



2016 ANNUAL REPORT

Principal's Report

2016 has been another wonderful year with achievements across a variety of areas and some notable highlights.

This is down to the wonderful contribution of staff, the efforts of the students and the fantastic engaged partnership with our parents and the 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 2016 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 programs 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".

We look forward to working together to continue to make education at Falls Road a rewarding experience for your child.

David Ingle
PRINCIPAL

Our Mission Statement

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

Celebrating Achievements

Achievement of students

Parents are informed of their child's academic, social and physical progress and the development of their creative skills and abilities and their emotional development using a variety of methods. These include communications 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, learning journeys, portfolios and semester based summative reports.

ACARA recognized that we were one of 20 "High Gain Schools" in Western Australia in 2016. The improvement / gain made by our students from Year 3 to Year 5 in (NAPLAN) reveals that academically Falls Road performed well above other Schools in Australia.

Arts:

This program is a strong feature of our school with all children in Years 1 - 6 having time allocated to spend with Mrs Dupont in Visual Arts. A highlight of 2016 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.

In Music, the achievement of students was capped off by the Choir's participation in the Massed Choir Performance at Winthrop Hall. This was another amazing performance by our students particularly the solo rendition by one of our students.

Fundamental Movement Skills:

In 2016, we maintained 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 shows that students were continuing to improve in the development of these skills and they will remain a focus in 2017.

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 meetings 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 Quiz Night which was an outstanding success, raising over \$6,000 in one evening and along with other fundraising activities enabled the P & C to raise over \$18,000 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 of their efforts in 2016.

Volunteer Helpers:

Parents support the Home Reading program, 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.

Literacy Pro:

In 2016 in partnership with the P & C, the Literacy Pro resource was introduced to the school in an effort to promote and encourage immersion in independent student reading. The program requires students to initially complete an online reading assessment. The results from the assessment are used to allocate an appropriate Lexile Reading level based on the students' reading needs. The students can then choose from a range of colour coded texts in the Library that are aligned to their Lexile score. In having the option to choose their own texts, it is expected that students will take a greater interest in their reading and read more for enjoyment.

Whilst assessment is not the focus, teachers and parents have the option to monitor student progress in the reading program through online reviews of the books they read on a periodic basis. Students also have the option to increase their Lexile reading score by completing comprehension tests as their understandings develop.

To support students with the use of the program, teachers participated in professional learning that links the resource to classroom learning. The school and P & C are committed to continue to resource the program by purchasing additional books over time.

The level of use of the program by students has been excellent, necessitating the purchase of additional books.

Transition Program:

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. Both our local Senior High Schools work very closely with us to ensure that the move to High School is successful and as stress free as possible.

Year 6 Sydney & Canberra Camp:

The Year 6 class embarked on a six day camp to Sydney and Canberra. This was the seventh 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.

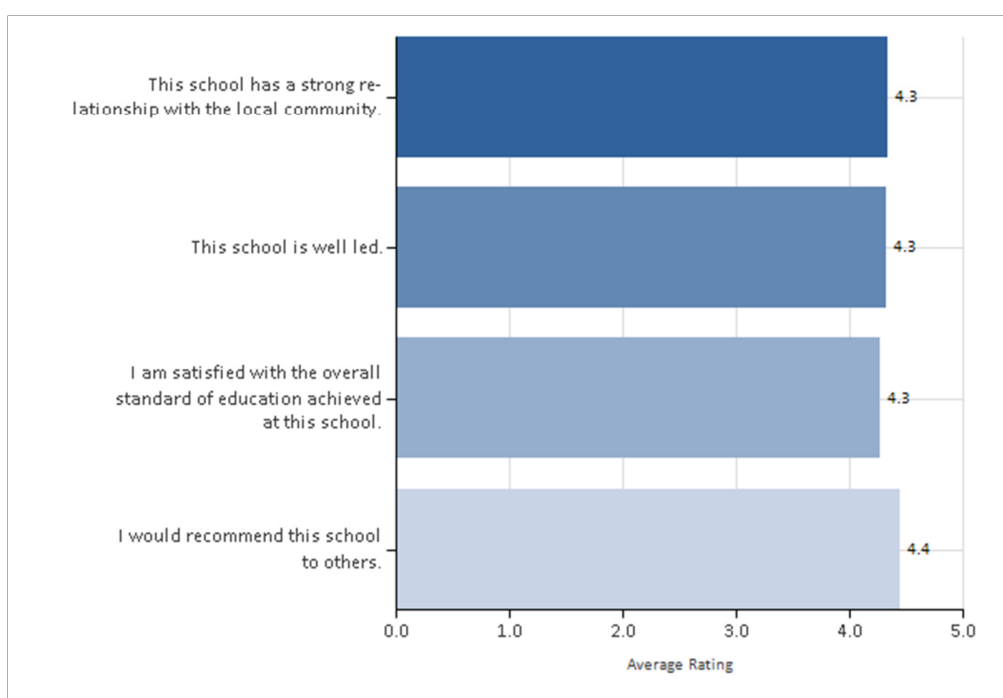
School Survey Data

The recent school survey was open to parents, staff and students to respond. The first part of the survey followed a rating system whereby respondents were asked to answer questions on a range of issues that included their general opinion of the school and leadership/management of the school. Participants were to rate responses from 5 (being the highest score) to a 1 (being the lowest score).

Participants were also asked to respond to short answer questions that were not mandatory but allowed them to express their points of view on goods things about the school and things that required improvement.

