support (NAS 15%, down from 20%), indicating stronger lower-level performance despite fewer high-end results.
- The middle cohort continues to show stable progress, with most students achieving within the Strong proficiency range.

Recommendations

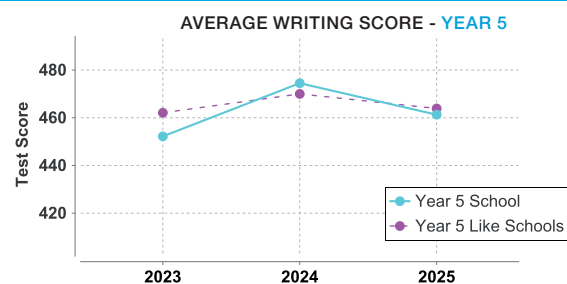
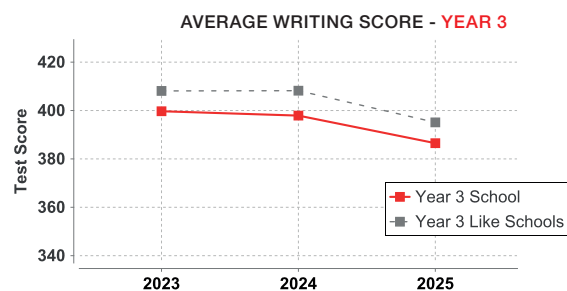
- Focus on lifting the proportion of students in the Exceeding band through structured enrichment and extension opportunities.
- Maintain targeted intervention for students in the Developing and NAS categories, particularly through phonics, fluency, and comprehension programs.
- Continue strengthening early literacy foundations to ensure consistent growth and reduce support needs in upper years.

WRITING YEAR 3: Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 3 - WRITING								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	5%	1%	3%	7%	5%	4%	9%	7%	4%
Strong	370 - 502	66%	71%	69%	70%	72%	69%	65%	66%	68%
Developing	296 - 369	21%	24%	12%	16%	16%	17%	14%	17%	18%
NAS	295 and below	8%	4%	16%	7%	6%	10%	10%	9%	8%

WRITING YEAR 5: Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 5 - WRITING								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	0%	7%	4%	5%	6%	5%	10%	9%	7%
Strong	455 - 569	60%	56%	48%	55%	58%	55%	54%	53%	53%
Developing	385 - 454	33%	30%	37%	26%	25%	29%	22%	25%	26%
NAS	384 and below	8%	7%	10%	14%	10%	11%	12%	11%	12%



YEAR 3 - WRITING

- A small increase in the proportion of students achieving in the Exceeding band (3%, up from 1% in 2024).
- The majority of students (69%) achieved in the Strong band, remaining consistent with Like Schools (69%) and above the state average (68%).
- The percentage of students in the Developing category decreased to 12% (down from 24% in 2024).
- More students moved into the Needs Additional Support (NAS) category (16%, up from 4%), which will be an ongoing focus for early intervention and writing support.
- Overall, Year 3 performance continues to align closely with Like Schools, with strength in the middle bands but fewer students achieving at the highest proficiency level.

YEAR 5 - WRITING

- A slight decline in the Exceeding category (4%, down from 7% in 2024), below Like Schools (5%) and state (7%) averages.
- 48% of students achieved in the Strong band, a decrease from 56% in 2024.
- An increase in the Developing band to 37% (up from 30%) and a small rise in NAS to 10% (up from 7%).
- The overall distribution indicates a shift from the higher to middle bands, suggesting a need for continued focus on upper-level writing craft, vocabulary, and cohesion.

Recommendations

- Increase the proportion of students achieving in the Exceeding band through targeted extension in text structure, vocabulary, and authorial voice.
- Provide focused intervention for students in the NAS and Developing categories through explicit teaching of sentence construction, punctuation, and idea development.
- Embed consistent use of Talk for Writing across all year levels to strengthen cohesion, sentence fluency, and content organisation.
- Continue moderation and writing exemplars to build teacher confidence in identifying and extending capable writers.

Student Achievement and Progress NAPLAN 2025 Overview



SPELLING YEAR 3: Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 3 - SPELLING								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	10%	9%	15%	12%	10%	11%	15%	14%	14%
Strong	380 - 488	39%	45%	35%	45%	43%	38%	42%	44%	42%
Developing	294 - 379	36%	35%	35%	32%	36%	35%	28%	27%	28%
NAS	293 and below	15%	11%	14%	11%	11%	16%	13%	14%	14%

