



# Falls Road Primary Independent Public School



Department of  
Education

## 2017 ANNUAL REPORT

### Principal's Report

2017 has been another wonderful year with achievements across a variety of areas and some notable highlights.

This is due to a combination of inputs, including 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 2017 - 2019. It encapsulates the information provided to the Board at the end of 2017 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, 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.

The progress and achievement quadrant graph shows that the improvement / gain made by our students from Year 3 to Year 5 in (NAPLAN) reveals that academically Falls Road continues to achieve in the high progress and high achievement quadrant.

## **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 2017 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 the Perth Concert Hall. This was another amazing performance by our students particularly the solo rendition by one of our students.

## **Fundamental Movement Skills:**

In 2017, 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 2018.

## **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 Moonlight Markets which was an outstanding success, raising over \$26,000 in one evening and along with other fundraising activities enabled the P & C to raise over \$38,000 for the year. This is a fantastic effort for our small school and our P & C President Mrs Rando and her fantastic group can be justifiably proud of their efforts in 2017.

**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 2017 Literacy Pro continued to be funded by the P&C. The program built on the wonderful start in 2016 and it has provided students with an opportunity to independently monitor their reading progress. 450 books have been purchased by the P&C and the school had a range of books which were also on the Literacy Pro list. We now have over 1660 books and this resource is definitely promoting and encouraging immersion in independent student reading.

With students having the option to choose their own texts, they are taking a greater interest in their reading and they are reading 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.

The school and P & C have committed to continue to resource the program by purchasing additional books each year.

**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 Profile**

### **SCHOOL STAFF**

Falls Road Primary is a very experienced teaching staff with 20 teachers, 11 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 - 2017	21
Teaching staff retained from previous year	20
<b>Staff Retention Rate</b>	<b>95%</b>

### **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 2017 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 \$7072 and non-teaching was \$1467.

Overall expenditure was \$8539.

## Building and Grounds

In 2017 we painted the interior of the Junior and Senior Blocks. We also converted Room 1 from the T&E & Science Room to a classroom

We demolished the old shade house and built a new one on the far side of the potting shelter. This area has been cleared in preparation for the installation of the transportable building to provide an area for Science and T&E. The timeline for the installation of this building has been pushed back to the end of Term 1, 2018.

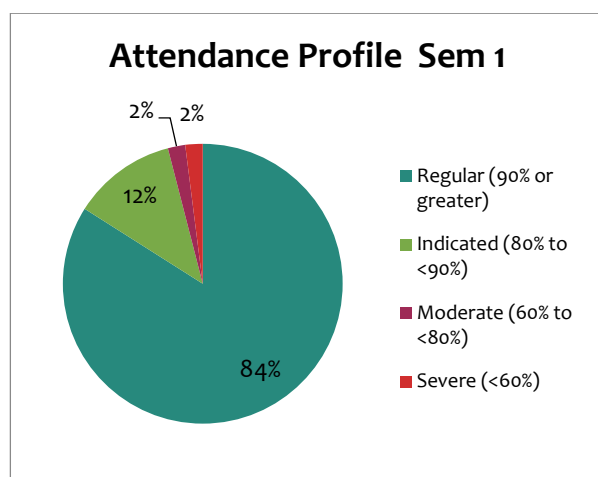
## Student Attendance

### School Attendance Target for 2017:

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

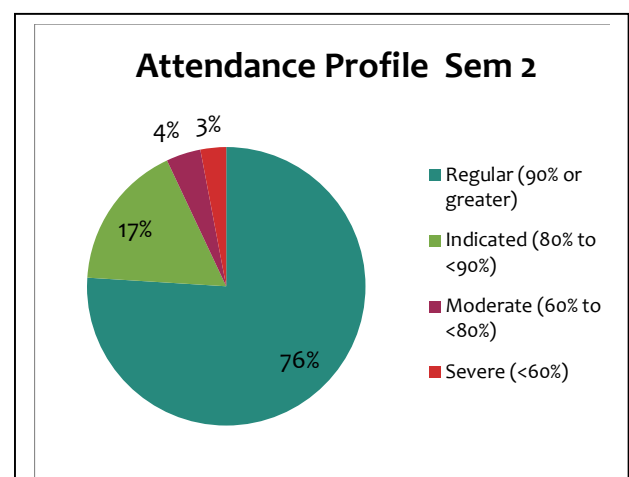
We achieved this Target however, our regular attendance in Semester 2 reduced, which was due to some families taking extended holidays.

### Semester One 2017



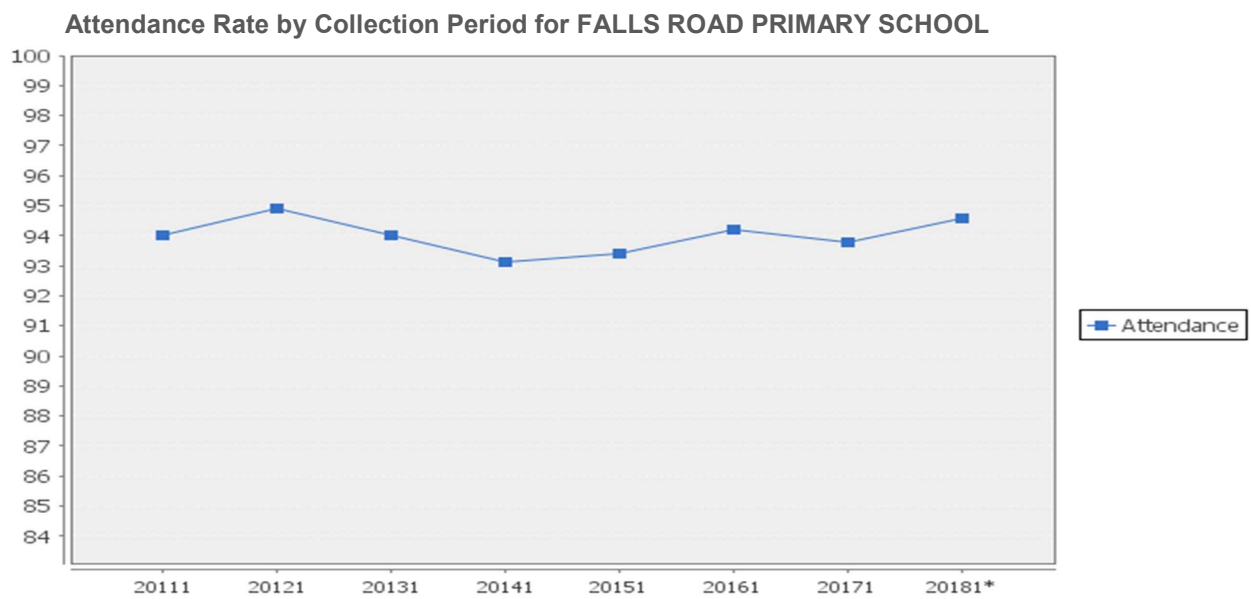
Moderately at Risk 2% Severely at Risk 2%

### Semester Two 2017



Moderately at Risk 4% Severely at Risk 3%

Our efforts over the year were successful with both categories below the Target.



