



Falls Road Primary School 2015 ANNUAL REPORT



PRINCIPAL'S REPORT

It is with great pleasure that I present our Annual Report on the performance of Falls Road Primary School for the 2015 school year. In doing so, I acknowledge the enormous contribution of the staff, students and broader school community in developing and implementing a range of innovative and successful initiatives.

This report provides a summary of the progress of the Business Plan for 2014 - 2016. It encapsulates the information provided to the Board at the end of 2015 on our progress in relation to the Targets. It also presents highlights of the school year as a snapshot of the school's learning environment. Details of performance in a range of programmes are provided including data collected from NAPLAN, and school tests.

Falls Road is an excellent school that continues to provide a wide variety of opportunities so that all students, staff and community members can "Challenge the Present and Create the Future"

David Ingle
PRINCIPAL

OUR MISSION STATEMENT

To provide a positive educational environment which facilitates, supports and extends all facets of a student's development.

CELEBRATING ACHIEVEMENTS

Achievement of students – this is communicated to parents through class parent information meetings, individual parent meetings, whole school reporting to parents where the school closes for a half day in mid term one and early in Term 3, learning journeys, portfolios and semester based summative reports. These are used to inform parents of their child's academic, social and physical progress and the development of their creative skills and abilities and emotional development.

Systemic data (NAPLAN) reveals that academically Falls Road performed at or above state averages in reading, writing and numeracy in Year 3 and in Year 5 our Achievement and Progress results were in the upper right quadrant exceeding like school achievements.

Visual Arts – This programme is a strong feature of our school with all children in Years 1-6 having time allocated to spend with Mrs Dupont in the Art Room. A highlight of 2015 was the Outstanding Art Display of children's work organised by Mrs Dupont in the Moonlight Hall to coincide with the Parent Night. Wonderful artwork can be seen hanging in classrooms and the Administration Block. The creative and visually stunning work is regularly commented on by visitors to the school. Excellent outcomes are also being achieved by the children.

Fundamental Movement Skills:

In 2015 we continued our focus on the key Fundamental Movement Skills. Detailed testing provides comparative data to measure progress and improvement and for planning and teaching. The data showed that students continue to improve and this focus will continue in 2016.

Physical Education and Sport:

Students are involved in a range of sporting activities through in-school activities and in interschool competitions. The Physical Education program in year 1 – Year 4 focuses on the development of Fundamental Movement Skills while the Year 5 and Year 6 program focuses on applying these skills specifically to different sports such as cricket, t-ball and soccer. Students are also provided with the opportunity to participate in a variety of interschool competitions across a range of sports and year levels. These activities and competitions have provided a range of highlights throughout the year.

Parents &Citizens:

This is an extremely active and effective group. Regular meeting are well attended and P&C contributions are well planned and generous. The P&C is an integral part of the school and is held in very high regard by the community. The major fundraiser was the Moonlight Markets which was an outstanding success, raising over \$34,000 in one evening and along with other fundraising activities enabled the P&C to raise over \$40,000 for the year. This is a fantastic effort for our small school and our P&C President Mrs Thin and her fantastic group can be justifiably proud.

Volunteer Helpers:

Parents support the Home Reading programme, class activities, carnivals, special days, fundraising, Moonlight Markets etc. Mentors assist the students' academic, practical and social interaction skills in conjunction with the teachers. This level of support is greatly appreciated by everyone at the school.

Transition Programme:

Transitions are organised from Kindergarten to Pre Primary, Pre Primary to Year 1 and Year 6 to High School to assist students to move confidently into their next year of school. These transitions are very well planned and ensure that student engagement is maintained at a high level.

Year 6 Sydney & Canberra Camp:

The Year 6 class embarked on a six day camp to Sydney and Canberra. This was the sixth time that our school had taken students interstate and it was again a great success. The tradition of camp which has been lost in many public schools is very much a part of the Falls Road culture. The camp is a once in a lifetime experience and memorable for all students. The experience provided extended opportunities for leadership, independence and personal growth. Our students were brilliant Ambassadors for our school receiving compliments on their behaviour and courteous manner at every venue we visited.

This strategy has also assisted in reducing the drift to private schools in our local area.

SCHOOL PROFILE

SCHOOL STAFF

Falls Road Primary is a very experienced teaching staff with 21 teachers, 9 full time and 10 part time with two administrators.

There were 17 non-teaching staff positions including a Registrar, School Officer, 9 Education Assistants, 1 Library Officer, 2 Gardener /Handypersons and 3 Cleaners.

STAFF RETENTION

| | |
|--|------------|
| Total teaching staff - 2015 | 21 |
| Teaching staff retained from previous year | 19 |
| Staff Retention Rate | 95% |

TEACHER QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian schools and are all registered with the Western Australian College of Teaching.

All staff have their Working with Children clearance. These requirements to work with children are checked on an ongoing basis.

STAFF PROFESSIONAL DEVELOPMENT

Throughout 2015 staff attended various professional development activities:

- Within scheduled school development days
- During school time, staff are released from their duties
- Outside of school time

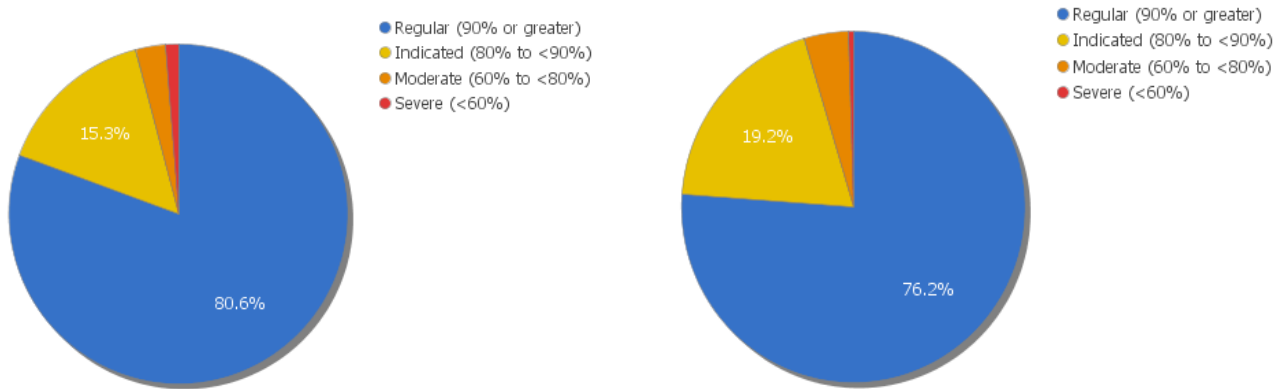
The school amount acquitted for teachers was \$12,400.00 and non-teaching was \$1,550.00.
Overall expenditure was \$13,950

STUDENT ATTENDANCE

School Attendance Target for 2015.