SPELLING YEAR 5: Percentage of students in each Proficiency Level

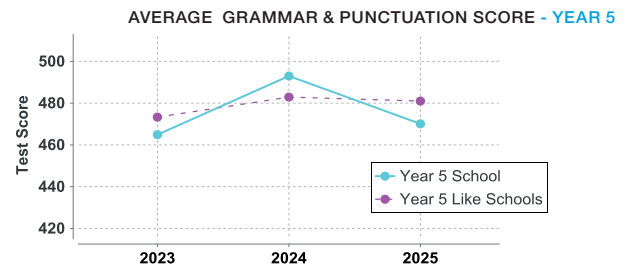
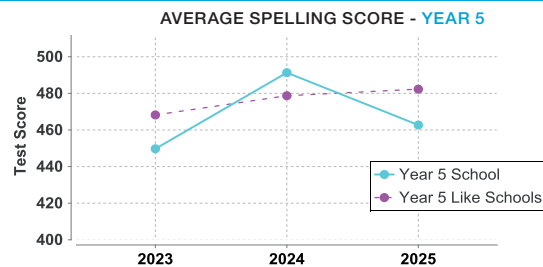
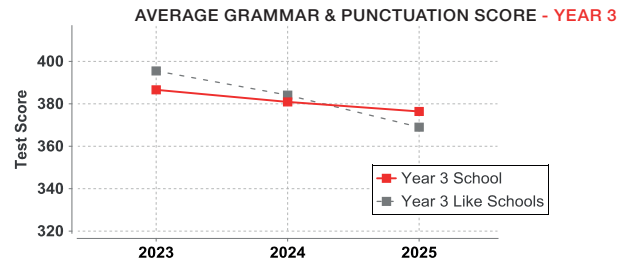
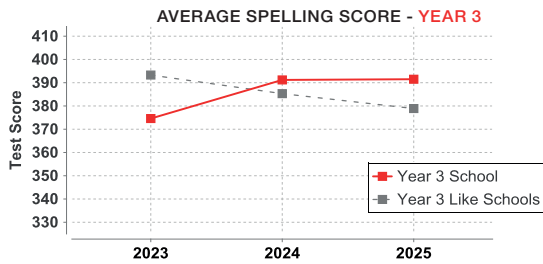
Proficiency Level	NAPLAN Score Range	YEAR 5 - SPELLING								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and	2%	26%	13%	13%	17%	17%	20%	19%	19%
Strong	448 - 554	52%	43%	39%	49%	49%	50%	48%	46%	48%
Developing	377 - 447	37%	21%	36%	25%	25%	24%	20%	21%	21%
NAS	376 and below	10%	10%	12%	13%	10%	9%	11%	11%	11%

GRAMMAR & PUNCTUATION YEAR 3

Proficiency Level	NAPLAN Score Range	YEAR 3 - GRAMMAR & PUNCTUATION								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	3%	4%	5%	6%	7%	6%	8%	9%	9%
Strong	370 - 502	44%	39%	28%	42%	39%	33%	42%	40%	38%
Developing	296 - 369	31%	35%	43%	36%	32%	35%	30%	28%	28%
NAS	295 and below	21%	23%	23%	16%	22%	26%	18%	21%	23%

GRAMMAR & PUNCTUATION YEAR 5

Proficiency Level	NAPLAN Score Range	YEAR 5 - GRAMMAR & PUNCTUATION								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	4%	10%	9%	9%	10%	10%	13%	12%	14%
Strong	455 - 569	42%	47%	45%	43%	49%	49%	46%	48%	45%
Developing	385 - 454	35%	33%	31%	33%	29%	25%	26%	24%	24%
NAS	384 and below	19%	10%	15%	16%	12%	16%	14%	14%	16%



YEAR 3 - SPELLING

- An increase in the proportion of students achieving in the Exceeding band (15%, up from 9% in 2024), above Like Schools (11%) and the state average (14%).
- The Strong band decreased to 36% (down from 45% in 2024), aligning closely with Like Schools (38%).
- The proportion of students in the Developing range remained stable at 35%.
- The percentage of students requiring additional support (NAS) rose slightly to 14% (up from 11% in 2024).
- Overall, results indicate stronger upper-band performance, with gains in high achievement offset by a small increase in lower-band students.

YEAR 5 - SPELLING

- A decrease in the proportion of students achieving in the Exceeding band (13%, down from 26% in 2024), below Like Schools (17%) and the state average (19%).
- The Strong band declined to 39% (down from 43%), while the Developing band increased to 36% (up from 21%).
- The percentage of students requiring additional support (NAS) rose slightly to 12% (up from 10%).
- Results reflect a shift from the higher to middle proficiency bands, consistent with Like Schools trends but indicating a need to rebuild high-end achievement levels.

Recommendations

Following detailed analysis of NAPLAN spelling data across Year 3 and Year 5 cohorts, alongside structured teacher feedback and evaluation of program impact, the school identified that Soundwaves was not consistently accelerating spelling growth, particularly in lifting students from Developing to Strong, and from Strong to Exceeding. As a result, Falcon PS has made a deliberate, evidence-based decision to transition to more explicit, systematic and cumulative spelling and phonics instruction from 2026, aligned with current research and best practice.

- Cease Soundwaves following data review and teacher evaluation of program effectiveness.
- Implement UFLI Foundations from Pre-Primary to Year 2 (2026) to strengthen early phonemic awareness, decoding, and encoding through explicit, systematic instruction.
- Implement Spelling Mastery from Year 3 to Year 6 (2026) to provide a structured, mastery-based approach to spelling, morphology and orthographic patterns, with students taught at their point of need.
- Strengthen alignment between phonics, spelling and writing instruction to improve transfer of spelling knowledge into written outcomes.
- Provide targeted extension within Spelling Mastery groups to rebuild high-end achievement and increase the proportion of students achieving in the Exceeding band.
- Continue explicit intervention for Developing and NAS students, with a strong focus on phonemic awareness, decoding, morphology and cumulative review.