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

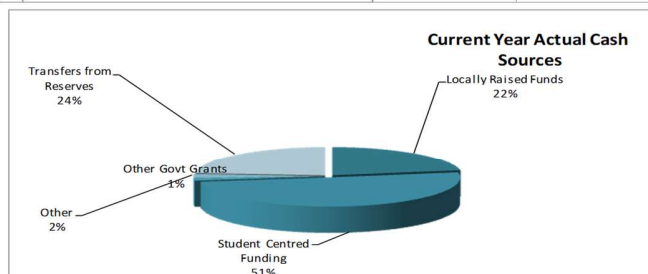
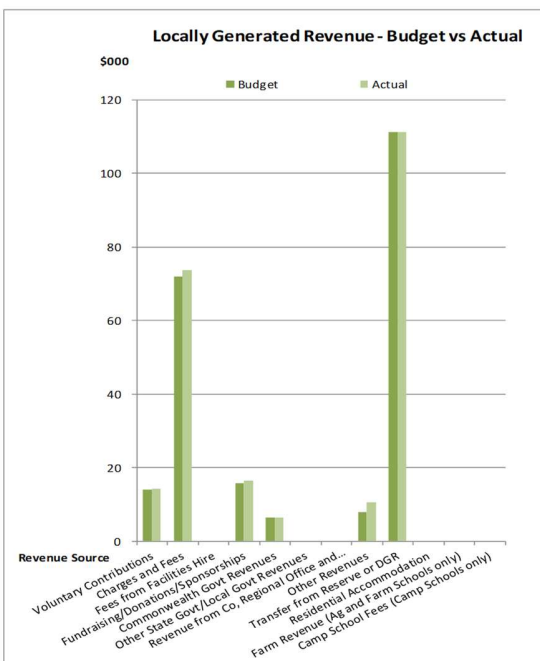
# Budget and Finance

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.

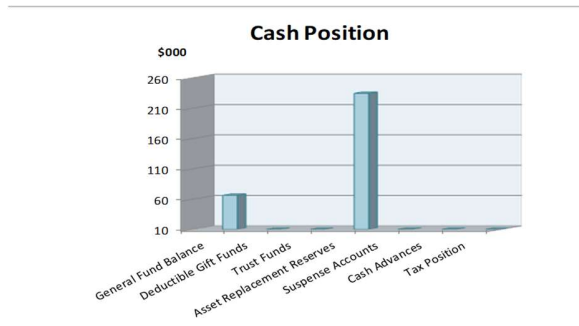
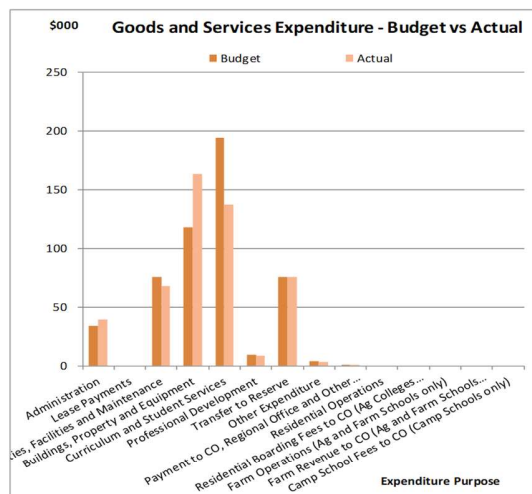


## Falls Road Primary School Financial Summary as at 31st December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 14,022.45	\$ 14,172.45
2 Charges and Fees	\$ 71,952.06	\$ 73,636.81
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 15,834.00	\$ 16,384.00
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	\$ -	\$ -
8 Other Revenues	\$ 7,845.95	\$ 10,566.82
9 Transfer from Reserve or DGR	\$ 111,380.13	\$ 111,380.13
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 227,534.59</b>	<b>\$ 232,640.21</b>
<b>Opening Balance</b>	<b>\$ 91,147.00</b>	<b>\$ 91,147.00</b>
<b>Student Centred Funding</b>	<b>\$ 196,500.00</b>	<b>\$ 236,500.00</b>
<b>Total Cash Funds Available</b>	<b>\$ 515,181.59</b>	<b>\$ 560,287.21</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 515,181.59</b>	<b>\$ 560,287.21</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 33,505.42	\$ 39,223.80
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 75,691.38	\$ 67,481.16
4 Buildings, Property and Equipment	\$ 117,883.67	\$ 163,031.62
5 Curriculum and Student Services	\$ 194,212.37	\$ 136,758.69
6 Professional Development	\$ 9,090.39	\$ 8,739.30
7 Transfer to Reserve	\$ 75,500.00	\$ 75,500.00
8 Other Expenditure	\$ 3,645.48	\$ 2,934.10
9 Payment to CO, Regional Office and Other Schools	\$ 520.00	\$ 473.64
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 510,048.71</b>	<b>\$ 494,142.31</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 510,048.71</b>	<b>\$ 494,142.31</b>
<b>Cash Budget Variance</b>	<b>\$ 5,132.88</b>	<b>\$ -</b>