A summary of the survey results has been provided in the following tables.

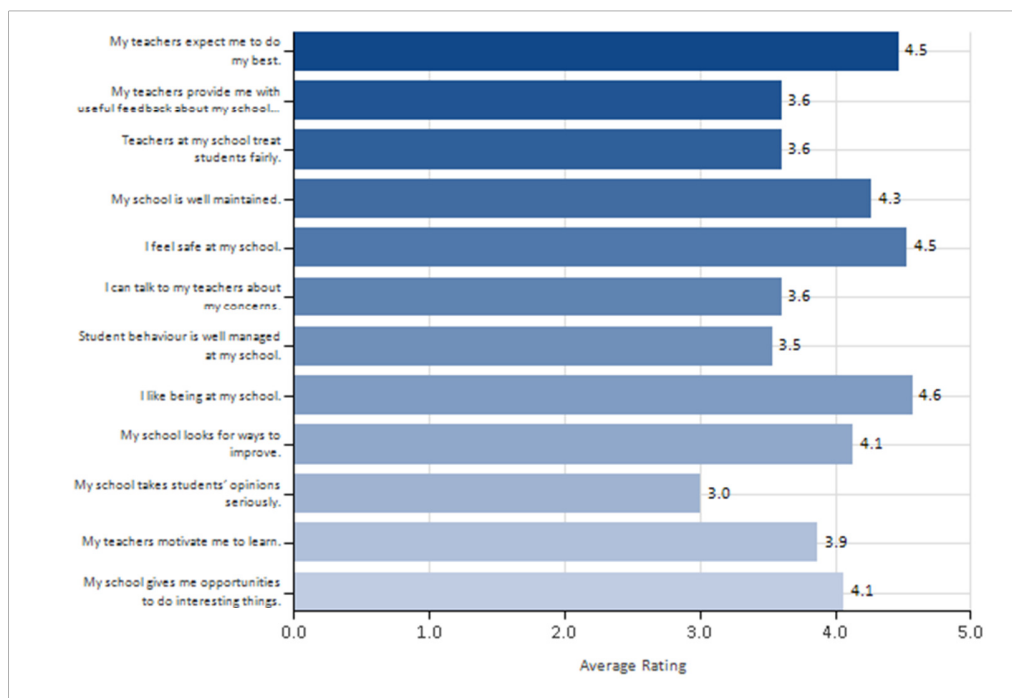
Parent Survey Results



Parent Short Answer Survey Responses

Short Answer Category	Common Responses
Things the school does well	<ul style="list-style-type: none"> • Sense of Community • Positive Reinforcement • Inclusion • Social and Sporting Activities • Approachable and Friendly Staff/Principal Presence • Children seem happy • Moonlight Markets
Things for improvement	<ul style="list-style-type: none"> • Nothing comes to mind • Opportunity for students to develop leadership skills • P&C funds go to Library resources • More funds for Playgrounds – K/PP and Nature • More Art/Hands On Activities • Recognition and Celebration of Outstanding Staff • Parent Teacher communication • More spent of useful resources for teachers and not on displays • Give parents list of PD days at start of year
Need for an App to assist with Communication?	<ul style="list-style-type: none"> • Yes - 20/ No – 15/ Unsure – 2/ Maybe – 2 • Dojo is great for communication • Happy with current communication options - newsletter/email • Website is not used much

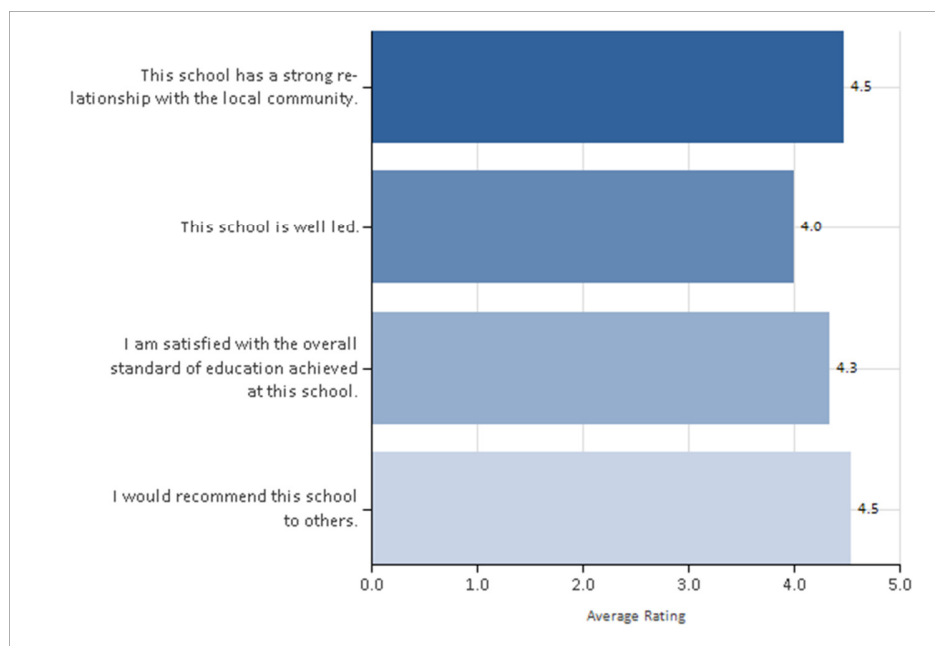
Student Survey Results



Student Short Answer Survey Responses

Short Answer Category	Sample Responses
What are some of the things you like about the school?	<ul style="list-style-type: none"> • Faction carnivals, sports carnivals, cross country • Sausage sizzles • School provides things I need • School is safe and not boring • Good teachers, they respect me, they approach things differently and don't use words we can't understand • School is welcoming, teachers are kind, we have fundraisers • Lots of things to do • I like being a leader
What would you like to change or improve at our school?	<ul style="list-style-type: none"> • More physical activity, more game fun instead of hundreds club • More interactive projects • More help with emotional cases • Improve sports equipment and athletics club • New playground equipment, more burger days • Nothing • Library open at lunch so everyone has a go. • More fundraising for charities • Playgrounds improved, a canteen • Leaders can only be elected once, for a fair go for all