YEAR 3 - GRAMMAR & PUNCTUATION

- A small increase in the proportion of students achieving in the Exceeding band (5%, up from 4% in 2024).
- The proportion achieving Strong decreased to 28% (down from 39%), below Like Schools (33%) and the state average (38%).
- The Developing category increased to 43% (up from 35%), suggesting a shift of students from the middle to lower proficiency bands.
- The percentage of students requiring additional support (NAS) remained steady at 23%.
- Overall, Year 3 results indicate fewer students achieving at higher proficiency levels compared with Like Schools, reinforcing the need for continued focus on grammar conventions and sentence construction.

YEAR 5 - GRAMMAR & PUNCTUATION

- A slight decrease in the proportion of students achieving in the Exceeding band (9%, down from 10%), remaining comparable to Like Schools (10%).
- The Strong band remained steady at 45%, aligning with Like Schools (49%) and the state (45%).
- The percentage of students in the Developing category decreased to 31% (down from 33%), showing modest improvement in middle-band performance.
- The proportion of students requiring additional support (NAS) rose to 15% (up from 10%), indicating variability across cohorts.
- Overall, Year 5 results remain broadly consistent with Like Schools, though fewer students reached the highest proficiency level compared to WA Public Schools.

Recommendations

- Reinforce the explicit teaching of grammar and punctuation through modelled writing, sentence expansion, and editing routines.
- Integrate grammar instruction within Talk for Writing and reading comprehension to strengthen understanding of sentence structure and conventions in context.
- Target Developing and NAS students with small-group instruction focusing on sentence construction, clause types, and punctuation accuracy.
- Provide extension opportunities for Strong students to lift performance into the Exceeding range through advanced grammar and stylistic writing tasks.

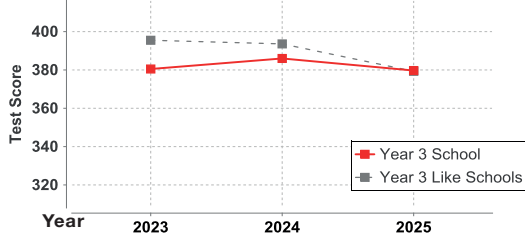
NUMERACY YEAR 3 Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 3 - NUMERACY								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	0%	4%	5%	8%	8%	4%	11%	8%	8%
Strong	378 - 492	55%	51%	41%	54%	51%	45%	50%	50%	50%
Developing	311 - 377	28%	34%	38%	26%	31%	37%	24%	27%	27%
NAS	310 and below	17%	11%	15%	11%	10%	14%	14%	13%	13%

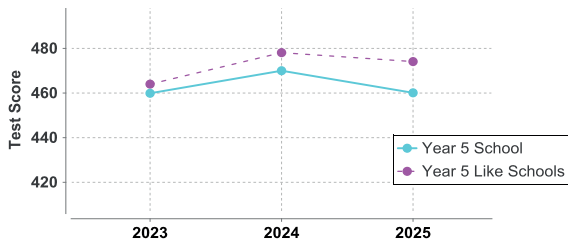
NUMERACY YEAR 5 Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	YEAR 5 - NUMERACY								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	2%	3%	6%	5%	10%	7%	11%	11%	11%
Strong	451 - 576	53%	54%	53%	54%	53%	56%	53%	53%	54%
Developing	386 - 450	35%	35%	23%	28%	28%	29%	23%	23%	23%
NAS	385 and below	10%	9%	17%	13%	9%	8%	12%	12%	11%

AVERAGE NUMERACY SCORE - YEAR 3



AVERAGE NUMERACY SCORE - YEAR 5



YEAR 3 - NUMERACY

- A small increase in the proportion of students achieving in the Exceeding band (5%, up from 4% in 2024), now equal to Like Schools (4%) but below the state average (8%).
- The Strong band declined to 41% (down from 51%), below Like Schools (45%) and the state (50%).
- The Developing category increased to 38% (up from 34%), while the NAS category rose slightly to 15% (up from 11%).
- Overall, results indicate a larger middle-to-lower cohort, with fewer students achieving at higher proficiency levels compared to Like Schools and the state.

YEAR 5 - NUMERACY

- An increase in the Exceeding band to 6% (up from 3% in 2024), though still below Like Schools (7%) and the state average (11%).
- The Strong band remained stable at 53%, consistent with Like Schools (56%) and WA Public Schools (54%).
- The Developing band decreased to 23% (down from 35%), suggesting growth in the middle-to-upper achievement range.
- The percentage of students requiring additional support (NAS) increased to 17% (up from 9%), higher than Like Schools (8%) and the state (11%).
- Overall, the Year 5 cohort demonstrated stronger middle-band achievement, but higher variability across cohorts, with continued focus needed on supporting lower-performing students.