To reduce the percentage of students “Moderately and Severely at Risk” to 10% or below.

We achieved this Target however, our regular attendance in Semester 2 reduced, which was due to some families taking extended holidays.



BUDGET AND FINANCE

The Finance Committee meets to set and then regularly review the annual budget. The School Board endorses the budget, reflecting the focus areas of the school to meet the needs of the students.
See appendix 1 for financial overview for 2015.

BUILDINGS AND GROUNDS

2015 saw a number of notable improvements to buildings and grounds.

The major project was the resurfacing of the Basketball and Netball Courts in the middle of the year. This has been a great improvement and long overdue.

We also remodelled the area around the swings in the Kindy / Pre Primary area, constructed a limestone Retaining wall and filled it with washed white sand for soft fall.

The P&C also funded the construction of two Shade Structures, one at the back of the Canteen and the other outside of Room 3.

Further clearing and fuel load reduction was carried out along Falls Road alongside Rooms 6 & 7.



STUDENT PERFORMANCE

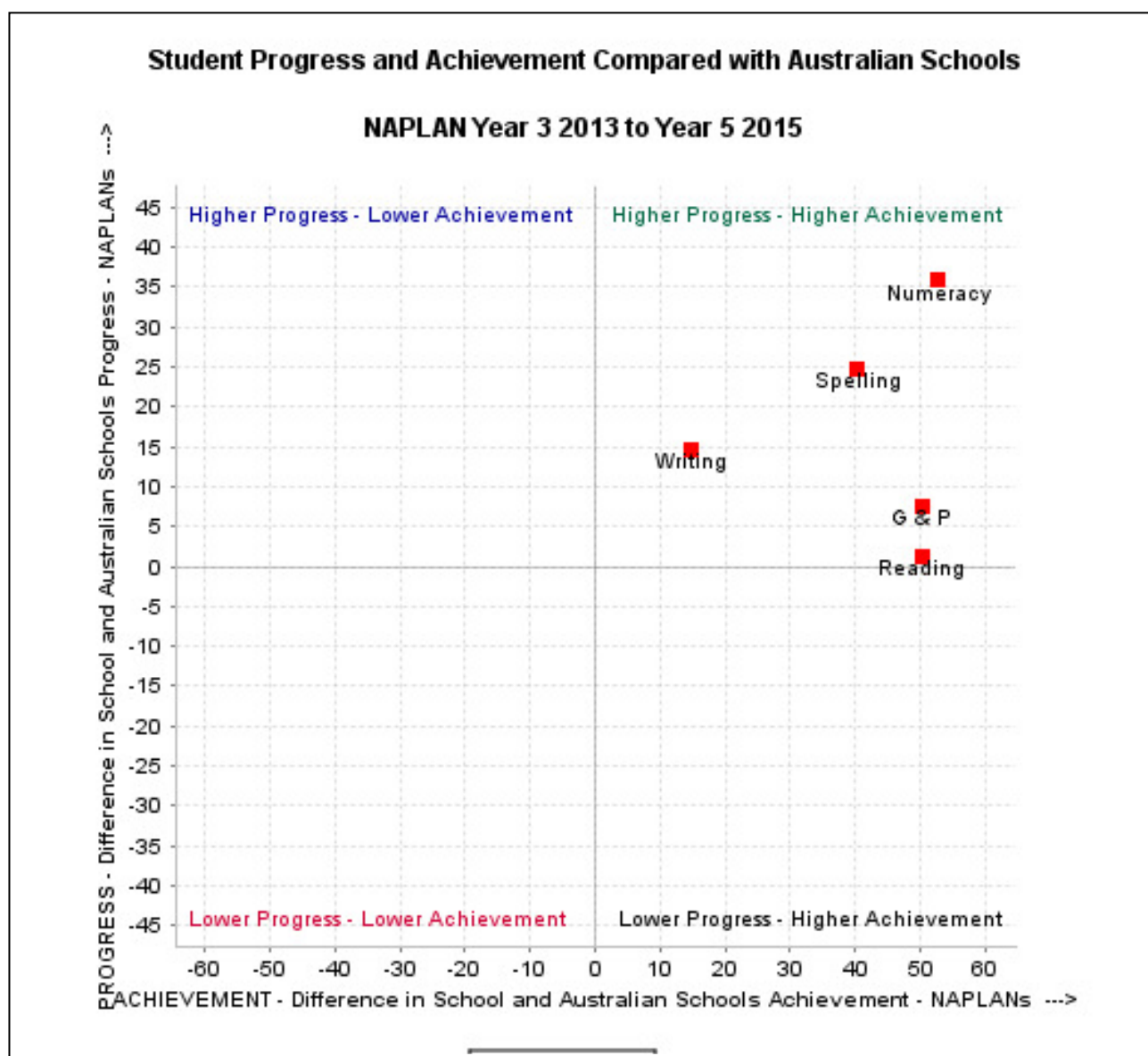
National Assessment Program Literacy and Numeracy 2015 (NAPLAN)

This nation wide testing of Year 3 and 5 students is conducted early in Term Two. It is marked externally and every student is assessed in relation to achievement of benchmarks (the minimum expected standard). The benchmark is a nationally agreed standard of performance that represents the minimum levels required for students to make adequate progress in their schooling.