Staff Survey Results



Staff Short Answer Survey Responses

Short Answer Category	Common Responses
What are some of the things you like about the school?	<ul style="list-style-type: none"> • Staff camaraderie is good/Friendly Staff • Staff liaise to ensure students reach potential. • Open door to school leadership • Good physical environment/ Caring and nurturing environment • Strong sense of community, great place to work • Positive relationships with parents, students, teachers and admin • Variety of programs available to students • Balance between achievement and enjoyment • Majority of students well behaved and want to come to school • Students have a willingness to learn, lack of behaviour problems
What are some of the things you would you like to see improved at our school?	<ul style="list-style-type: none"> • Teachers to teach different year levels every few years to enhance curriculum, understanding and appreciation of each other • Bigger classrooms for students • Decision making • Consistent application of processes and procedures by all staff and continued reflection by whole community on improvements • Diagnosing and treating learning problems • Accepting of teaching experience • Less extra-curricular activities, too much time out of teaching day • More one-to-one technology • Better support with dealing with parents who are unwilling to take responsibility for child's learning

The outcome of the results across all three of the surveyed groups was very positive. The school is progressively reviewing the short answer responses noted by each of the groups based on what the school does well and what things could be improved. Where possible, the school will continue to work with the 'things we do well' and look at options in the next planning cycle for 'things that can be improved' across the school.

School Profile

SCHOOL STAFF

Falls Road Primary is a very experienced teaching staff with 19 teachers, 10 full time and 9 part-time with two administrators. Three teachers from the School of Instrumental Music (SIMS) visit our school to teach students Clarinet, Flute and Guitar. We also employ a School Psychologist to support our staff and students.

There were 21 non-teaching staff positions including a Manager of Corporate Services, School Officer, 13 Education Assistants, 1 Library Officer, 2 Gardener /Handypersons and 3 Cleaners.

STAFF RETENTION

Total teaching and Admin staff - 2016	21
Teaching staff retained from previous year	20
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 a current Working with Children clearance. These requirements to work with children are checked on an ongoing basis.

Staff Professional Development

Throughout 2016 staff attended various professional development activities:

- Within scheduled school development days
- During school time when staff are released from their duties
- Outside of school time when we employ relief staff to facilitate their attendance

The school amount acquitted for teachers was \$15,409.08 and non-teaching was \$632.09.

Overall expenditure was \$16,041.17

Building and Grounds

In 2016 there were a number of improvements to the Kindergarten and Pre Primary Play area. We extended the fence on the Eastern side to incorporate a Nature Play zone. This is being progressively added to.

One of our wonderful parents, Mr Court constructed the Sound Square which the students love and we laid some new turf and top dressed the grass in front of the Kindy.

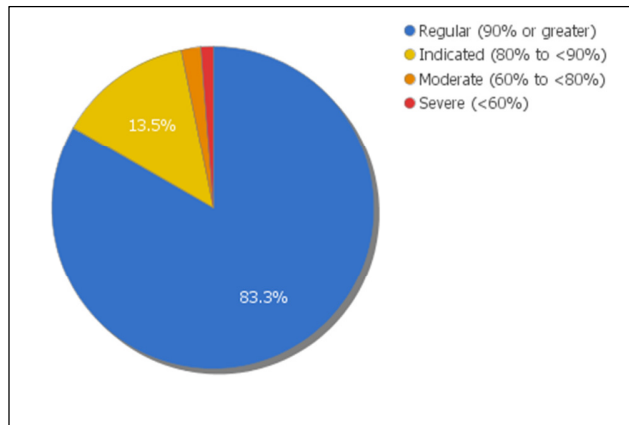
Student Attendance

School Attendance Target for 2016.

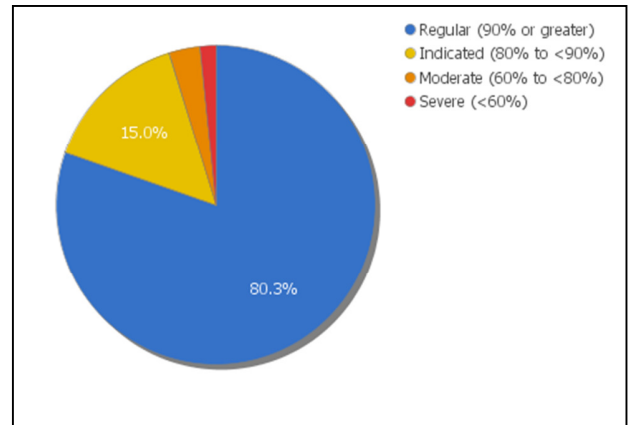
To reduce the percentage of students “Moderately and Severely at Risk” to 10% or below.