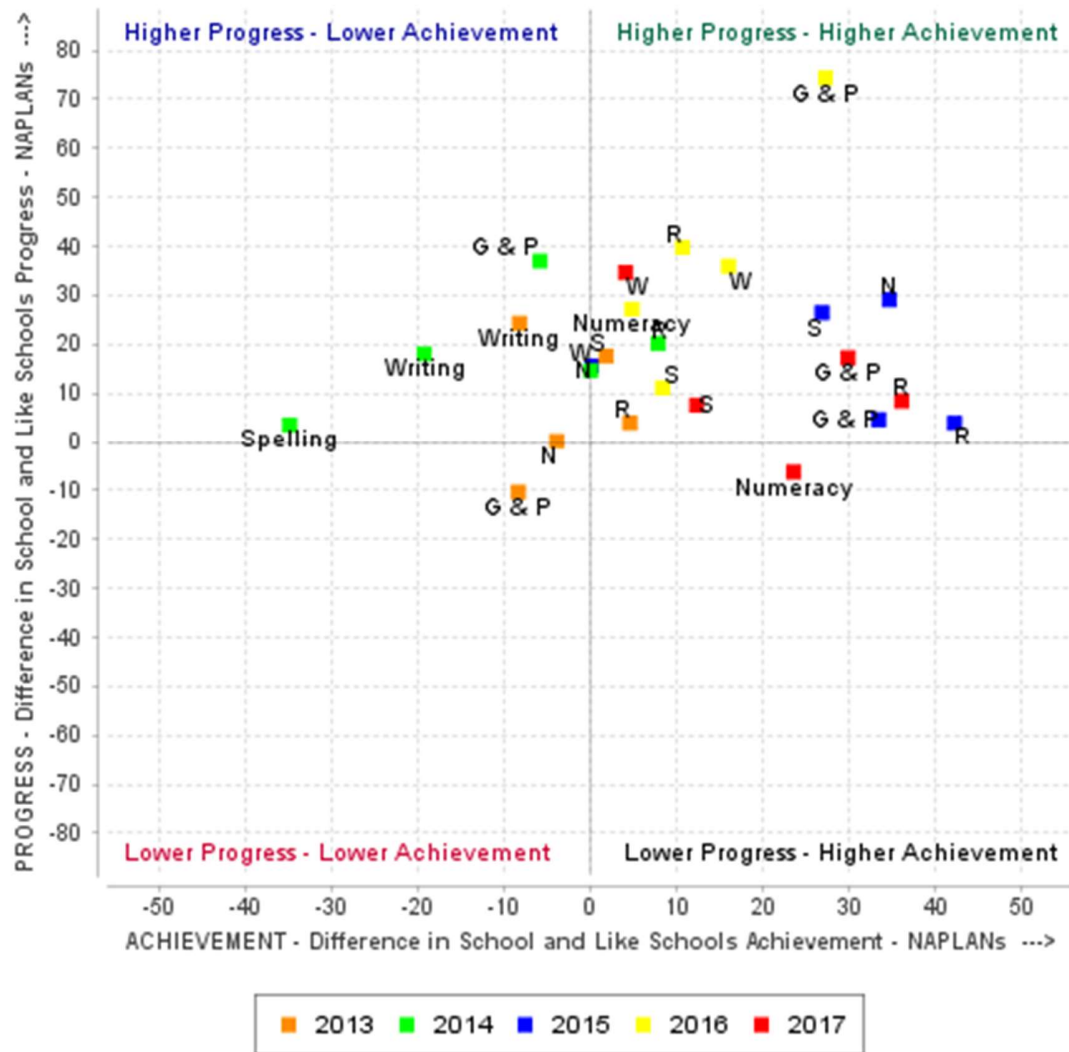


<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 296,805.14</b>
Made up of:	
1 General Fund Balance	\$ 66,144.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 234,367.29
5 Suspense Accounts	\$ 4,237.95
6 Cash Advances	\$ -
7 Tax Position	\$ 7,945.00
<b>Total Bank Balance</b>	<b>\$ 296,805.14</b>

## Student Performance

### Student Progress and Achievement Compared with Like Schools

#### NAPLAN Year 3 to Year 5 Longitudinal



## Value Adding

The pleasing aspect 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 Perth Concert 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 STIRK Fest and 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 2017 indicates that students are maintaining the high levels of 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 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

- Embedded 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 2018
- Use NAPLAN Planners to direct planning and teaching, (2018Term 1, Years 3, 4, 5 & 6)
- Spelling is a Priority for 2018
- 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 of 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 expansion of Literacy Pro resources for this 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, added to resources in alphabetical order at the rear of the Library and conducted audit of resources
- Used 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)
- Organised Problem Solving Day of activities with classes rotating through. Parents were welcome to attend

### 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 2018 – 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 Mathematics 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

## Science

### Successful Outcomes

- Teacher with a Specialist Science background supported staff in delivery of Science Curriculum
- 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 additional Science resources to further student learning

### 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 2018

## 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.

# Geography

## Successful Outcomes

- Purchased resources to support the implementation of the Geography Curriculum

## Future Directions

- Incorporate Geography into the implementation of the Humanities and Social Sciences (HASS) Curriculum
- Explore surrounding environment for school based project

## Business Plan - Achievement Targets

The following information was presented to the School Board. It provides a summary of the progress against the Targets in our 2017 – 2019 Business Plan.

**Target achieved  
in 5 of the 6 areas / years**

<b>TARGET 1</b>				
<b>95% of the Year 3 and Year 5 Stable Cohort to be at or above the National Minimum Standard Benchmark in Numeracy, Reading and Writing</b>				
	<b>Numeracy</b>	<b>Reading</b>	<b>Writing</b>	
<b>Year 3</b>	97%	88%	100%	2017
	97%	100%	100%	2016
	100%	97%	93%	2015
<b>Year 5</b>	100%	100%	100%	2017
	100%	100%	93%	2016
	100%	100%	100%	2015

*We have identified the students in Year 3 and they will be included in the Intensive Reading Focus Groups in Year 4 in 2018 which has an established record of improving students' reading comprehension, see Target 4.*

## TARGET 2

The average improvement of the Year 4 and Year 6 stable cohort to exceed the predicted gain in off year NAPLAN Tests in Numeracy, Reading and Writing

**Achieved and exceeded the Target for Numeracy and Reading and close in Writing**

		Numeracy	Reading	Writing	
Yr 4	Expected	45 Points	38 Points	27 Points	2017
	Achieved	76 Points	65 Points	25 Points	
Yr 6	Expected	28 Points	19 Points	20 Points	2017
	Achieved	29 Points	30 Points	19 Points	

*Writing is a continued priority and we will continue with the Seven Steps to Writing approach which is having a positive impact in the results in Year 3 and Year 5. The results in Year 4 & Year 6 have historically been lower than in Year 3 and Year 5. We surmise that the students know it is not the real NAPLAN and don't treat it as seriously. We will continue to impress upon the students the need to do their best and include the results in a longitudinal table to parents each year. Even though we didn't achieve the Target in Writing, we are close.*

Target achieved  
IN 4 of the 7 YEARS

### TARGET 3

**70% of Stable Cohort to achieve a score of 50% or better on end of year MTS**

**Percentage of Students who achieved 50% or better**

	2015	2016	2017	Result for 2017
PP	96%	98%	79%	Achieved and exceeded the Target
Year 1	92%	88%	89%	Achieved and exceeded the Target
Year 2	88%	75%	72%	Achieved and exceeded the Target
Year 3	55%	82%	74%	Achieved and exceeded the Target
Year 4	70%	85%	64%	Did not achieve the Target
Year 5	85%	93%	62%	Did not achieve the Target
Year 6	63%	69%	32%	Did not achieve the Target
All Students	78%	84%	67%	

The results in Year 4 to Year 6 are lower than the cohorts achieved in their previous year in 2016. The curriculum does get harder however we will be conducting further analysis of the progress of students from their Term 1 to Term 4 tests and discussing this with teachers to try and identify why this has occurred.

Target achieved in all  
years

### TARGET 4

**Individual Education Plan(IEP) students in reading gain the expected improvement + 20%**

	2015	2016	2017	Result
The results show the average improvement of the group above the Target				
Year 4	76%	96%	86%	Achieved and exceeded the Target
Year 5	70%	68%	60%	Achieved and exceeded the Target
Year 6	41%	62%	50%	Achieved and exceeded the Target

These students made very pleasing gains. They made the expected improvement plus, 86% in Year 4, plus 60% in Year 5 and plus 50% in Year 6. The intensive Reading Intervention facilitated by our trained Education Assistant continues to have very impressive results.

Target achieved in all years

## TARGET 5

80% of students in Kindergarten to achieve the Diana Rigg Literacy Checkpoints for their Year level.

	2017			
Kindy	74%			Close to achieving the Target
PP Rm 3	86%			Achieved and exceeded the Target
PP Rm 4	92%			Achieved and exceeded the Target
Yr 1 Rm 9	86%			Achieved and exceeded the Target
Yr 1 Rm 10	90%			Achieved and exceeded the Target
Yr 2 Rm 11	81%			Achieved and exceeded the Target
Yr 2 Rm 12	84%			Achieved and exceeded the Target
All Students	85%			Achieved and exceeded the Target

One of the Kindy groups was not as strong as the other and this brought the average down to just under the Target. The rest of the Year levels achieved the Target. Suggested to the Board to change the Target to "The average achievement of students in K to Year 2 to be above 80% for the Diana Rigg Literacy Checkpoints for their Year level." We will implement this for 2018.