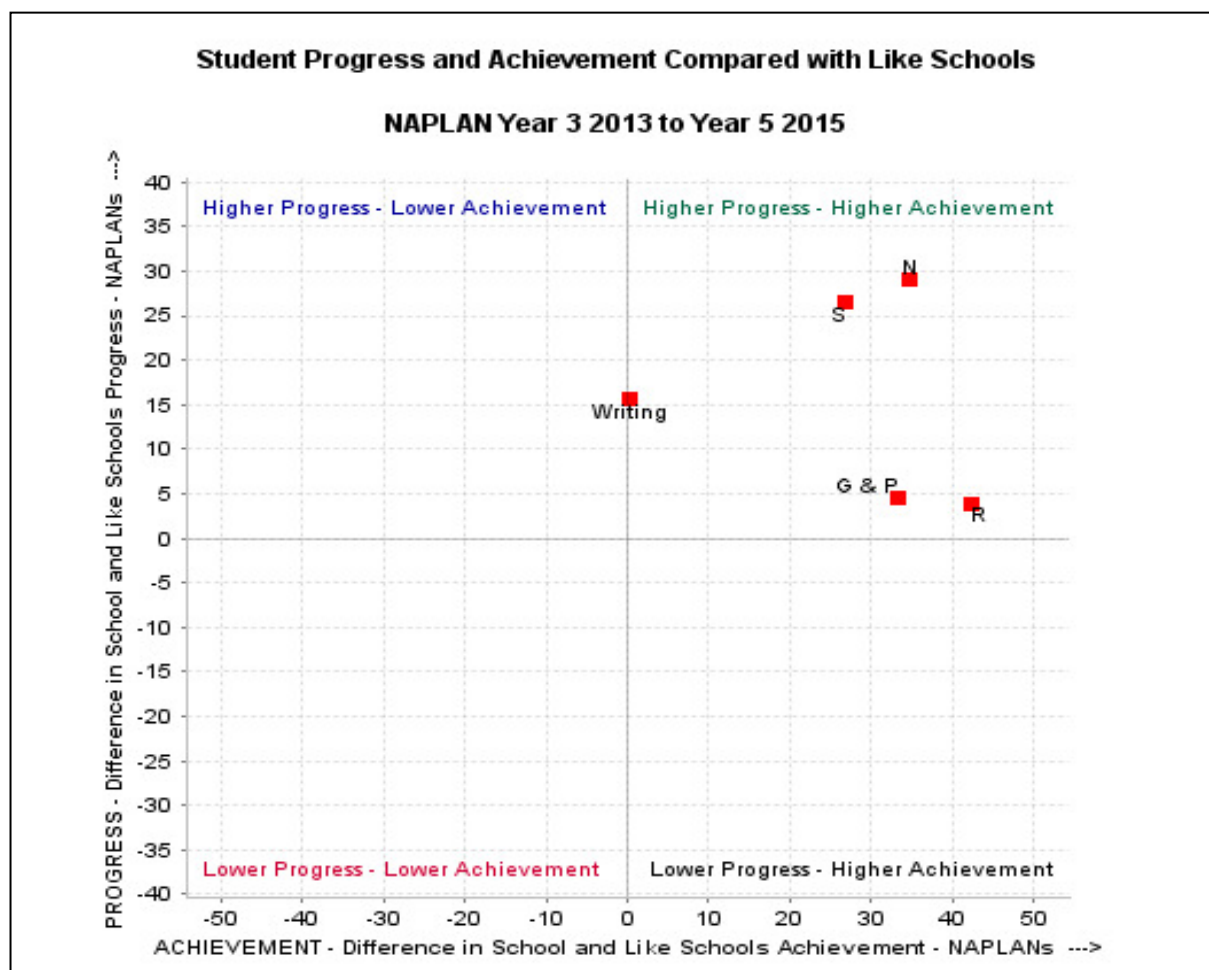
The percentages of students in Years 3 and 5 achieving the national literacy and numeracy minimum standards for their year.

| Year/Task | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|-----------|----------|---------|---------|----------|-----------------------|
| Year 3 | 100.0% | 97.0% | 93.0% | 100.0% | 97.0% |
| Year 5 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

It is pleasing to see the high percentage of Falls Road students at or above the national literacy and numeracy minimum standards for their year in each of the areas.

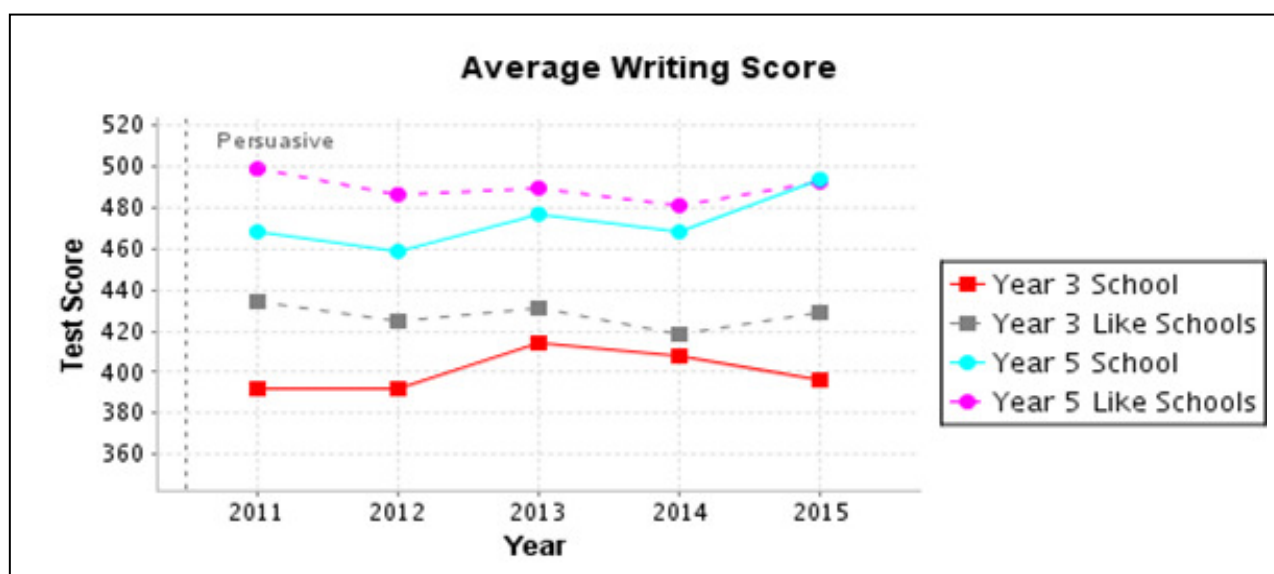


This graph shows that the achievement of the Year 5 Cohort in 2015. It takes into account their achievement in 2013 and their expected progress in 2014 and 2015 when compared with “Australian Schools”