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

Semester One 2016



Semester Two 2016

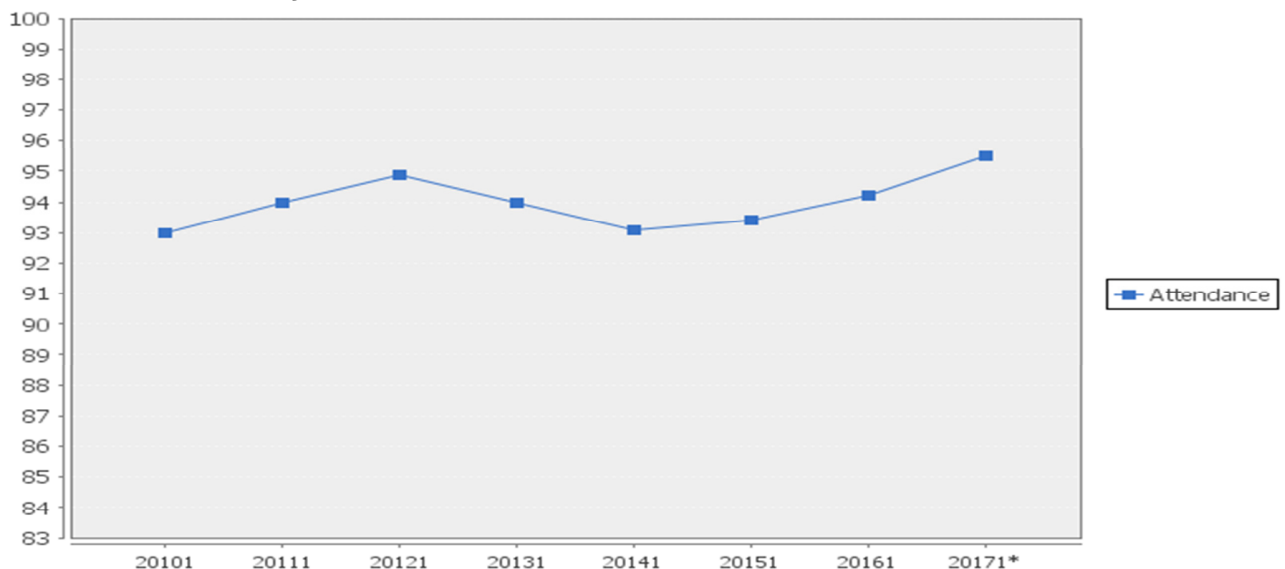


Moderately at Risk 3% Severely at Risk 1.5%

Moderately at Risk 2% Severely at Risk 1%

Our efforts over the year were successful with both categories reduced in Semester 2.

Attendance Rate by Collection Period for FALLS ROAD PRIMARY SCHOOL



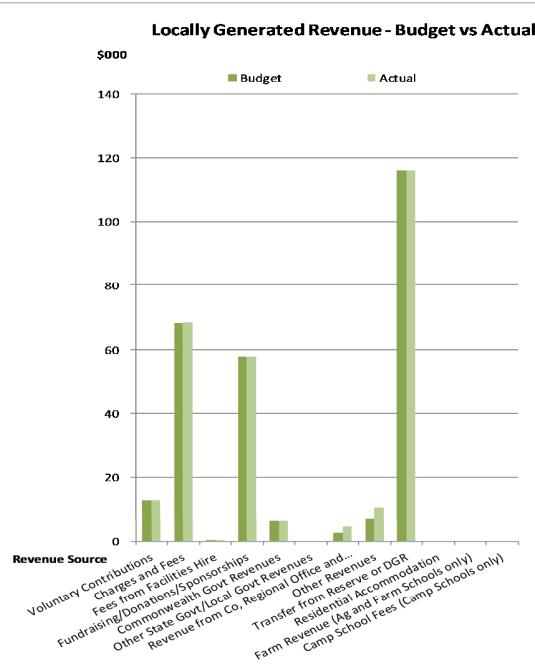
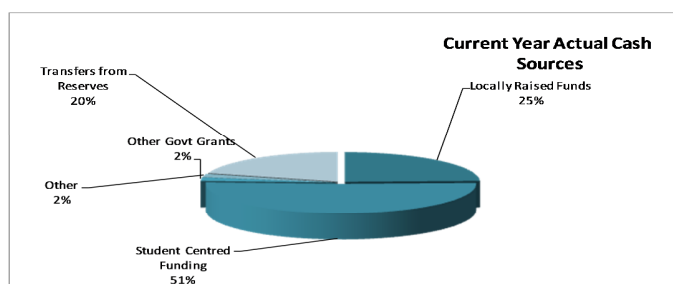
Also pleasing has been the steady improvement in overall student attendance from 2014, Semester One, (20141) as indicated in the table above.