Recommendations

- Continue embedding explicit instruction in number sense, place value, and problem-solving through the Shaping Minds Lesson Design and AISWA numeracy professional learning.
- Strengthen foundational numeracy in the early years to reduce the proportion of students entering the Developing and NAS categories.
- Provide targeted extension for Strong students to lift more learners into the Exceeding band.
- Use formative assessment tools (PAT Maths, Bond Blocks, and classroom data) to monitor growth and tailor small-group intervention.

Our Next Steps

Across all learning areas, Falcon Primary School remains committed to ensuring every student makes measurable progress each year whether they are developing, consolidating, or excelling. In 2026, our focus will be to:

- Extend high achieving students through structured enrichment, deeper comprehension, and problem-solving opportunities.
- Provide targeted intervention for students requiring additional support, particularly in foundational literacy and numeracy skills.
- Embed consistent whole-school instructional practices to strengthen writing quality, spelling accuracy, grammar understanding, and mathematical fluency.
- Use ongoing assessment and data analysis to guide teaching, monitor progress, and adjust learning plans to meet individual student needs.
- Continue professional learning and coaching to build staff expertise and maintain alignment with our whole school Instructional Framework.



In 2025, students in Years Pre-Primary to Year 6 completed multiple Progressive Achievement Tests (PAT) in Mathematics. These assessments provide reliable measures of student achievement across the year and allow comparison with national norms. As PAT assessments are now embedded within the school's assessment schedule, more accurate and consistent judgements about student progress can be made over time.

Mathematics Overview

Pre-Primary: For the first time, students completed the PAT Early Years Mathematics assessments in the middle and end of the year. The data indicates an average increase of 5.27 points over the six-month period, which represents strong early growth. While national comparisons are not available for this cohort, the data provides valuable insight into individual and cohort progress and supports the identification of emerging learning gaps.

Year 1: Students again demonstrated strong performance, achieving an average gain of 6.88 points between the initial and final assessments. Overall achievement aligned closely with national expectations. The 2025 Year 1 cohort performed slightly above the Australian norm, with a median score of 102.5 compared to the national median of 99.5. High-achieving students exceeded expectations, and notably, lower-achieving students also showed strong improvement, with the 5th percentile score of 98.4 well above the national equivalent of 80.6. These results indicate consistent performance and effective support across the cohort.

Year 2: Students made the greatest progress across the school, recording an average gain of 13.49 points over the year. When compared with the Australian norm sample, overall achievement was marginally below (107.1 compared to 108.3), while higher-achieving students performed on par with national expectations. Importantly, students at the lower end of the scale outperformed the national norm, suggesting that intervention and support strategies are having a positive impact on student outcomes.

Year 3: Students demonstrated solid progress across the year, with an average gain of 10.8 points. Students made strong gains from Year 2 to Year 3, effectively closing the gap at the median when compared with national norms. Lower-achieving students performed in line with the national sample; however, higher-achieving students underperformed relative to national expectations, with the 95th percentile at 131.1 compared to the national benchmark of 136.0. This indicates a need to strengthen extension and challenge opportunities for high-achieving students while maintaining targeted support for those requiring additional assistance.

Year 4: Students achieved an average gain of 7.88 points across the year. Overall performance was slightly below the national average, though closely aligned at the median and lower percentiles. A more pronounced gap was evident among higher-achieving students, whose performance fell below the national norm (133.9 compared to 140.0). This further reinforces the need for deliberate strategies to extend and challenge students performing at higher levels.