Target achieved across the school

## TARGET 6

To maintain the combined % of students in Developing & Developed in comparison to previous years

	Undeveloped	Developing	Developed	Undeveloped	Developing	Developed	Undeveloped	Developing	Developed
2017	OVERHAND THROW			CATCH-TWO HANDED			SPRINT RUN		
Yr 1 Average	11%	89%	0%	18%	77%	5%	3%	88%	9%
Yr 2 Average	12%	84%	5%	21%	67%	12%	7%	68%	25%
Yr 3 Average	5%	71%	24%	3%	60%	37%	0%	57%	43%
Yr 4 Average	3%	69%	28%	0%	51%	49%	0%	58%	42%
Yr 5 Average	4%	46%	50%	0%	28%	72%	0%	64%	36%
Yr 6 Average	3%	58%	39%	3%	3%	94%	0%	39%	61%
		Developing	Developed		Developing	Developed		Developing	Developed
2017 Combined %		70%	24%		48%	45%		62%	36%
		94%			93%			98%	
2016		72%	21%		54%	36%		63%	34%
		93%			90%			97%	
2015		77%	17%		48%	40%		66%	32%
		94%			88%			98%	

We achieved the Target in Throwing (Within 1% - above), in Catching (Within 3% - above) and in Sprinting (Within 1% - above). The Board suggested rewording the Target to: "The combined percentage of students to be above 90% in developing and developed in each of the Fundamental Movement Skills. We will implement this for 2018.

We achieved the Target in 9 of the 12 areas

## TARGET 7

To achieve a 90% alignment between a student's grade and their NAPLAN score

Semester 1	Maths			Reading			Writing		
	WAPSM	SD %	School	WAPSM	SD %	School	WAPSM	SD %	School
Year 3	63%	10%	67%	61%	11%	75%	47%	13%	33%
Year 5	65%	9%	36%	64%	9%	62%	64%	9%	57%
Semester 2	Maths			Reading			Writing		
	WAPSM	SD %	School	WAPSM	SD %	School	WAPSM	SD %	School
Year 3	66%	10%	60%	67%	10%	74%	55%	12%	52%
Year 5	64%	10%	63%	68%	10%	80%	64%	10%	41%

*The WA Public School Mean (WAPSM) is the average of students where the NAPLAN result aligns with the teacher's grade allocation*

*We will need to adjust this Target to a more realistic one which aligns with the WAPSM %. i.e. Teacher's grades to be within one standard deviation (expressed as a %) of the WAPSM*

*Using this as a Target, we have achieved it in 7 and exceeded it in 2 of the 12 areas.*

Target achieved across the school

## TARGET 8

90% of parents actively participate in at least one school event / activity throughout the year

2017

Q1	Met with Teachers	96%
Q4	Helped out at school	83%
Q5	Helped with fundraising	91%
Q6	Visited the school	100%
Q7	Participated in an event	98%
Average		94%

*We achieved this Target with many parents being involved in multiple activities at the school throughout the course of the Year.*

Target achieved across  
the school

TARGET 9			
95% of students who are enrolled for three or more Terms to receive at least 2 Good Behaviour Certificates each Year			
	2015	2016	2017
PP	96%	52%	96%
Yr 1	76%	83%	100%
Yr 2	84%	83%	100%
Yr 3	100%	83%	92%
Yr 4	50%	90%	83%
Yr 5	16%	89%	96%
Yr 6	86%	93%	82%
Average	60%	82%	95%

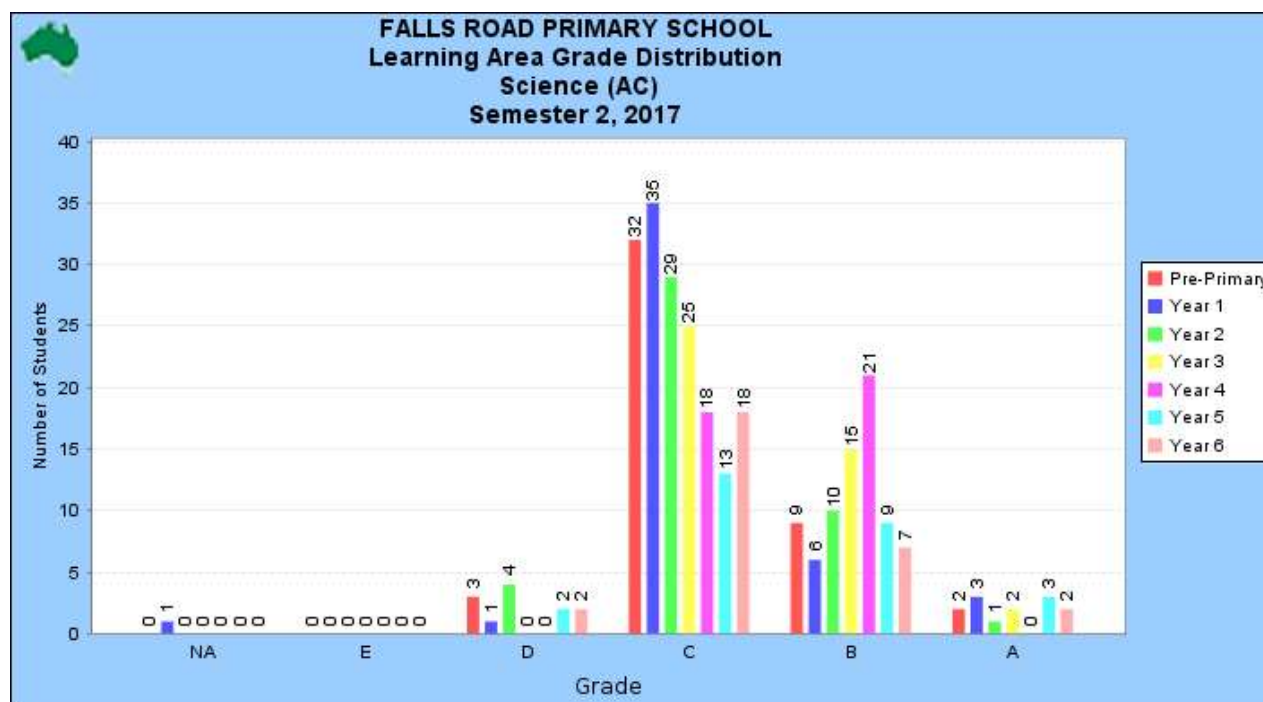
Our increased focus and improved recording system proved to be far more accurate and provided a truer indication of the behavior level of students over the year.