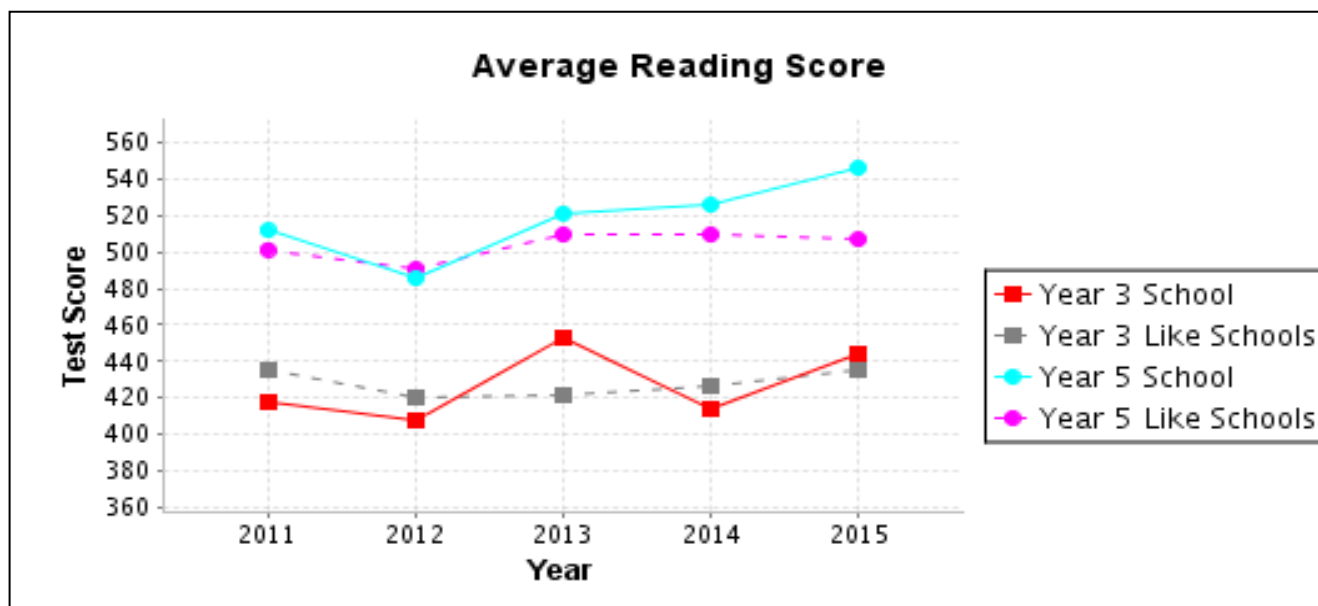
This graph shows the achievement of the Year 5 Cohort in 2015. It takes into account their 2013 result and their expected progress and achievement in 2014 and 2015 when compared with Like Schools.

Writing



Writing will continue to be an area of focus as we would like to improve the results so that they are more in line with the other areas of Literacy as shown in the quadrant graph at the top of the page. This Writing Graph shows that we have made progress with the Year 5s and particularly when you look at the value adding from Year 3 (414) to Year 5 (494) a gain of 80 points which is better than the Like Schools gain of 65 points. All teaching staff will be attending a PD, Seven Steps to Writing Success at the beginning of 2016.

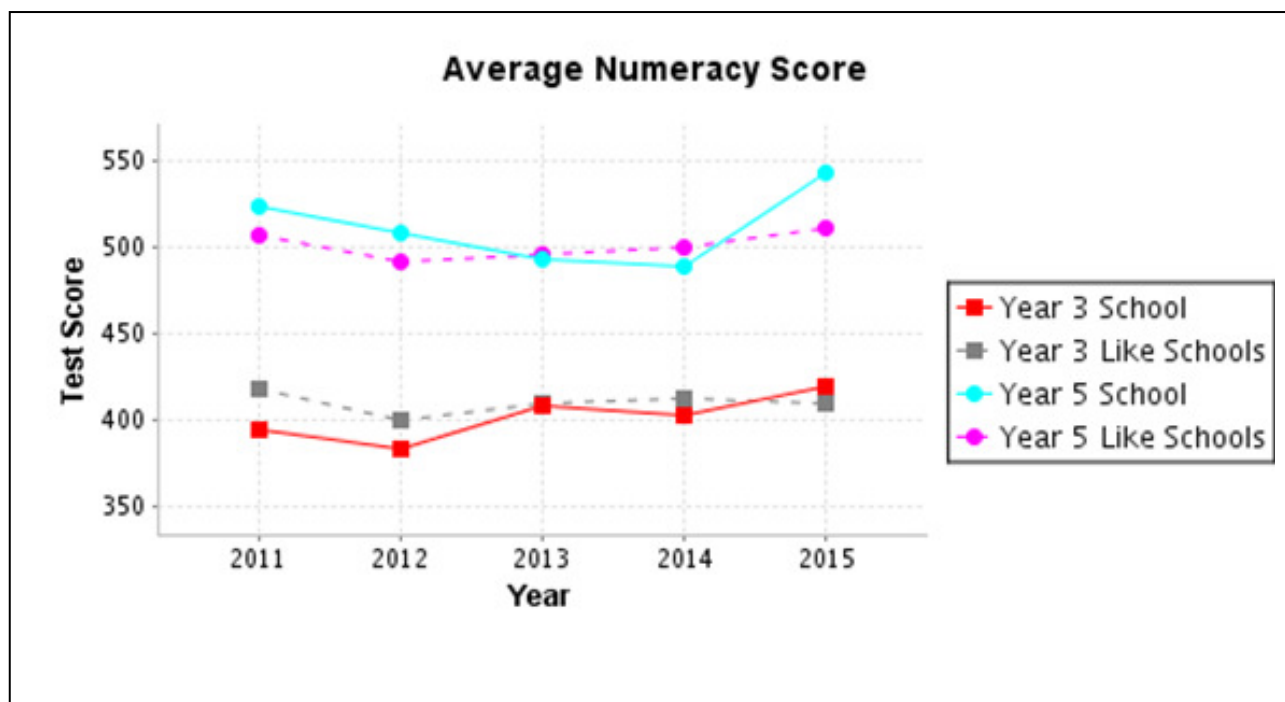
Average Reading Score 2011 - 2015 - Like School Comparison



The graph shows that the Year 5's have increased their score above the Like Schools achievement and the Year 3 result has gone above the average of Like Schools.

A measure of the progress of a cohort of students can be made by looking at the Year 3s in 2013 (455), and the Year 5's in 2015 (547). This shows our students made a gain of 92 points and students in like schools made a gain of 85 points. This progress in Reading is significant and reflects our Priority focus on improving student's reading.