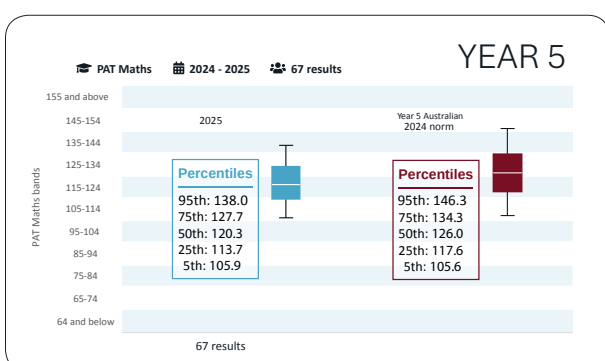
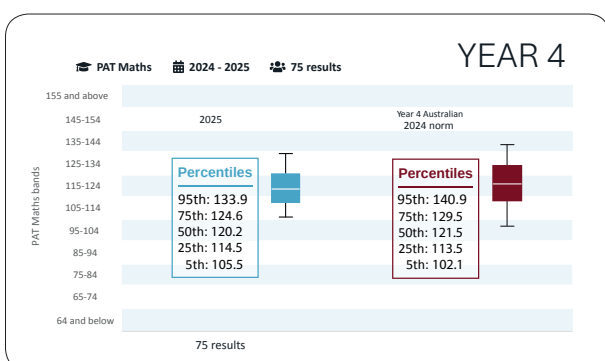
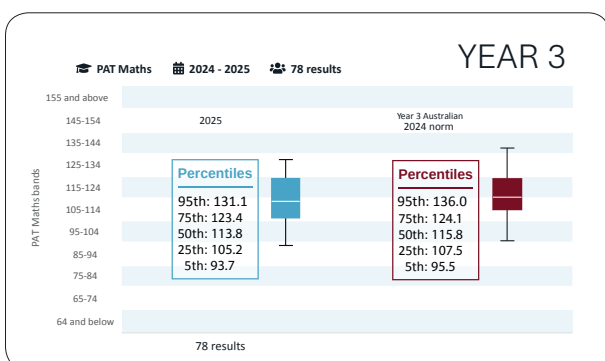
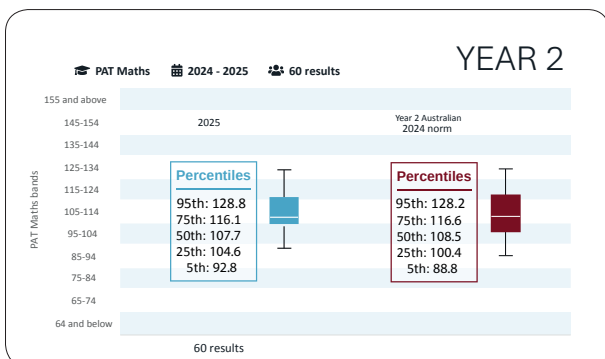
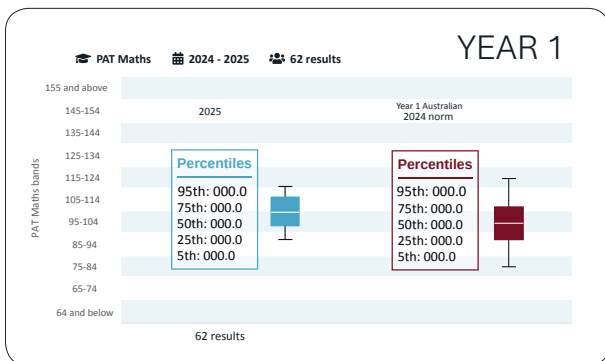
Year 5: Students recorded an average gain of 5.46 points over the year; however, achievement remained below national expectations across most percentiles. Comparison with the Australian norm sample shows the median score more than six points below the norm, and the 95th percentile more than eight points below. These results highlight the importance of sustained, explicit teaching and differentiated instruction to reduce the disparity between cohort performance and national benchmarks.

Year 6: Progress typically becomes more gradual in the upper years, and this pattern was reflected in the Year 6 cohort, who achieved an average gain of 5.35 points across the year. While overall achievement remained slightly below the national average, performance was encouragingly close, particularly within the middle to upper percentiles.

School-wide Focus

Across all year levels, the school remains committed to improving mathematical achievement through:

- High-impact, evidence-based instructional practices, including explicit instruction and daily review
- Targeted intervention for students requiring additional support
- Enrichment and extension opportunities for high-achieving students
- Ongoing data analysis and monitoring to track progress and inform teaching and learning practices



Student Achievement and Progress

PAT Mathematics

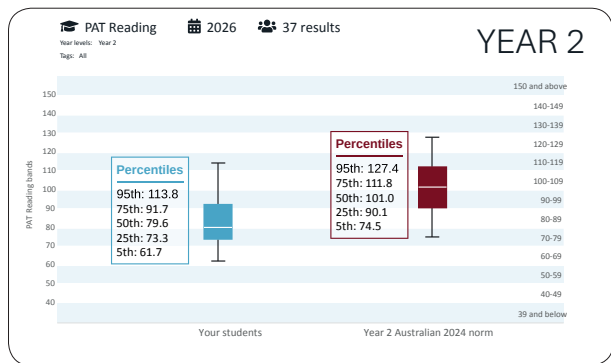


Student Achievement and Progress

PAT Reading

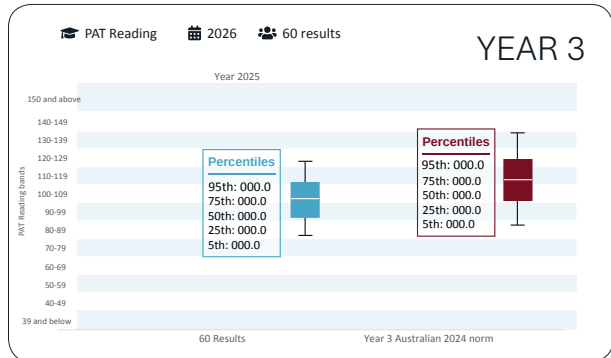


In 2025, students in Years 2–5 completed PAT Reading assessments, which help us understand how our students are progressing compared to national averages. The results provide valuable insight into how we can support every child’s reading performance.