## Grade allocation by Year level for Semester Two 2017

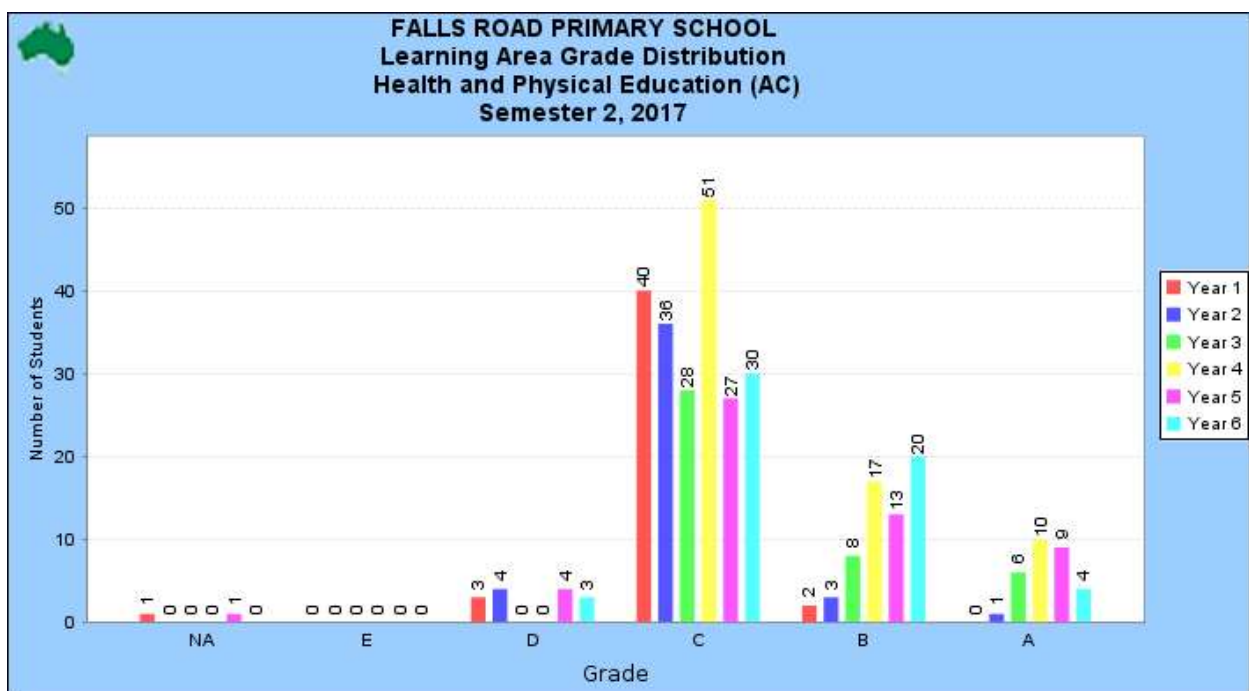
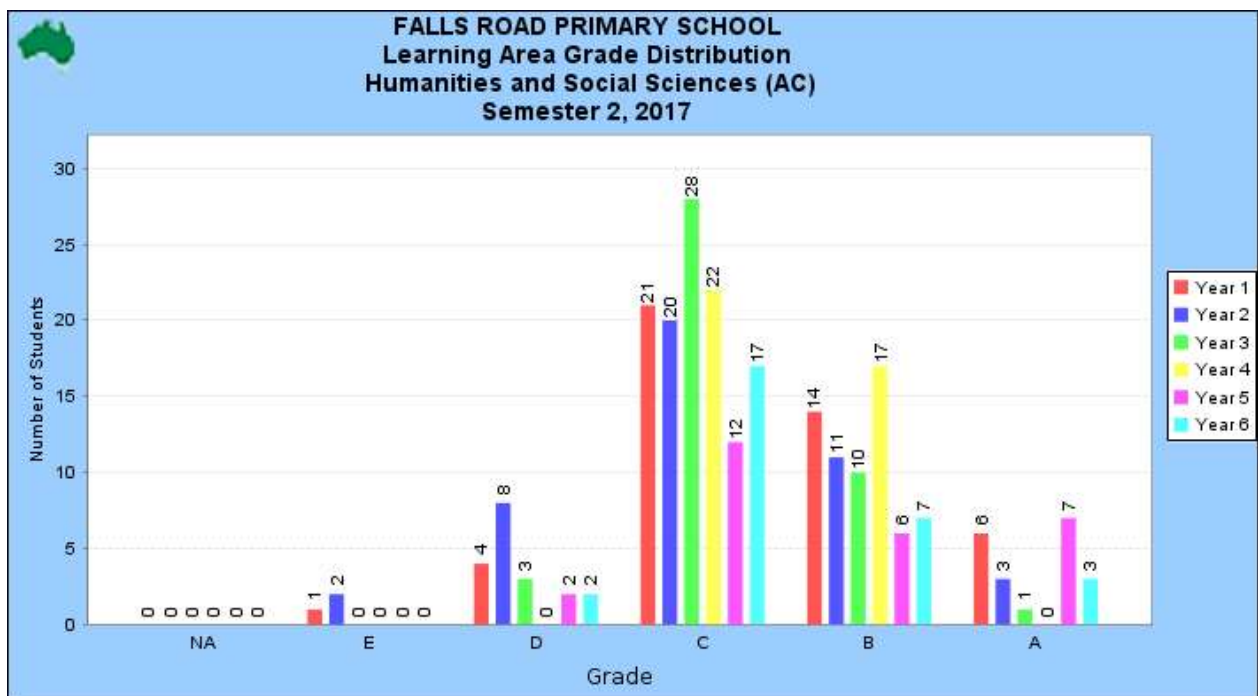
One of the recommendations from the Independent Review conducted in 2016 was that:

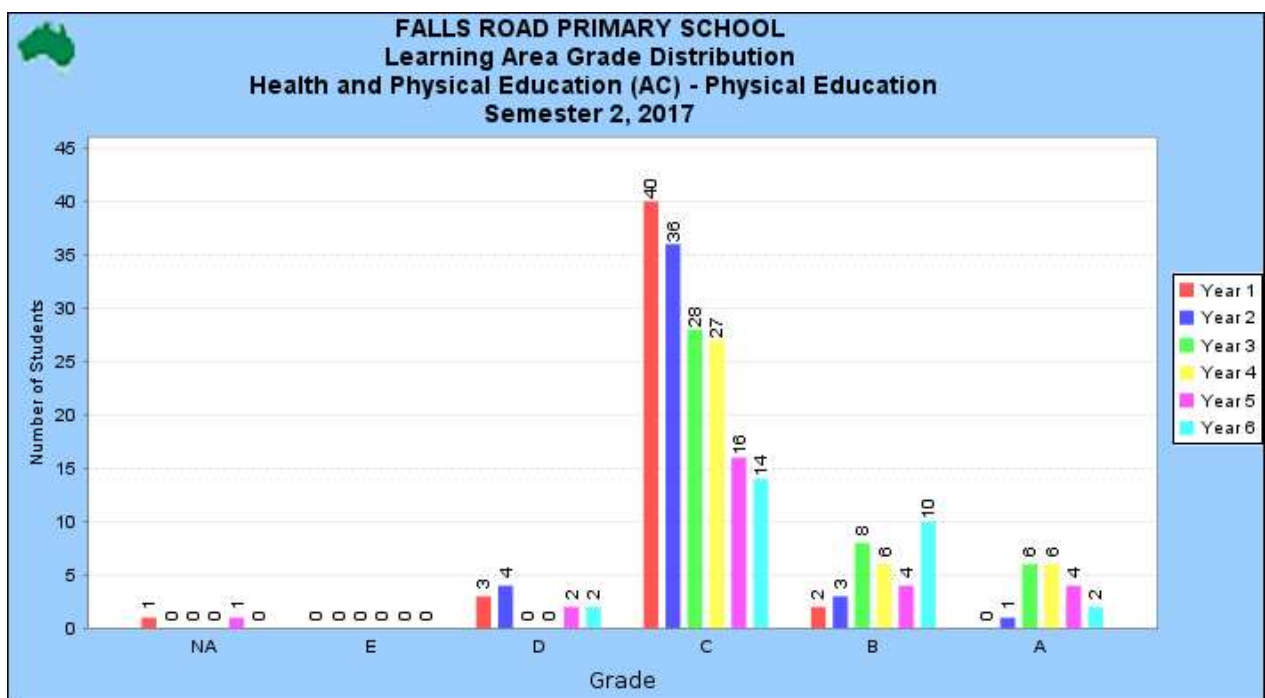
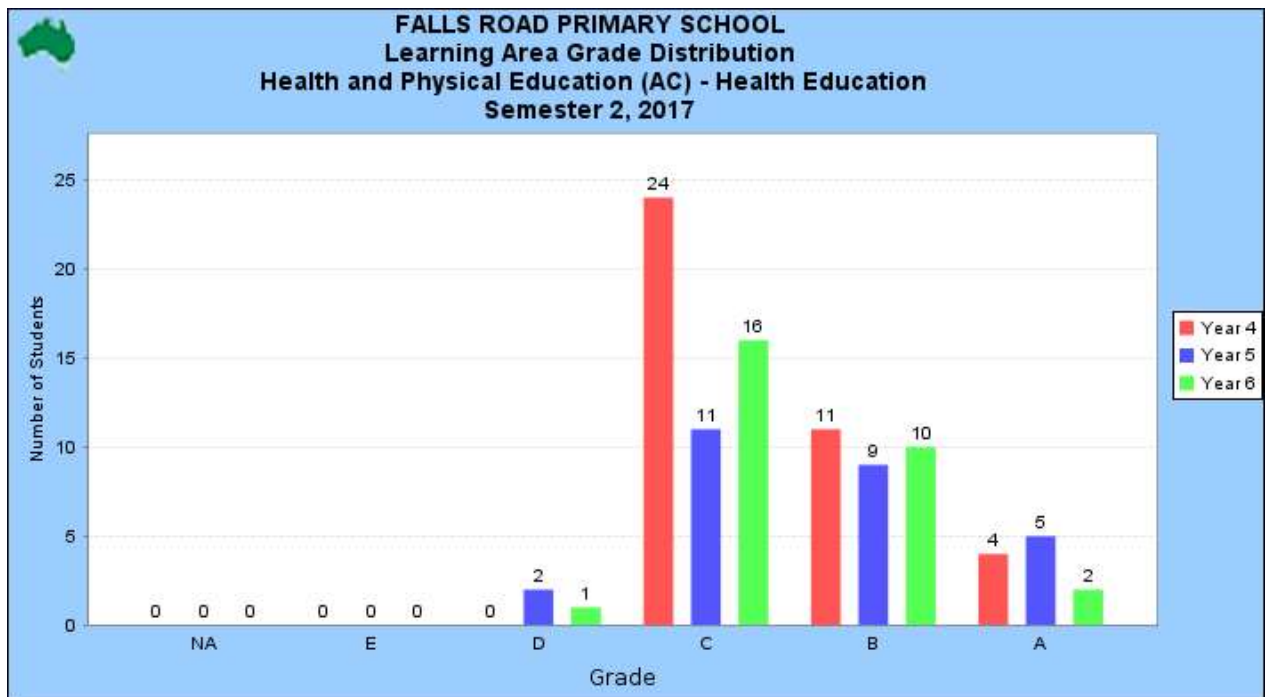
“The Board seek data on student performance in areas other than the immediate foci of the business plan to enable members to maintain critical oversight on a whole of school level.”

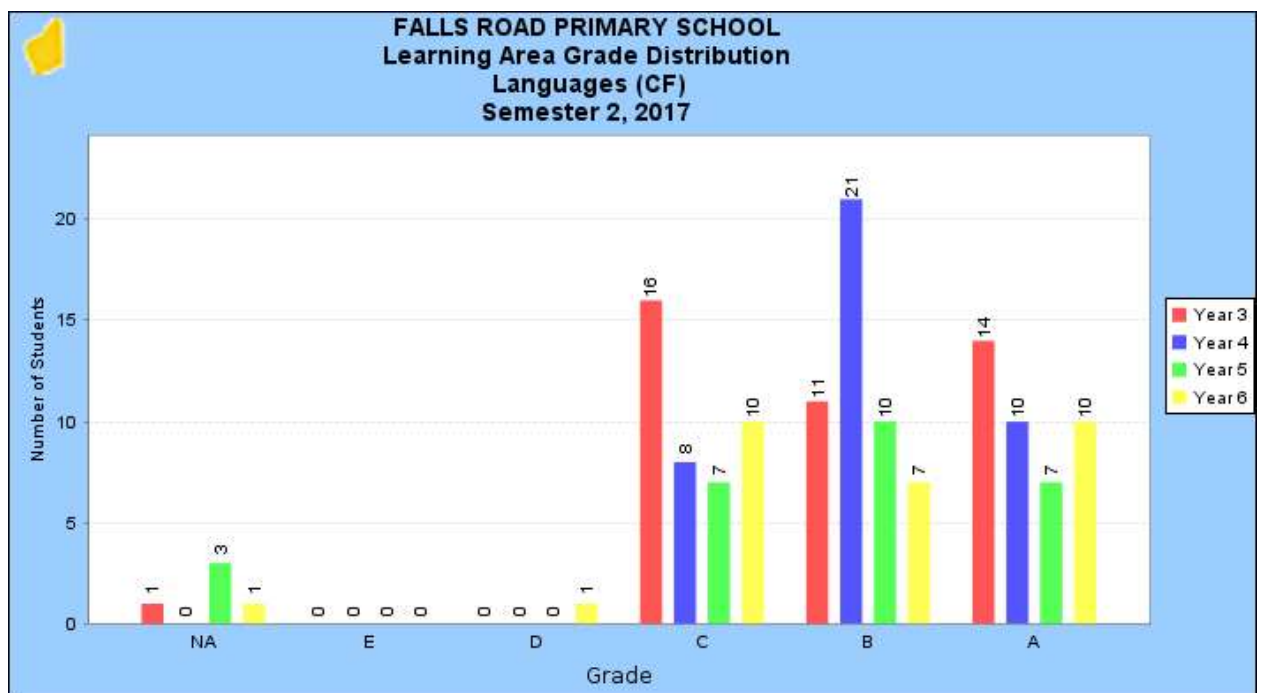
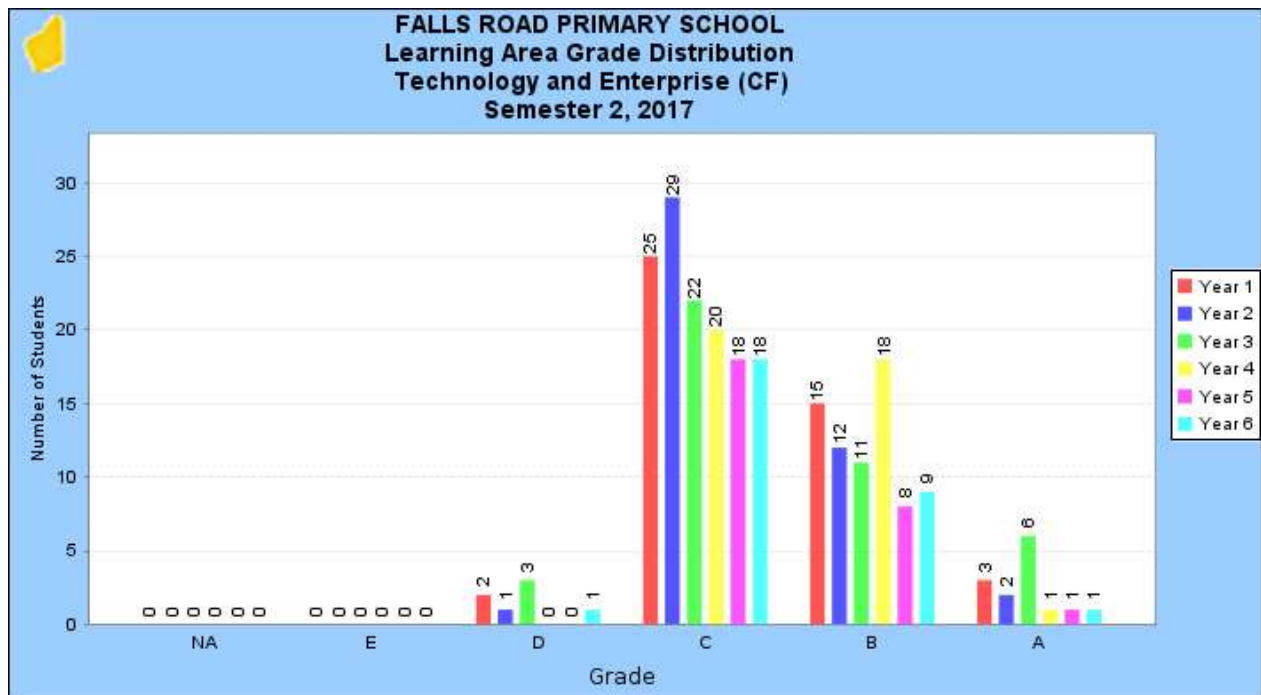
Discussions with the Board led to a consensus that graphs of grades which showed student achievement across other curriculum areas apart from English and Mathematics would be beneficial. The following set of graphs show the distribution of grades allocated by teachers in Semester Two, 2017.