Average Numeracy Score 2011 - 2015 - Like School Comparison



The graph shows that students at Falls Road have improved in their achievement in comparison to the Like School Average in Year 5, reversing a declining trend and moving above Like Schools in Year 3. The progress or value adding from Year 3, 2013 (405) to Year 5, 2015 (543) shows an impressive gain of 138 points which exceeds the Like Schools' gain of 105 points.

VALUE ADDING

We also use the data to measure progress (value adding) which is different to achievement (test results). Data comparing NAPLAN achievement (2011, 2012, 2013, 2014 and 2015) is available for Numeracy Reading, Writing, Spelling, and Punctuation & Grammar

We can look at 'value adding' as in the example above when we looked at the Year 3, 2013 cohort (405 points) to Year 5, 2015 (543 points) shows an impressive gain of 138 points which exceeds the Like Schools' gain of 105 points

Apart from minor changes in students leaving or starting at our school this group is described as a **stable cohort**.

At a whole school level we look at all the NAPLAN information and discuss it. We conduct a rigorous analysis of data to inform our selection of curriculum priorities and associated resources.

Following this analysis of our NAPLAN data we have identified that Reading Comprehension and Writing will be priorities in 2015.

Writing remains a priority across all year levels and Reading Comprehension will remain a priority as an analysis of individual student needs continues to highlight students in Year 3, 4, 5 and 6 who require intensive small group intervention and because our Intervention Program continues to achieve impressive results.

A range of strategies and associated resources are detailed in the Operational Plans for English and in the Priorities of Reading and Writing to address these.

Even though our NAPLAN Numeracy progress and achievement from Year 3 to Year 5 is very good an ongoing analysis of our school data using the Maths Today resources indicates that although we are making progress with Problem Solving (Proficiency Strand) it is the weakest area and we will also continue with Problem Solving as a Priority in Numeracy.

During 2011 we implemented testing of our Year 4 and Year 6 students on their NAPLAN Test from the previous year. We have continued this each year. This provides us with excellent information on what has been retained and which areas still need re-teaching. We have further improved our tracking of the students and have developed a process to show the progress of each student from Year 3 to 6 against the Australian mean and also on their individual scores.

ANZAC 100 Years COMMEMORATIVE SERVICE



The school celebrates many highlights each year other than Academic Achievement. In 2015 the school commemorated the 100th anniversary of the ANZAC tradition and the landings at Gallipoli.

This was a major focus in the 100 days leading up to the Service and was a School and Community wide event which was a fitting tribute to the men and women in all the Australian Services.

OTHER LEARNING AREAS

THE ARTS

Successful Outcomes

- West Australian Government School's Music Society at the Crown Casino in Perth
- School Art Exhibition in the Moonlight Hall
- Art display in the front office and in the Principal's office
- Year 1-6 dance programme culminating in a parents & students social dance evening
- School of Instrumental Music Scholarship programme

Future Directions

- Continue to employ a Music Specialist to continue to develop the school choir
- Continue Choir performances at either WAGSMS or Massed Choir
- Assembly performances
- In the community ie Performance at Villa Maria
- Performance at Moonlight Markets
- Carols by Candlelight on alternate years to Moonlight Markets
- Continue with dancing Years 1-6
- Continue with School of Instrumental Music programme with addition of Guitar in 2015
- Display of Art work on Parent Night.

HEALTH AND PHYSICAL EDUCATION

Successful Outcomes

- High levels of play in the playground areas
- In-Term swimming lessons Years PP – 6
- School and Interschool carnivals – swimming, cross-country and athletics
- Year 1 - 6 Dance programme
- Eagles and Fever Cup for Year 5 and Year 6 students
- Cricket Carnival for Year 6 students
- Soccer and Netball Carnival for Year 4 and 5 students

Future Directions

- Audit sport equipment and continue to provide class sets for ease of use
- School now funds Physical Education Specialist
- Collect data in Term Four to assess progress. Data from 2015 indicates that students are making progress with their Fundamental Movement Skills and we will maintain a focus on Skills for Physical Activity to ensure our students are as healthy as possible
- Continue to fund Specialist to collect, collate and analyse data for teacher use in Term Four
- 120 minutes per week to include 2 x 20 minute practice sessions for all Falls Road students with focus on the 6 major Fundamental Movement Skills in particular, catching, throwing and sprinting
- Specialist and Deputy to teach skill
- Continue with "No Hat No Play" policy
- Maintain current programmes – swimming, dance, carnivals, winter sports etc

ENGLISH

Successful Outcomes

- Continued the implementation of the Australian English Curriculum
- Started the Literacy Pro Independent Reading Program for students from Year 3 to Year 6
- Embedded the Diana Rigg Program across K to Year 2
- Continued the Florida Reading Direct Instruction Intensive Reading Recovery Program
- Kindergarten students screened by Speech Pathologists and intervention program implemented
- School Volunteer Programme (Mentors) linked to children at risk in literacy
- Increased use of Individual Education Plans for students at educational risk

Future Directions

- Year 3 to Year 6 Teachers to continue use NAPLAN data to identify areas of strength and weakness, to direct learning and target students at educational risk
- Continue the Florida Reading Direct Instruction Intensive Reading Recovery Program
- Continue the Diana Rigg Program across K to Year 2
- Reading comprehension to continue as a priority for 2016
- Use NAPLAN Planners to direct planning and teaching, (2015 Term 1, Years 3, 4, 5 & 6)
- Spelling to be maintained on Active maintenance
- Data provided by previous teacher in Transition Folders will continue to provide a baseline for staff to start from and compare student progress
- Use improved NAPLAN tracking information to support teaching and learning, planning and formation of groups in class and identify SAER for IEPs
- Use updated Whole School English Plan to support Teaching and Learning Program
- Use Australian Curriculum to inform curriculum delivery for all year levels
- Provide PD as required to embed the implementation Brightpaths
- Staff select resources from a variety of texts including, Reading Conventions; Reading Around and Writing About; Sounds Right, Read, Write and Sound Waves
- Use therapy focus resources for targeted cohorts and individual students
- Continue establishment of Literacy Pro Independent Reading Program from Year 3 to Year 6
- Literacy & Numeracy to account for 50% of classroom programme

Languages Other Than English (Italian)

Successful Outcomes

- LOTE taught across Years 3-6

Future Directions

- Promotion of the value of Italian language at assemblies, in the newsletter and school events
- Continue integration with Lesmurdie SHS
- Continue use of Senior Students to interact with Year 3s in designing and playing games in Italian