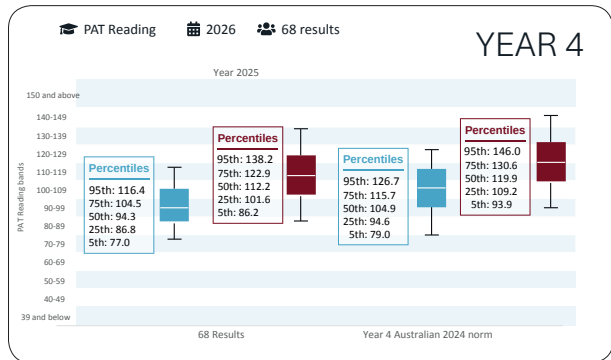


Reading Overview

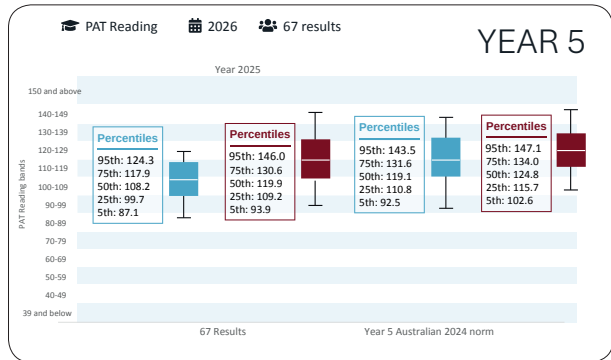
Year 2: Students performed in line with national benchmarks in the middle bands. We had below national expectations in the top percentile demonstrating our higher achieving students are not reaching their full potential suggesting a need for greater challenge and extension in reading instruction. The lowest performing students are higher than the expected average highlighting the need for continued literacy intervention. Teachers should focus on targeted literacy support for lower achieving students via explicit instruction in phonics, reading fluency, comprehension and vocabulary, and provide enrichment opportunities for high achievers. By implementing these strategies and closely tracking progress, we should aim to bridge gaps and strengthen overall reading achievement.



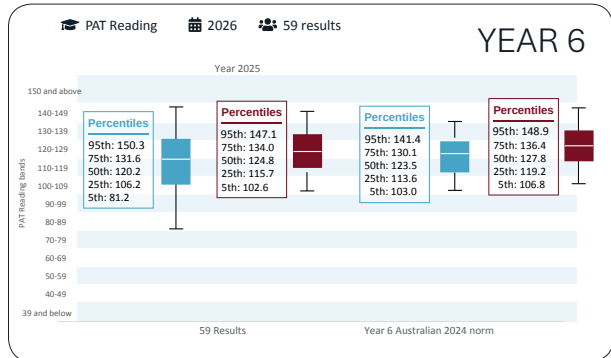
Year 3: Students performed below expected national benchmarks in all percentiles. To address these gaps, teachers need to focus on whole class and small group explicit instruction in phonics, reading fluency, comprehension and vocabulary (both remediation, on standard and extension). These strategies will help ensure all students build strong reading skills and reach their full potential.



Year 4: A similar trend is demonstrated across the percentiles. There is a noticeable gap among higher achieving students, with the top performers scoring well below national norms. Of particular concern, the lowest 5% of students scored well below expected levels (a greater percentage than 2024), highlighting the need for targeted intervention in reading fluency and comprehension. Teachers need to focus on a differentiated curriculum to support students in all percentiles. By implementing these strategies and closely tracking progress, we should aim to bridge gaps and strengthen overall reading progress and achievement.



Year 5: Students performed slightly below national expectations across the percentiles however, based on 2024 data the cohort are closing the gap to achieve the Australian Norm across the percentiles. Teachers need to continue implementing explicit instruction in reading fluency, comprehension and vocabulary, provide enrichment opportunities for high achievers and remediation for lower achievers. By implementing these strategies and closely tracking progress, we should bridge the gap and strengthen overall reading achievement.



Year 6: Students performed slightly below national expectations across the percentiles. Furthermore, based on 2024 data the cohort have made minimal progress except in the 5th percentile where a noticeable improvement is evident, highlighting intervention strategies who are effective. Another noticeable difference is the drop in higher performing students are not reaching expected levels, suggesting a need for greater challenge and extension in reading instruction.

Across all year levels, we remain committed to improving reading outcomes through the following School Wide Foci:

- High impact, evidence-based instruction
- Introducing UFLI as an evidence based, explicit, systematic phonics program (PP-2)
- The implementation of a whole school approach to teaching reading fluency (quarantined time every day)
- Targeted support for struggling readers via in-class differentiation and small group intervention (Small Group Tuition Teacher and Intervention Education Assistants)
- Enrichment and challenge for high achievers via in-class differentiation
- Ongoing data analysis and monitoring to track growth through the use of DIBELS testing (introduced in 2025) and UFLI data analysis via Project Read.

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

Student Achievement and Progress

Year 1 Phonics Check Data

The Year 1 Phonics Check data across 2023–2025 shows a significant improvement in student outcomes by 2025.

In 2025, 61% of students achieved Alternate Code proficiency, representing a substantial increase from 16% (2023) and 20% (2024). This indicates strong improvement in students' ability to apply more complex grapheme–phoneme correspondences expected by mid year.

Year	Learning Basic Code (%)	Basic Code (%)	Advanced Code (%)	Alternate Code (%)
2023	0%	25%	59%	16%
2024	5%	29%	46%	20%
2025	0%	19%	20%	61%

At the same time, the proportion of students remaining at Basic Code proficiency has decreased from 25% (2023) and 29% (2024) to 19% in 2025, suggesting fewer students are “stuck” at foundational code and more are progressing into higher levels of phonics knowledge.