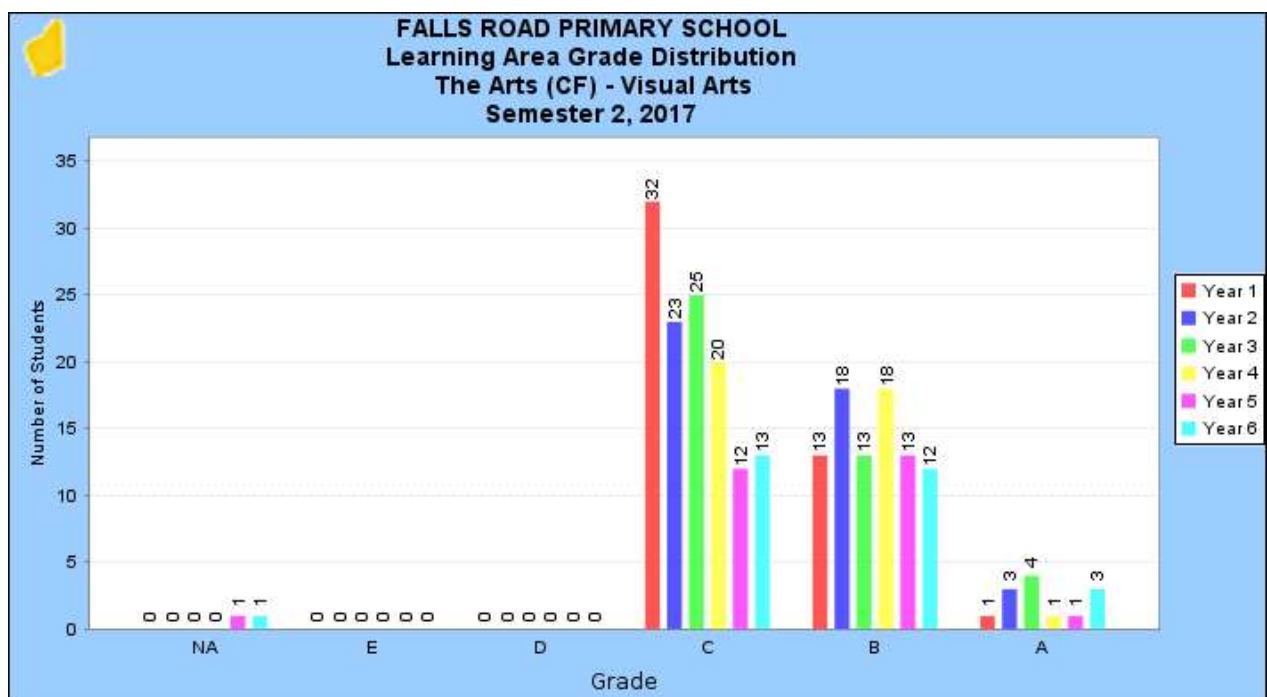
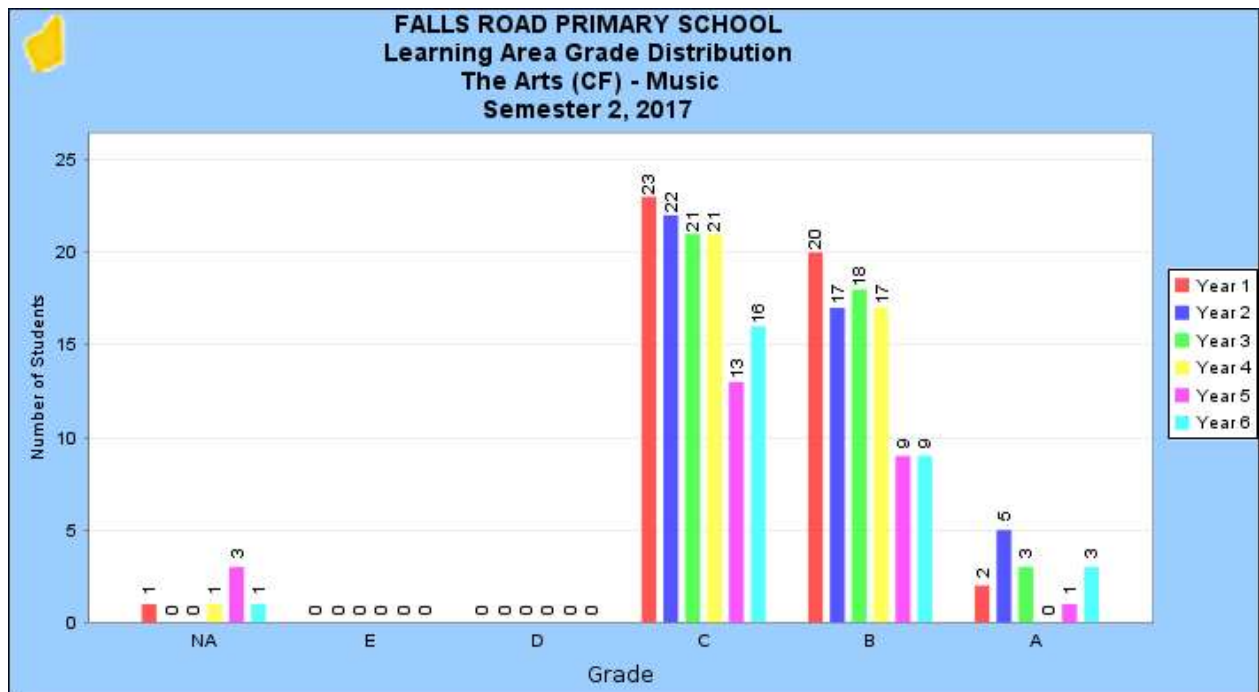












# Falls Road Primary P and C Association Report 2017

2017 was a big year for Falls Road Primary School and the P and C. The P and C Association underwent a transformation, with several new active members joining.

