



Falls Road Primary Independent Public School



Department of
Education

2018 ANNUAL REPORT

Principal's Report

2018 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 2018 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 One Big Voice at the Perth Arena. This was another amazing performance by our students in combining with nearly 7,000 other students was something to behold.

Fundamental Movement Skills:

In 2018, 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 2019.

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 contribution from the P&C last year was \$40,000 towards the cost of our Science and Technology building. 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 2018.

Volunteer Helpers:

Parents support the Home Reading program, class activities, carnivals, special days, fundraising, Quiz Night and Moonlight Markets. 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 2018 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. The purchase of 700 books by the P&C and the school had a range of books which were also on the Literacy Pro list. We now have over 2,000 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 eighth 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 has very experienced teaching staff. We have 20 teachers, 12 full time and 8 part-time and 2 administrators. We have 3 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 - 2018	22
Teaching staff retained from previous year	21
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 2018 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 \$7745 and non-teaching was \$2185.

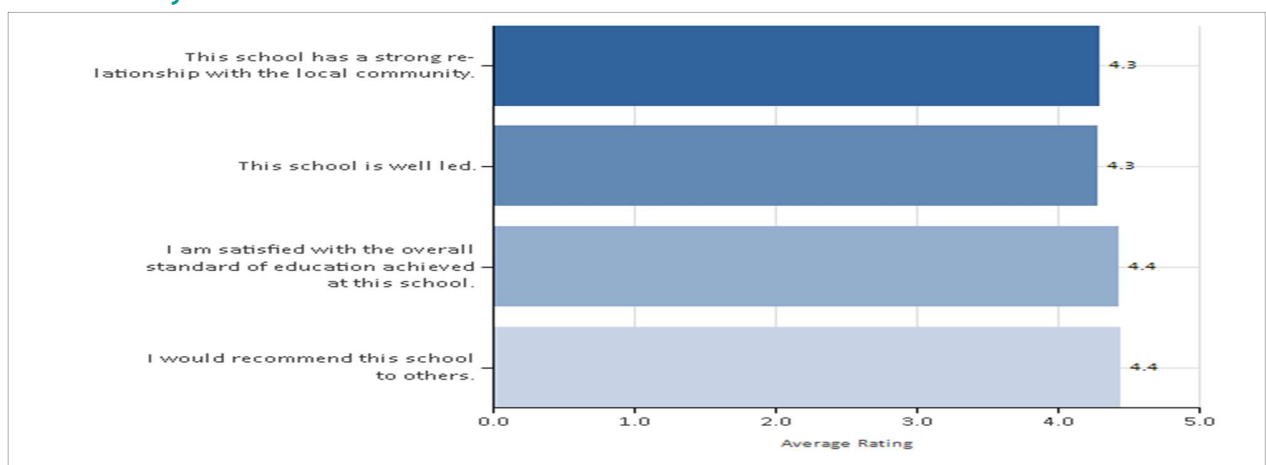
Overall expenditure was \$9930.

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 good things about the school and things that they thought we could do better. A summary of the survey results has been provided in the following tables.