Budget and Finance

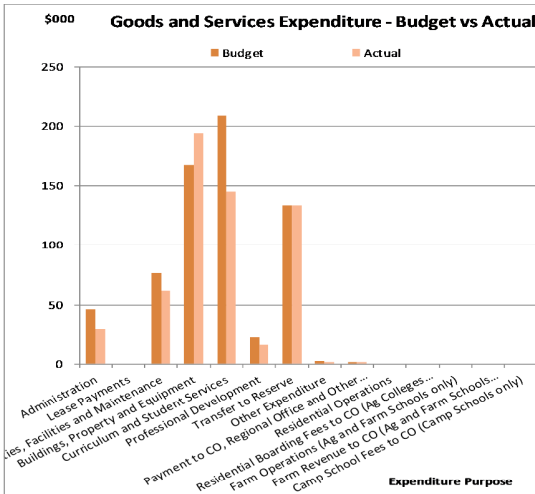
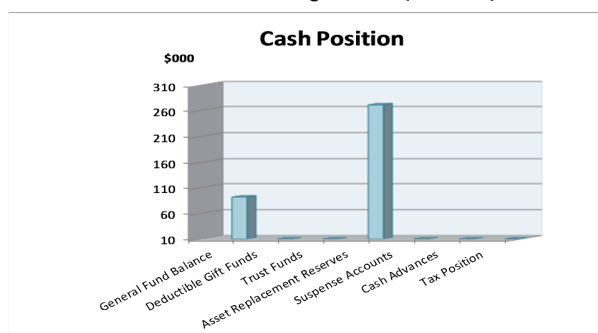
The Finance Committee meets to set and then regularly review the annual budget. The School Board endorses the budget, reflecting the focus areas of the school to meet the needs of the students.

Falls Road Primary School Financial Summary as at 31 December 2016

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,894.65	\$ 12,984.78
2 Charges and Fees	\$ 68,282.57	\$ 68,645.40
3 Fees from Facilities Hire	\$ 227.27	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 57,850.39	\$ 57,950.39
5 Commonwealth Govt Revenues	\$ 6,500.00	\$ 6,500.00
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 2,700.02	\$ 4,663.68
8 Other Revenues	\$ 7,087.54	\$ 10,588.53
9 Transfer from Reserve or DGR	\$ 116,025.73	\$ 116,026.10
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 271,568.17	\$ 277,586.15
Opening Balance	\$ 103,098.00	\$ 103,098.47
Student Centred Funding	\$ 292,529.50	\$ 292,529.50
Total Cash Funds Available	\$ 667,195.67	\$ 673,214.12
Total Salary Allocation	\$ 2,473,558.00	\$ 2,473,558.00
Total Funds Available	\$ 3,140,753.67	\$ 3,146,772.12