TECHNOLOGY AND ENTERPRISE

Successful Outcomes

- All students participated in the T&E programme
- Coming second in the Le Mans Go Kart challenge

Future Directions

- Continue to link T&E across curriculum areas
- Maintain the emphasis on the Technology process
- Incorporate Coding into Design aspect Technology and Enterprise

MATHEMATICS

Successful Outcomes

- Reviewed and updated Whole School Maths Plan
- Increased budget in learning area, reorganised resources in alphabetical order at the rear of the Library and conducted audit of resources
- Changed to using the Maths Today Program for assessment and analysis
- Purchased a range of new resources
- Continued success with students to Lesmurdie special Maths & Science programme

Future Directions

- Integrate Coding as a focus within Mathematics
- Continue using Maths Today Program and Resources
- Teachers used NAPLAN data to identify area of strength and weakness, to direct learning and target students at educational risk
- Maths was identified to continue as a priority for 2016 – in the area of Problem Solving
- Communicate targets to students to know their tables – provide motivation through strategies such as playing Sheriff against the Principal
- Use Mathletics resources across the whole school to provide a transition platform for the National Curriculum
- Ensure Literacy & Numeracy account for 50% of classroom programme as demonstrated through teacher timetables
- Continue to use the Australian Curriculum for Mathematics
- Organise “Maths Afternoon”, invite parents, especially dads – include sausage sizzle lunch

SCIENCE

Successful Outcomes

- Employed a teacher with a Specialist Science background
- All classes taught Science
- Continue to use Primary Connections as the basis of the curriculum
- Continued success with students to Lesmurdie special Maths & Science programme

Future Directions

- Utilise staff with Science Curricula Expertise to enhance and expand Science across the school
- Integrate Coding as a focus within Science
- Use Primary Connections planning documents to facilitate delivery of the Australian Curriculum
- Science incorporated in curriculum planning by class teachers
- Continue to purchase science resources and house in Science / T & E Room for ease of access by all
- Continue to implement new Australian Science Curriculum in 2015

History

Successful Outcomes

- Began to implement the Australian History Curriculum
- Purchased resources to support the implementation of the History Curriculum

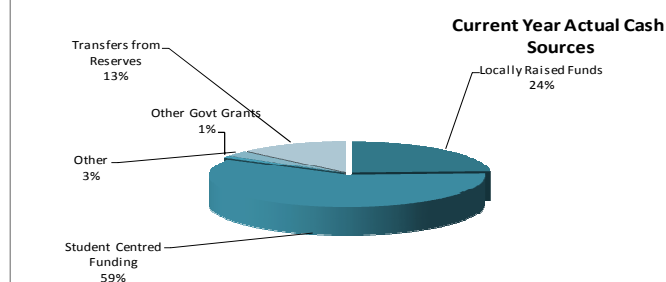
Future Directions

- Explore the requirements of implementing Humanities and Social Sciences (HASS)
- Explore surrounding environment for school based project
- Continue to involve children in ANZAC ceremony and other important days
- Continue to support Sharing a Hills Xmas.

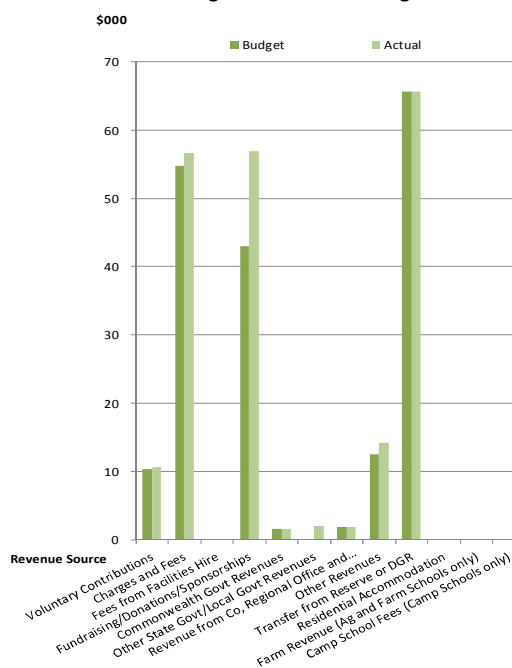
FALLS ROAD PRIMARY SCHOOL

Financial Summary 2015

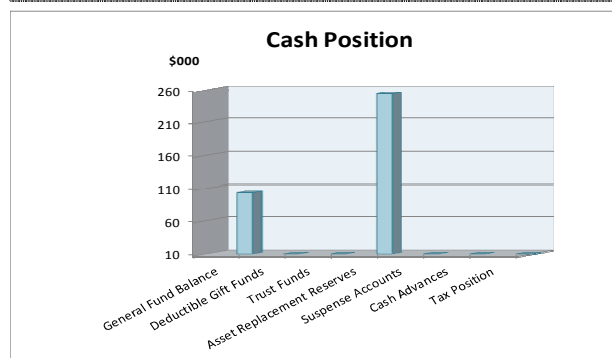
| | Revenue - Cash | Budget | Actual |
|----|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 10,340.60 | \$ 10,582.85 |
| 2 | Charges and Fees | \$ 54,784.88 | \$ 56,626.98 |
| 3 | Fees from Facilities Hire | \$ - | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 42,968.88 | \$ 56,823.31 |
| 5 | Commonwealth Govt Revenues | \$ 1,571.44 | \$ 1,571.44 |
| 6 | Other State Govt/Local Govt Revenues | \$ - | \$ 2,072.50 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 1,904.68 | \$ 1,904.68 |
| 8 | Other Revenues | \$ 12,433.27 | \$ 14,234.27 |
| 9 | Transfer from Reserve or DGR | \$ 65,581.39 | \$ 65,581.39 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 189,585.14 | \$ 209,397.42 |
| | Opening Balance | \$ 58,293.59 | \$ 58,293.59 |
| | Student Centred Funding | \$ 300,230.00 | \$ 300,230.00 |
| | Total Cash Funds Available | \$ 548,108.73 | \$ 567,921.01 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 548,108.73 | \$ 567,921.01 |