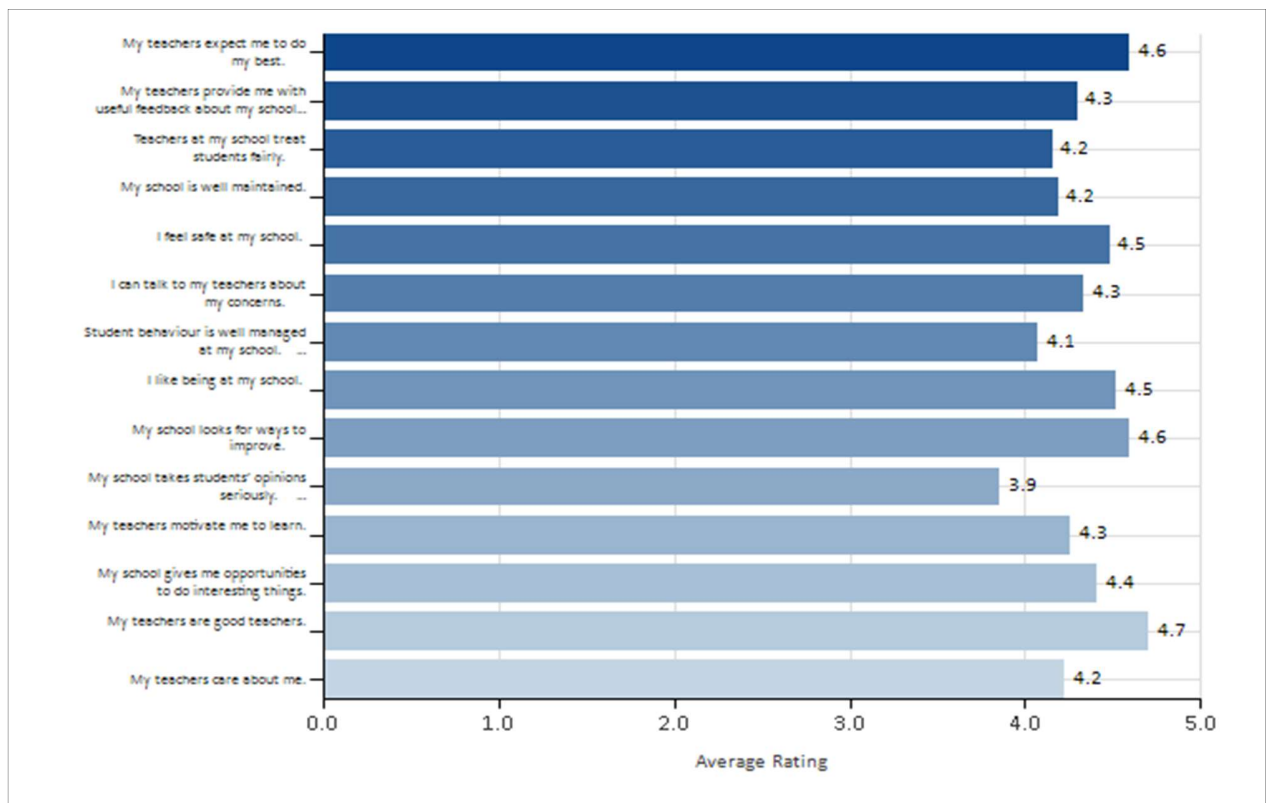
Parent Survey Results



Parent Short Answer Survey Responses

Short Answer Category	Common Responses
Things the school does well	<ul style="list-style-type: none"> • Very welcoming school • Encouraging good respectful behaviour and recognising it • Communication between school and parents • Behaviour management and Inclusion • Broad, balanced education across all fields • Social and Sporting Activities • Approachable and Friendly Staff/Principal Presence • Children are keen, respectful and happy • Great Music program
Things for improvement	<ul style="list-style-type: none"> • I can't think of anything • Refurbish Toilet Blocks • Smaller class sizes • More play based in the P – 2 years • More new books in the classroom and Library • Kiss and drive and more parent parking • More Education Assistants • More Art/Hands On Activities • Parent Teacher communication