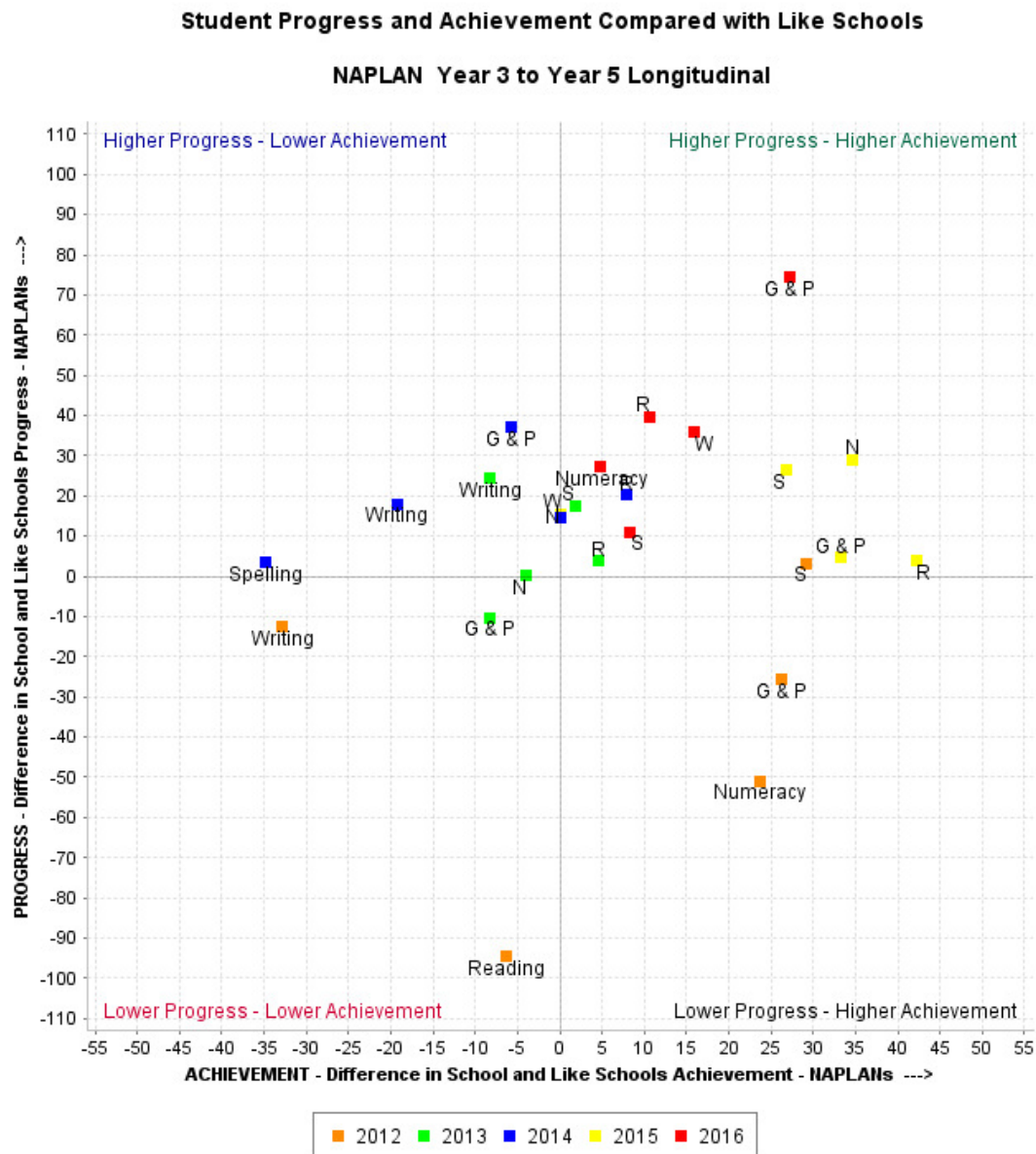


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 46,334.64	\$ 29,561.16
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 76,175.41	\$ 61,278.31
4 Buildings, Property and Equipment	\$ 168,008.96	\$ 194,148.32
5 Curriculum and Student Services	\$ 208,620.33	\$ 144,740.31
6 Professional Development	\$ 22,066.58	\$ 16,041.17
7 Transfer to Reserve	\$ 133,000.00	\$ 133,000.00
8 Other Expenditure	\$ 2,049.13	\$ 1,779.21
9 Payment to CO, Regional Office and Other Schools	\$ 1,518.64	\$ 1,518.64
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 657,773.69	\$ 582,067.12
Total Forecast Salary Expenditure	\$ 2,435,482.00	\$ 2,435,482.00
Total Expenditure	\$ 3,093,255.69	\$ 3,017,549.12
Cash Budget Variance	\$ 9,421.98	



Cash Position as at:	
Bank Balance	\$ 358,591.22
Made up of:	
1 General Fund Balance	\$ 91,147.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 270,247.42
5 Suspense Accounts	\$ 3,038.80
6 Cash Advances	\$ -
7 Tax Position	\$ 5,842.00
Total Bank Balance	\$ 358,591.22

Student Performance



Value Adding

ACARA recognized our school as a high gain school. We were one of 20 Western Australian Schools who achieved substantially above the average achievement of Like Schools.

The pleasing aspect of this is the consistent improvement shown in the graph above from 2012 with our results progressing steadily to the Higher Achievement Quadrant.

The Arts

Successful Outcomes

- Massed Choir at Winthrop Hall
- School Art Exhibition in the Moonlight Hall
- Art display in the front office and in the Principal's office
- Pre Primary – Year 6 dance program culminating in a parents and students social dance evening
- School of Instrumental Music Scholarship program

Future Directions

- Continue to employ a Music Specialist to support the School Choir performances at 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 PP - 6
- Continue with School of Instrumental Music programme with Flute, Clarinet and Guitar
- Display of Art work on Parent Night.

Health and Phys Ed

Successful Outcomes

- Sunsmart School Accreditation
- Asthma Friendly School Accreditation
- Waste Wise School Accreditation
- High levels of play in the playground areas
- In-Term swimming lessons Years PP – 6
- School and Interschool carnivals – swimming, cross-country and athletics
- Pre Primary – Year 6 Dance program
- 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

- Collect data in Term Four to assess progress. Data from 2016 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 with Waste Wise Program implemented in 2016
- 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 programs – swimming, dance, carnivals, winter sports etc

English

Successful Outcomes

- 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 & Heather Harvey Direct Instruction Intensive Reading Recovery Program
- Kindergarten students screened by Speech Pathologists and intervention program implemented
- School Volunteer Program (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 & Heather Harvey Direct Instruction Intensive Reading Recovery Program
- Continue the Diana Rigg Program across K to Year 2
- Reading comprehension to continue as a priority for 2017
- Use NAPLAN Planners to direct planning and teaching, (2016 Term 1, Years 3, 4, 5 & 6)
- Spelling is a Priority for 2017
- 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 Whole School English Plan to support Teaching and Learning Program
- Continue to use Seven Steps to Writing across the school
- 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

Language 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 support oral conversations in Italian

Technology and Enterprise

Successful Outcomes

- All students participated in the T&E program
- Winning the Lesmurdie Le Mans Go Kart challenge again
- We acquired a range of new robotics resources to further student development in STEAM based learning

Future Directions

- Continue to link T&E across curriculum areas
- Maintain the emphasis on the Technology processes
- Focus on integrating the Digital Technologies Curriculum across the whole school

Mathematics

Successful Outcomes

- Using the 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 gaining access to the Lesmurdie Extension and Acceleration Program (LEAP)

Future Directions

- 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 2017 – in the area of Problem Solving
- Communicate targets to students to know their tables – provide motivation through strategies such as 10 Faction Points for knowing all their Tables
- Use Mathletics resources across the whole school to provide a transition platform for the National Curriculum
- Ensure Literacy & Numeracy account for 50% of classroom program 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 Extension and Acceleration Program (LEAP)
- Conducted a Science Tabloid Day which was run by the Year 6, who mentored students across the whole school in science based inquiry learning activities
- Acquired a range of Science resources through the P & C’s Teacher Wish List, to further student learning these included microscopes, electronics kits, sound and light kits, a skeleton and torso, and magnifying glasses.

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 West Australian Science Curriculum in 2017

History

Successful Outcomes

- Purchased resources to support the implementation of the History Curriculum

Future Directions

- Incorporate History into the implementation of Humanities and Social Sciences (HASS) Curriculum
- Explore surrounding environment for school based project
- Continue to involve children in ANZAC ceremony and other important days
- Continue to support Sharing a Hills Christmas.