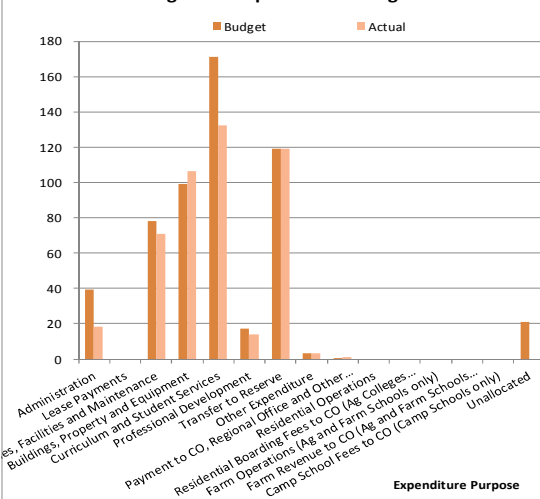
Contingencies Revenue - Budget vs Actual



| | Expenditure | Budget | Actual |
|----|--|----------------------|----------------------|
| 1 | Administration | \$ 39,187.92 | \$ 18,002.52 |
| 2 | Lease Payments | \$ - | \$ - |
| 3 | Utilities, Facilities and Maintenance | \$ 77,908.00 | \$ 70,790.05 |
| 4 | Buildings, Property and Equipment | \$ 99,208.20 | \$ 106,495.27 |
| 5 | Curriculum and Student Services | \$ 171,269.16 | \$ 132,602.98 |
| 6 | Professional Development | \$ 17,033.63 | \$ 13,950.89 |
| 7 | Transfer to Reserve | \$ 119,000.00 | \$ 119,000.00 |
| 8 | Other Expenditure | \$ 3,195.00 | \$ 3,144.46 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 500.00 | \$ 836.37 |
| 10 | Residential Operations | \$ - | \$ - |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 | Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 | Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 | Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| 15 | Unallocated | \$ 20,806.68 | \$ - |
| | Total Goods and Services Expenditure | \$ 548,108.59 | \$ 464,822.54 |
| | Total Forecast Salary Expenditure | \$ - | \$ - |
| | Total Expenditure | \$ 548,108.59 | \$ 464,822.54 |



Contingencies Expenditure - Budget vs Actual



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 357,430.24 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 103,098.47 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 253,273.52 |
| 5 Suspense Accounts | \$ 4,652.25 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ 3,594.00 |
| Total Bank Balance | \$ 357,430.24 |

Financial Report

The Falls Road budget is in a healthy state with money in the Reserve Accounts to support key strategies and purchase/replace old equipment as required ie. Sufficient funds allocated to support the Speech Pathology Initiative and to support the Diana Rigg focus from Kindergarten to Year 2.

Business Plan 2014 - 2016

The following information was presented to the School Board at the end of 2014. It provides a summary of the progress against the Targets in our 2014 – 2016 Business Plan.

| TARGET 1 | | | | |
|---|----------|---------|---------|------|
| 90% of the Stable Cohort at or above the National Benchmark | | | | |
| | Numeracy | Reading | Writing | |
| Yr3 | 100% | 97% | 93% | 2015 |
| | 100% | 93% | 96% | 2014 |
| Yr 5 | 100% | 100% | 100% | 2015 |
| | 100% | 94% | 94% | 2014 |
| Achieved the Target for each of the areas | | | | |

| TARGET 2 | | | |
|---|------|------|----------------------------------|
| IEP Students in Reading gain the expected improvement + 20% | | | |
| (Average Improvement of Group) | | | |
| | 2014 | 2015 | |
| Yr 4 | 67% | 76% | Achieved and exceeded the Target |
| Yr 5 | 43% | 140% | Achieved and exceeded the Target |
| Yr 6 | 100% | 41% | Achieved and exceeded the Target |
| Yr 7 | 80% | NA | NA |
| We will extend this Program / Strategy to Year 3 in 2016 | | | |

| TARGET 3 | | | |
|---|------|------|----------------------------------|
| 70% of Stable Cohort to achieve a score of 50% or better on end of year EMMTs (MTS in 2016) | | | |
| | 2014 | 2015 | |
| PP | 94% | 96% | Achieved and exceeded the Target |
| Yr 1 | 91% | 92% | Achieved and exceeded the Target |
| Yr 2 | 81% | 88% | Achieved and exceeded the Target |
| Yr 3 | 68% | 55% | Did not achieve the Target |
| Yr 4 | 90% | 70% | Achieved and exceeded the Target |
| Yr 5 | 31% | 85% | Achieved and exceeded the Target |
| Yr 6 | 35% | 63% | Close to achieving the Target |
| All Students | 70% | 78% | Achieved and exceeded the Target |

TARGET 4

PP to Year 2 Stable Cohort to achieve the On Entry Targets of 1.0 in PP, 1.5 in Yr 1 and 2 in Yr 2

As we reduced the number of tasks in the Literacy On Entry the results indicated a drop in achievement. We reduced the number of tasks as the level of work required to do all of the tasks was onerous. These results are not an accurate reflection of the students achievement as the program gives a zero score for the tasks that they didn't do. We plan to do all of the tasks in 2016 but will have to review the effectiveness of using the On Entry Program to collect Literacy data as it is proving problematic as to whether the amount of effort and work involved in conducting the assessments is reflected in the value of the data being produced.

TARGET 5

To increase by 5% the number of students in Developing and Proficient

| | Undeveloped | Developing | Proficient | Undeveloped | Developing | Proficient | Undeveloped | Developing | Proficient |
|---|-----------------------|------------|------------|-------------------------|------------|------------|-------------------|------------|------------|
| 2014 | OVERHAND THROW | | | CATCH-TWO HANDED | | | SPRINT RUN | | |
| Year 1 | | | | | | | | | |
| Average | 26% | 74% | 0% | 31% | 69% | 0% | 8% | 83% | 9% |
| Year 2 | | | | | | | | | |
| Average | 9% | 86% | 5% | 31% | 50% | 19% | 8% | 71% | 21% |
| Year 3 | | | | | | | | | |
| Average | 6% | 87% | 7% | 10% | 60% | 30% | | 77% | 23% |
| Year 4 | | | | | | | | | |
| Average | | 85% | 15% | | 58% | 42% | | 65% | 35% |
| Year 5 | | | | | | | | | |
| Average | | 84% | 16% | 3% | 26% | 71% | | 55% | 45% |
| Year 6 | | | | | | | | | |
| Average | | 43% | 57% | | 25% | 75% | | 43% | 57% |
| | | | | | | | | | |
| 2015 | | 77% | 17% | | 48% | 40% | | 66% | 32% |
| Average | | 94% | | | 88% | | | 98% | |
| | | | | | | | | | |
| 2014 | | 72% | 21% | | 45% | 42% | | 59% | 36% |
| Average | | 93% | | | 87% | | | 95% | |
| | | | | | | | | | |
| 2013 | | 64% | 23% | | 59% | 33% | | 58% | 37% |
| Average | | 87% | | | 92% | | | 95% | |
| | | | | | | | | | |
| Achieved the Target in Throwing in Developing | | | | | | | | | |
| Achieved the Target in Sprint Running in Developing | | | | | | | | | |
| We did not achieve the Target in Throwing - Proficient in Catching - Developing or Proficient - or in Sprinting Proficient | | | | | | | | | |
| | | | | | | | | | |
| We will need to review this Target as we are achieving an average over 88% of students at either developing or proficient in each of the three areas. | | | | | | | | | |