2017 was the year of our biannual Moonlight Markets. On the 3<sup>rd</sup> of November, the entire school was transformed into a markets and fairground. There were stalls selling food, drinks, home-made goodies and books, as well as the famous “white elephant stall”, which sold everything including the kitchen sink! We also had activities for young and old with Camel rides, reptiles, the Scouts’ rope bridge, the Haunted House, face painting and more.

The markets coordinator was performing the role for the very first time and she did an amazing job. Considerable efforts were made by many school community members in to making the markets an enormous success, both financially and also for the community as a fun, family friendly event.

Other events for the year included Burger Days, the Easter Hat Parade and Raffle, Mother’s Day and Father’s Day Stalls, the stall at the sports carnival and movie days.

In 2017 the P and C also produced a Falls Road Families cook book, full of delicious recipes donated by Falls Road Families, copies of which were sold at the Moonlight Markets.

During 2017 the P and C supported the following:

- Continued support of the Mathletics and Literacy Planet subscriptions for all students
- Medals and ribbons for sports and swimming carnivals
- Assisting the school in the acquisition of a demountable classroom, to accommodate the increased numbers at the school. That classroom is expected in term 2, 2018.

P and C meetings continue to be held twice a term on Monday evenings in Week 3 and Week 8. New members are always more than welcome. In 2017, the P and C was a team of busy individuals, who donated their time and efforts for the benefit of all the children at Falls Road Primary School. We have also been continually supported by others at the school and in the community, and for that support, the P and C continues to be extremely grateful.

Vanessa Rando

P and C President, 2017.





## Board Report by Board Chair

The 2017 Falls Road Primary IPS Annual Report provides an opportunity for the School Board to communicate its role and activities to the School community, and the wider community outside the School. It is worth mentioning here what the actual purpose of the School Board is as a re-fresher to existing parents, and to those new parents who have joined the School this year who may be unfamiliar with our role and function, as well as the valued community that surrounds the School:

*“The fundamental purpose of the Board is to enable parents and members of the Community to engage in activities that are in the best interests of students and will enhance the education provided by the School”.*

The functions of the School Board are set out and provided in Section 128 of the Western Australian School Education Act 1999 (it should be noted that the Act refers to the School Board as the School Council).

While it has always been the School Board’s intention to hold a Board meeting during each of the four school terms, for 2017 we were only able to hold three meetings due to availability issues with the Board members (the meetings took place on 21 March 2017, 20 June 2017 and 22 November 2017). The School Board will again have an open meeting for parents and the community to attend during 2018. The date for this will be communicated via the School Newsletter and website once it has been agreed upon by the Board.

The School Board Annual General Meeting (AGM) held on 21 March 2017 was open to the general public. During this meeting the election process for the various Board positions was completed. The results of this process established the members of the Board for 2017, which remained unchanged from 2016 and comprised of:

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

During 2017, the School Board progressively reviewed the School finances, with the financial position presented and discussed during each Board meeting by David Ingle and Simon Docherty through the Comparative and One Line Budgets. A very pleasing aspect for the Board is that the School continues to operate in a financially healthy position – this is a position that the School has maintained over many years now, and is a reflection on the efficient and effective management of the budgets by Brenda Martin, David Ingle and Simon Docherty. Importantly, this continues to ensure that the sustainability of the various School Programs are being maintained.

The School Board reviewed the 2017-2019 Business Plan that had been developed by David Ingle and Simon Docherty. This important document was subsequently endorsed by the Board and has resulted in a shift from previous Business Plans with an improved layout that is felt to be more focused and concise in the presentation of its content. With the approved three-year Business Plan, the School had the necessary and relevant guidance from which it established the Operational Plans for 2017 (as well establishing the future Operational Plans for 2018 and 2019).

The status of the working Operational Plans for 2017 was presented and discussed during each Board meeting throughout the year. The School once again performed well during the year in terms of progressively working through the various strategies in the different curriculum areas, as documented in the Plan. During the final Board Meeting of 2017, the Board was pleased to see that during the first year of the current 2017-2019 Business Plan, there has already been significant progress made on the various components that make up the documented Strategies. As we move into 2018, the School Board will continue to monitor and review the updated Operational Plan to ensure the Focus areas and corresponding Strategies will be achieved and fulfilled in the required time frame as detailed in the 2017-2019 Business Plan – ensuring there is a continuous link between the Business Plan and ongoing Operational Plans.

During 2017, the School Board has been kept up to date with the progress of fulfilling the four documented 'Areas for Improvement'. This was the result of the Department of Education Services review of Independent Public Schools, which for Falls Road IPS occurred in October 2016:

- The Board to seek data on student performance in areas other than the immediate foci of the Business Plan to enable members to maintain critical oversight on a whole-of-school level.
- The Principal to investigate and implement processes to provide staff with opportunities for collaborative assessment moderation in order to achieve a closer alignment between NAPLAN achievement and teacher judgements.
- The leadership team to instigate a method of ensuring regular staff participation in child protection training including the mandatory reporting of child sexual abuse (teachers) with records maintained to monitor participation and currency.
- The Principal ensures the teaching of protective behaviours is incorporated by classroom teachers in the implementation of the curriculum.

The Board have been pleased with the progress of the associated work, with these points having been fully addressed and completed or the work continues in order to fulfill them.

Similar to 2016, I have been privileged to attend many School events during 2017, and again it has been incredibly pleasing to witness how well behaved and respectful the students have consistently been towards fellow students, staff and parents. Indeed, this has also been the case when the students have represented the School at external events – this is something that makes me immensely proud to be associated with the School. This is a huge, positive reflection on the students and their behavior, as well as their beliefs in the important values that the School teaches – this is a significant credit to all staff and students.

I would also like to take this opportunity to acknowledge a long-serving teacher from Falls Road IPS who retired in December 2017. Shirley Harris amassed 43 years of teaching, with the last 9 years at Falls Road. Her teaching career covered many areas within the state of Western Australia, from the Pilbara, the Mid-West and a range of schools in the Metro area. Shirley was a very well respected teacher not only by her fellow peers, but also by the many students that passed through her classroom over the years. Her teaching was characterised by consistency and reliability, working as a collaborative and highly competent teacher. She developed a great rapport with students and parents, and was someone who was always willing to take on new ideas and approaches.

In conclusion, I again feel that the Board worked well as a group during 2017, 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 2017

## Conclusion

The 2017 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 2017 and we have many reasons to believe 2018 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 2017 and we welcome any feedback that will assist in the further development of Falls Road Primary Independent Public School.

David Ingle  
Principal 2017