Notably, Advanced Code proficiency has reduced over time (59% in 2023, 46% in 2024, 20% in 2025). This shift is consistent with students moving beyond Advanced Code into the higher Alternate Code category in 2025, rather than indicating a decline in achievement.

Finally, the ‘Learning Basic Code’ category, which was introduced as a school-based category in 2024 to identify students who had not yet demonstrated Basic Code proficiency, reduced from 5% in 2024 to 0% in 2025, indicating improved early identification and/or stronger early intervention and teaching in the foundational phases.

Overall, the 2025 data reflects a marked improvement in phonics outcomes, with a majority of students now achieving the expected Alternate Code proficiency.



Recommended Improvements

• Sustain and Embed Strong Phonics Outcomes

The significant increase in Alternate Code proficiency in 2025 demonstrates the positive impact of explicit, systematic phonics instruction. In 2026, the focus will shift to sustaining these gains while further reducing the proportion of students remaining at Basic Code proficiency through consistent, high-quality delivery across all classrooms.

• Implementation of UFLI Foundations (2026)

From 2026, the school will transition from Letters and Sounds to **UFLI Foundations**, a structured, evidence-based phonics program designed to support **consistent, explicit and cumulative instruction**. UFLI provides clearly sequenced lessons, built-in review, and aligned assessment tools, ensuring all students receive equitable access to high-quality phonics instruction regardless of class or teacher. This consistency supports fidelity of delivery and reduces variability in instructional practice across year levels.

• Consistency of Instructional Delivery

UFLI’s shared lesson structures, routines and resources will support consistent delivery of phonics across classes, strengthening whole-school alignment. Common lesson design and materials will enable teachers to focus on responsive instruction while maintaining clarity, pacing and coherence across the early years.

• Literacy Block Alignment

A clearly defined, school-wide Literacy Block will continue to prioritise daily explicit phonics instruction. UFLI’s lesson design will support efficient use of instructional time, ensuring phonics instruction is systematic, well paced and embedded within a balanced literacy approach.

• Monitoring and Responsive Teaching

UFLI’s embedded progress monitoring and assessment tools will support regular, formative assessment to inform instruction and ensure students have securely mastered foundational skills before progressing. This will enable early identification of students requiring additional support and timely instructional adjustment.

• Targeted Intervention

Targeted intervention will continue for students requiring consolidation of Basic Code knowledge. UFLI’s intervention-friendly design allows for alignment between classroom instruction and intervention, supporting accelerated progress and reducing gaps for identified students.

• Professional Learning and Coaching

Ongoing professional learning, observation and coaching will support staff to develop confidence and expertise in UFLI implementation. This will ensure high fidelity, shared understanding of effective phonics instruction, and sustained improvement in student outcomes.



Target Achievement 2025

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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NAPLAN TARGET ACHIEVEMENT 2025	N	R	W	S	PG
Year 3 comparative achievement in all NAPLAN areas is within +0.5 or above standard deviations of expected performance.	-0.3	-0.3	-0.3	0.3	0.0
Year 5 comparative achievement in all NAPLAN areas is within +0.5 or above standard deviations of expected performance.	-0.8	-0.5	0.0	-1.3	-0.7
Year 3 student achievement in all NAPLAN areas is at or above Like Schools.	380	372	387	392	376
Year 5 student achievement in all NAPLAN areas is at or above Like Schools.	460	464	461	463	470

PAT TARGET ACHIEVEMENT 2025	1	2	3	4	5	6
Student achievement in PAT-R assessments will be at or above the norm referenced mean.	N/A					
Student achievement in PAT-M assessments will be at or above the norm referenced mean.						

YEAR 1 PHONICS TARGET ACHIEVEMENT 2025	%
At least 60% of students will achieve proficiency in the Year 1 Phonics Assessment	61

ATTENDANCE TARGET ACHIEVEMENT 2025	Falcon PS %	Like-Schools %	WA Public Schools %
The school overall Attendance Rate is at or above Like Schools and WA Public Schools	88.7	89.9	89.1
The rate of Regular Attendance is at or above Like Schools and WA Public Schools	54.7	63.9	64.0

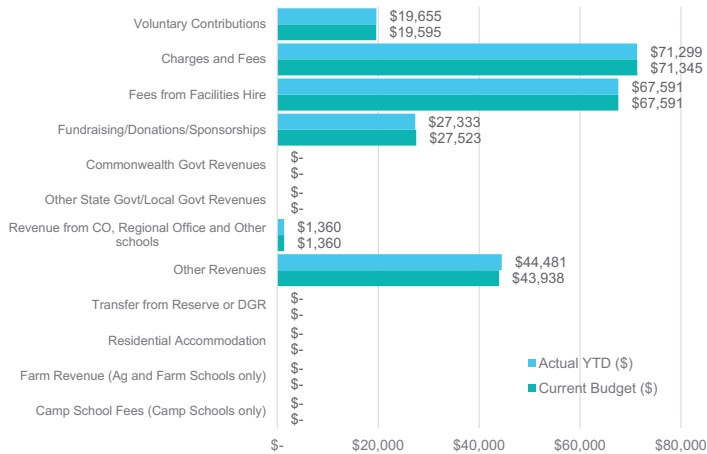
NATIONAL SCHOOL OPINION SURVEY TARGET ACHIEVEMENT 2025	%
School satisfaction as measured by students in the National School Opinion Survey mean scores are at least 3.5 out of 5	
School satisfaction as measured by parents in the National School Opinion Survey mean scores are at least 3.5 out of 5	
School satisfaction as measured by staff in the National School Opinion Survey mean scores are at least 3.5 out of 5	