TARGET 6

All students who are enrolled for three or more Terms to receive at least 2 Good Behaviour Certificates in 2015

| | 2014 | 2015 |
|------|------|------|
| PP | 97% | 96% |
| Yr 1 | 80% | 76% |
| Yr 2 | 81% | 84% |
| Yr 3 | 100% | 100% |
| Yr 4 | 75% | 50% |
| Yr 5 | 19% | 16% |
| Yr 6 | 38% | 86% |

Not met - Will need to have a look at the use of the strategy as we have implemented an improved recording process for tracking student progress with their Appreciation Books

TARGET 7

Increase by 5% the level of Parent Response in the Surveys

| | |
|------|----|
| 2012 | 79 |
| 2014 | 81 |

There was no Survey in 2015

School Board Report

This is the second year that the Board has been asked to contribute to the school's Annual Report, and provides another opportunity for us to communicate our role and activities to the school community and indeed to the wider community outside the School. It is important to the Board that the whole School community are aware and understand the role we undertake. In addition to the Annual Report, the activities of the Board will continue to be communicated in the School Newsletters during 2016.

The members of the Board for 2015 comprised of:

Staff representatives: David Ingle, Simon Docherty, Sharon McCarthy

Parent representatives: Iain Thin (Chair), Emma Stone and David Harrison

Community representatives: Andrew Harris and Leanne Rowe

During 2015, the School Board held 4 meetings, one of which was open to the general public. The Board will continue to have an open meeting for anyone interested during 2016, the date of which will be communicated via the School Newsletter.

Andrew Harris stepped down as Chair of the Board at the AGM held on 31 March 2015. He advised the Board that he would continue to serve as a Community representative. Mike Mawhirt, who held the position as Community representative, unfortunately advised the Board prior to the AGM that he would be leaving due to personnel circumstances. The input and contributions from both Andrew and Mike has been invaluable in their respective positions, and has been of great benefit to the Board during 2015 and is very much appreciated.

During the last Board meeting of 2015 (held on 16 December 2015), the Board welcomed two new members, Leanne Rowe and David Harrison. Leanne is the Edith Cowan Supervisor for the 4th Year students who participate in our Speech Pathology Program. David Harrison (a school parent), is currently the Chief Adviser (Corporate and Government Affairs) at the University of Western Australia. Both Leanne and David will provide additional value to the existing Board members particularly in the area of external educational input so ably provided by Mrs Sandersen prior to her retirement.

The financial position of the School was presented and discussed during each Board meeting in 2015 by David Ingle through the Comparative and One Line Budgets. The budgets presented have shown that the School has been in a financially healthy position throughout the year, a reflection of how well the budgets have been managed by David Ingle, Simon Docherty and Brenda Martin. Such a position ensures that the sustainability of the School Programs can be maintained, as well as providing the ability to fund additional innovative strategies during 2015 and into next year.

It has been encouraging to hear during 2015 that the School has progressively been achieving the numerous strategies in the various curriculum areas as detailed in the current Operational Plans – at the conclusion of 2015 it was pleasing to see that the majority of these strategies had indeed been successfully reached in their respective timeframes. As a consequence of this, the Strategies and subsequent Focus Areas of the Business Plan were also being achieved.

David Ingle advised the Board in December 2015 that the Department of Education Services will be continuing their review of Independent Public Schools during 2016. For our School, there will be a Self-Review process that will be completed by 21 September 2016. A Review Visit by the Department of Education Services will then be carried out during 19-20 October 2016. Between David, Simon and the Board, updates associated with the overall review process will be communicated to Parents and Carers through the Newsletter.

With the conclusion of 2015, it was felt that the Board had worked well as a group, performing its governance role in a professional and effective manner. I would like to take this opportunity to thank all members of the Board for their continued support, commitment and contributions throughout the year.

Iain Thin
Board Chair 2015

P&C Report

Falls Road Primary P and C Association Report 2015

The P and C has continued to be busy fundraising throughout 2015. We are very fortunate to have a very pro-active parent body within the School.

Events have included our popular twice a term Burger Days, Easter Hat Parade and Raffle, Making Burgers at the Kalamunda Show, Lap-a-Thon, Mother's Day and Father's Day Stalls and our Biennial Moonlight Markets.

On Friday 20th November 2015 the whole School was transformed into a fair. Stalls were set up by each class selling fresh food, preserves, cakes, chocolates and lollies and other goodies. The School oval became a mini fairground with camel rides, bouncy castles, police cars, fire trucks and other activities. This year's Markets was by far the biggest yet. People came from all over Perth. In the 4 hours of trading we raised a staggering \$34,000.

Some photos of the event are included on the following page.

With the funds raised throughout 2015 we managed to complete the following:

- Athletics and Reading Eggs subscriptions for all students
- Obstacle course equipment for the Oval
- The installation of a Patio outside Room 3
- The installation of a Patio outside the Canteen
- Rope structure in the Nature Playground
- Lexile Reading System for the senior students
- 2 new fridges for the Canteen

Our meetings continue to be held twice a term on Monday evenings in Week 3 and Week 8. New members are more than welcome.

Next year one of our aims will be to look at installing lights in the Undercover Area between the Pre Primary and the Senior block.

Catrina Thin
P and C President 2015



CONCLUSION

The 2015 Annual Report presents information to the Falls Road school community about many aspects of our school operation and includes information on collected data, analysis and recommendations.

We are very pleased with the many areas of success and achievement throughout 2015 and we have many reasons to believe 2016 will be another fantastic year at Falls Road Primary School. We will continue to identify and focus on areas which need improvement, celebrate our successes and move forward positively.

Parents, staff and community members were issued with a 'Parent Edition' of the Annual Report at the end of 2015 and we welcome any feedback that will assist in the further development of Falls Road Primary School.

David Ingle
Principal