Business Plan

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

Achievement Targets

TARGET 1

90% of the stable cohort to be at or Above the National Benchmark

TARGET ACHIEVED IN ALL AREAS/YEARS	YES ✓	NO
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TARGET 1				
<i>90% of the Year 3 and Year 5 Stable Cohort to be at or above the National Minimum Standard Benchmark in Numeracy, Reading and Writing</i>				
	Numeracy	Reading	Writing	
Year 3	95%	100%	100%	2016
	100%	97%	93%	2015
	100%	93%	96%	2014
Year 5	100%	100%	93%	2016
	100%	100%	100%	2015
	100%	94%	94%	2014

TARGET 2

Identified small groups of students gain the expected improvement + 20% in Reading (IEP focus)

TARGET ACHIEVED IN ALL YEARS	YES ✓	NO
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TARGET 2				
<i>IEP Students in Reading gain the expected improvement + 20%</i>				
	2014	2015	2016	Result
The results show the average improvement of the group above the Target				
Year 4	67%	76%	96%	Achieved and exceeded the Target
Year 5	43%	140%	68%	Achieved and exceeded the Target
Year 6	100%	41%	123%	Achieved and exceeded the Target
Year 7	80%	N/A	N/A	N/A
Program / Strategy extended to Year 3 in 2016				

TARGET 3

70% of the stable cohort to achieve a score of 50% or better on the end of year EMMTs or Maths Today Series (MTS) Maths Tests

TARGET ACHIEVED IN ALL YEARS	YES	NO 
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TARGET 3				
70% of Stable Cohort to achieve a score of 50% or better on end of year EMMTs				
Percentage of Students who achieved 50% or better				
	2014	2015	2016	Result for 2015
PP	94%	96%	98%	Achieved and exceeded the Target
Year 1	91%	92%	88%	Achieved and exceeded the Target
Year 2	81%	88%	75%	Achieved and exceeded the Target
Year 3	68%	55%	82%	Achieved and exceeded the Target
Year 4	90%	70%	85%	Achieved and exceeded the Target
Year 5	31%	85%	93%	Achieved and exceeded the Target
Year 6	35%	63%	69%	Close to achieving Target
All Students	70%	78%	84%	

TARGET 4

Pre Primary Stable Cohort to achieve the On Entry Targets in Literacy as per the On Entry Scale of 1 at PP

TARGET ACHIEVED IN ALL YEARS	YES	NO 
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TARGET 4
PP to Year 2 Stable Cohort to achieve the On Entry Targets of 1.0 in PP

It appears we achieved this Target in Numeracy based on the Term 1 Data.
We did not achieve this Target in Literacy
We may need to revise this Target to a more realistic one to include a %
i.e. 90% of the stable cohort to achieve the On Entry Target of 1.0 for PP at the end of the year.

TARGET 5

To maintain the high percentage of students at the developing and developed levels in the Fundamental Movement Skills of Overhand Throw, Two Handed Catch and Sprint from 2015

TARGET 5									
To maintain the combined % of students in Developing & Developed in comparison to previous years									
	Undeveloped	Developing	Developed	Undeveloped	Developing	Developed	Undeveloped	Developing	Developed
2016	OVERHAND THROW			CATCH-TWO HANDED			SPRINT RUN		
Yr 1 Average	10%	87%	3%	28%	69%	3%	6%	83%	11%
Yr 2 Average	2%	88%	10%	22%	70%	8%	2%	88%	10%
Yr 3 Average	3%	92%	5%	5%	65%	30%	3%	71%	26%
Yr 4 Average	14%	55%	31%	3%	59%	38%	0%	65%	35%
Yr 5 Average	8%	59%	33%	0%	37%	63%	0%	52%	48%
Yr 6 Average	4%	50%	46%	4%	21%	75%	4%	21%	75%
2016 Developing & Developed Combined %	<div>72%21%</div>			<div>54%36%</div>			<div>63%34%</div>		
	93%			90%			97%		
2015	<div>77%17%</div>			<div>48%40%</div>			<div>66%32%</div>		
	94%			88%			98%		
2014	<div>72%21%</div>			<div>45%42%</div>			<div>59%36%</div>		
	93%			87%			95%		
2013	<div>64%23%</div>			<div>59%33%</div>			<div>58%37%</div>		
	87%			92%			95%		
Achieved the Target in Throwing (Within 1% - below)									
Achieved the Target in Catching (Within 2% - above)									
Achieved the Target in Sprinting (Within 1% - below)									

TARGET ACHIEVED	YES	NO
Overhand Throwing	✓	
Catch - Two Handed	✓	
Sprint Running	✓	

TARGET 6

All students to receive at least 2 Good Behaviour Certificates a year.

**TARGET ACHIEVED
IN ALL YEARS**

YES



NO

TARGET 6			
<i>All students who are enrolled for three or more Terms to receive at least 2 Good Behaviour Certificates each Year</i>			
	2014	2015	2016
PP	97%	96%	52%
Yr 1	80%	76%	83%
Yr 2	81%	84%	83%
Yr 3	100%	100%	83%
Yr 4	75%	50%	90%
Yr 5	19%	16%	89%
Yr 6	38%	86%	93%

TARGET 7

Increase by 5% the level of parent response, 81 returns in 2014 for the Parent Satisfaction survey

**TARGET ACHIEVED
IN ALL YEARS**

YES



NO

TARGET 7	
<i>Increase by 5% the level of Parent Response in the Surveys</i>	
2012	79
2014	81
2016	122

Falls Road Primary P and C Association Report 2016

The P and C continued to be busy fundraising throughout 2016. We are very fortunate to have a very pro-active parent body who enjoy being able to participate in improving our School.

Events have included our popular twice a term Burger Days, Easter Hat Parade and Raffle, making burgers at the Kalamunda Show, a food stall at The Kalamunda Historical Society Open Day, Lap-a-Thon, Mother's Day and Father's Day Stalls and the Quiz Night (which is a biennial event).