Financial Data

2025 Falcon Primary School

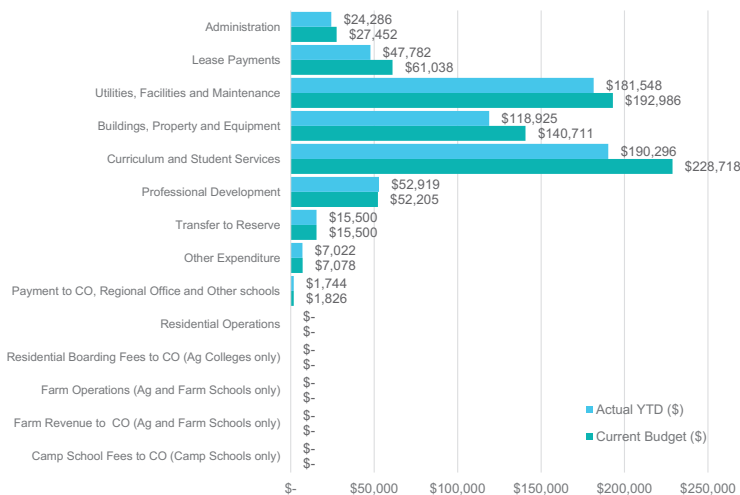
LOCALLY GENERATED REVENUE: BUDGET VERSUS ACTUAL

DEC 2025 (VERIFIED DEC CASH)



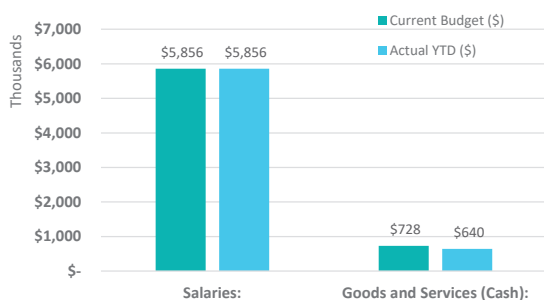
GOODS AND SERVICES EXPENDITURE: BUDGET VERSUS ACTUAL

DEC 2025 (VERIFIED DEC CASH)



GOODS AND SERVICES VERSUS SALARY EXPENDITURE

DEC 2025 (VERIFIED DEC CASH)



INCOME

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	150,061	150,061
Carry Forward (Salary)	274,263	274,263

STUDENT-CENTRED FUNDING

Per Student	4,862,269	4,862,269
School and Student Characteristics	1,160,967	1,160,967
Disability Adjustments	72,398	72,398
Targeted Initiatives	276,788	276,788
Operational Response Allocation	3,189	3,189
Total Funds:	6,375,611	6,375,611

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(362,726)	(362,726)
School Transfers - Cash	363,545	363,545
Department Adjustments	0	0
Total Funds:	819	819

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	19,595	19,655
Charges and Fees	71,345	71,299
Fees from Facilities Hire	67,591	67,591
Fundraising/Donations/Sponsorships	27,523	27,333
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	1,360	1,360
Other Revenues	43,938	44,481
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	231,352	231,719

TOTAL	7,032,106	7,032,473
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EXPENDITURE

	Current Budget (\$)	Actual YTD (\$)
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SALARIES

Appointed Staff	5,247,144	5,247,144
New Appointments	0	0
Casual Payments	605,862	605,862
Other Salary Expenditure	3,199	3,199
Total Funds:	5,856,205	5,856,205

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	27,452	24,286
Lease Payments	61,038	47,782
Utilities, Facilities and Maintenance	192,986	181,548
Buildings, Property and Equipment	140,711	118,925
Curriculum and Student Services	228,718	190,296
Professional Development	52,205	52,919
Transfer to Reserve	15,500	15,500
Other Expenditure	7,078	7,022
Payment to CO, Regional Office and Other schools	1,826	1,744
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:	727,514	640,022

TOTAL	6,583,719	6,496,227
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ONE LINE BUDGET STATEMENT

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	150,061	150,061
Carry Forward (Salary):	274,263	274,263

INCOME

Student-Centred Funding (including Transfers & Adjustments):	6,376,430	6,376,430
Locally Raised Funds:	231,352	231,719
Total Funds:	7,032,106	7,032,474

EXPENDITURE

Salaries:	5,856,206	5,856,206
Goods and Services (Cash):	727,514	640,023
Total Expenditure:	6,583,720	6,496,228

VARIANCE:	448,386	536,245
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Show Respect | Own Responsibility | Act Safely | Rise with Resilience

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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