On Friday 4th November 2016 the Moonlight Hall was transformed in to a Music and Movie themed area for our Quiz Night. All ticket holders were encouraged to dress up as a pop star or movie star for the evening. We had a wide range of different themes including the Pink Ladies from Grease and a table of people dressed as characters from the Rocky Horror Show (some were more revealing than others). Prizes were given out for best dressed table, best dressed male and female character. We were very lucky to have the support of local businesses who yet again donated goods for us to use as prizes.

With the money raised throughout 2016 we managed to fund the following:

- Continued support of the Athletics and Reading Eggs subscriptions for all students
- Lexile Reading System for the senior students
- Lockable Noticeboard
- Heatlie Barbecue
- Kindy and Pre Primary Water Play area
- Teacher 'wish lists' including xylophones and metallophones, science equipment and reading books
- Kindy and Pre Primary Nature Play Area

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

Thank you again for all the support provided throughout the year from so many people within and outside of our School Community. This continued support from everyone is very much appreciated and valued.

Catrina Thin

P and C President 2016.

Board Report by Board Chair

The Falls Road Primary IPS Annual Report provides another opportunity for the School Board to communicate our role and activities to the School community and wider community outside the School.

During 2016, 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 2017, the date of which will be communicated via the School Newsletter and website.

The School Board Annual General Meeting (AGM) was held on 4 April 2016. One of the main outcomes from the AGM was to hold the election process for the various Board positions. As a result of this, the members of the Board for 2016 comprised of:

- **Staff Representatives:** David Ingle, Simon Docherty, Sharon McCarthy (Minute Secretary)
- **Parent Representatives:** Emma Stone, David Harrison and Iain Thin (Chair)
- **Community Representatives:** Emma Stone and Leanne Rowe

One of the key roles that the School Board undertakes is understanding and reviewing the School finances as the year progresses. The financial position of the School was presented and discussed during each Board meeting in 2016 by David Ingle through the Comparative and One Line Budgets. Similar to the previous year in 2015, the budgets presented during 2016 showed that the School continued to operate in a financially healthy position throughout the year. This is a direct reflection of how well the budgets have continued to be managed by Brenda Martin, David Ingle and Simon Docherty. This has again ensured that the sustainability of the various School Programs have been maintained.

The progress of fulfilling the Operational Plan during the year has also been another area of focus for the School Board in 2016. Similar to the regular updates and discussions that the Board had over the financial position of the School, the status of the working Operational Plan was also regularly presented and discussed during each Board meeting throughout the year. The School again performed well during the year in terms of progressively achieving the various strategies in the different curriculum areas that were documented in the Plan. At the end of 2016, the Board was pleased to see that the majority of the strategies had been successfully fulfilled in the required period of time. Importantly, and as a direct consequence of this, the Focus areas and corresponding Strategies as detailed in the 2014-2016 Business Plan had also been achieved.

As we move into 2017, the School Board will be reviewing the 2017-2019 Business Plan which David Ingle and Simon Docherty have been developing. Once endorsed by the Board, this 3 year Business Plan will then provide the necessary guidance from which to establish and shape the ongoing Operational Plans over the next coming years.

During 2016, the Department of Education Services undertook reviews of Independent Public Schools. For our School, this took place during 19-20 October 2016, and followed a Self-Review assessment which was completed in late September 2016. The School Board greatly appreciates and acknowledges the collective contributions and efforts that David Ingle and his entire staff (teaching, support and auxiliary) provided beforehand and during the independent review process. Special mention is made to Mrs Erin Burns for her considerable achievements in putting together the supporting documents into a meaningful presentation of facts that took a significant effort, all of which was submitted prior to the independent review. This too was greatly acknowledged and appreciated by the Board.

With the completion of the review, the School received a comprehensive report in December 2016 from the Department of Education Services which detailed several recommendations. These recommendations have been taken on board by the School, with David Ingle and Simon Docherty already in the process of implementing the necessary steps and actions to fulfil the details associated with each of the recommendations in a timely manner. In addition to the recommendations, the School also received several commendations, which is a significant achievement. The excellent resultant outcome from the independent review that the School received would not have been possible, I believe, without the collaborative contributions and efforts from the dedicated School staff.

Members of the School community may well have seen the recent article in the West Australian (published on 8 March 2017) in which Falls Road Primary School was acknowledged by the Australian Curriculum Assessment and Reporting Authority (ACARA). ACARA has recognised the NAPLAN achievements of our School from Year 3 to Year 5, *“joining the ranks of Australia’s most improved schools”* – 400 of 9500 Australian schools (4.2%) identified as ‘high gain’. This is a tremendous achievement and is a clear reflection of the hard work and dedication from David Ingle, Simon Docherty and the entire Staff. It also reinforces the outcomes from the independent review as mentioned earlier.

Having been privileged to attend various School events during the 2016 (with events held both internal and external of the School premises), it has been incredibly pleasing to see how well behaved and respectful the students have consistently been towards fellow students, staff and parents. This reflects very well on the students and their beliefs in the values that the School teaches.

Finally, with the conclusion of 2016, it was again felt that the Board has 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.

Dr Iain Thin
Board Chair 2016

Conclusion

The 201 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 2016 and we have many reasons to believe 2017 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 2016 and we welcome any feedback that will assist in the further development of Falls Road Primary Independent Public School.

David Ingle
Principal