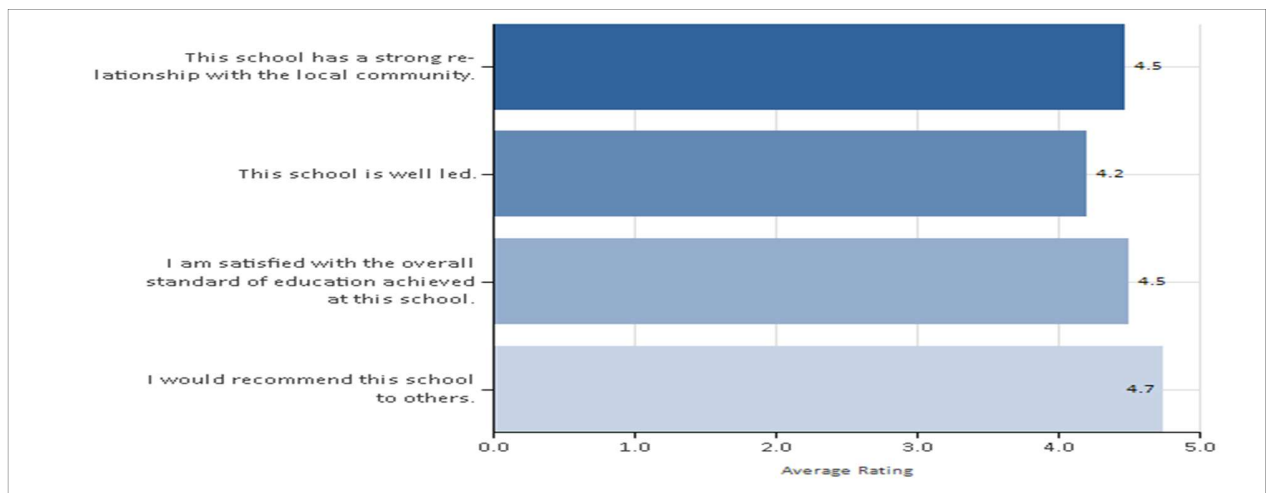
Student Survey Results



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"> The special activities the school does Faction carnivals, sports carnivals, cross country I like the Assemblies and the Sausage sizzles School provides things I need School is safe and not boring Teachers are kind and considerate to all the students and they help us to succeed School is welcoming, teachers are kind, we have fundraisers Lots of things to do I like being a leader There are multiple playgrounds and the Nature Play area
What would you like to change or improve at our school?	<ul style="list-style-type: none"> More activities More Lexile 1000 books in the Library A roof over the Bike Racks to protect the bikes from the rain More play and sports equipment New playground equipment, more burger days Nothing Library open at lunch so everyone has a go. More crazy hair and free dress days A better oval not bumpy and hilly Seats in the eating area

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 are highly committed to doing the best for their students. • Staff support each other professionally and personally, camaraderie is good • Communicating with parents, staff liaise to ensure students reach potential. • Parents feel they can easily approach Admin with any issue • Good physical environment / Caring and nurturing environment • Strong sense of community, great place to work • Office staff very welcoming • Positive relationships with parents, students, teachers and admin • Provide a range and variety of opportunities to show excellence • 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 • Great parent involvement particularly in early years K - PP
What are some of the things you would you like to see improved at our school?	<ul style="list-style-type: none"> • Change seen as a plus, value everyone's opinion, more depth in activities we do • Bigger classrooms for students • All schools could benefit from a dedicated SAER Room for small group learning • More PD opportunities for all staff • New Administration Building • Smaller class sizes • Better female representation in administration • T&E Specialist Teacher and T&E Specialist work area • Repave undercover area

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 where we could improve. 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.

Building and Grounds

In 2018 we contracted Perth Better Homes to construct a Science and Technology building to replace the previous rooms which we had converted to classrooms. This will provide a dedicated area to support these important curriculum areas.

We also had numerous ramps and covers installed around the school to facilitate disability access. This complemented the completion of a Universal toilet and shower to support student needs in this area.

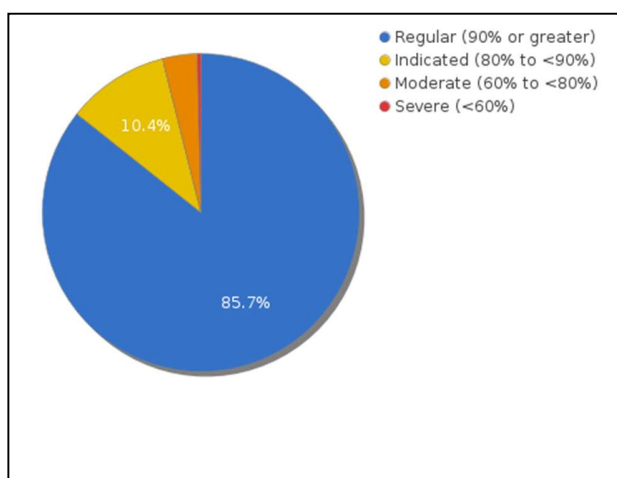
Student Attendance

School Attendance Target for 2018:

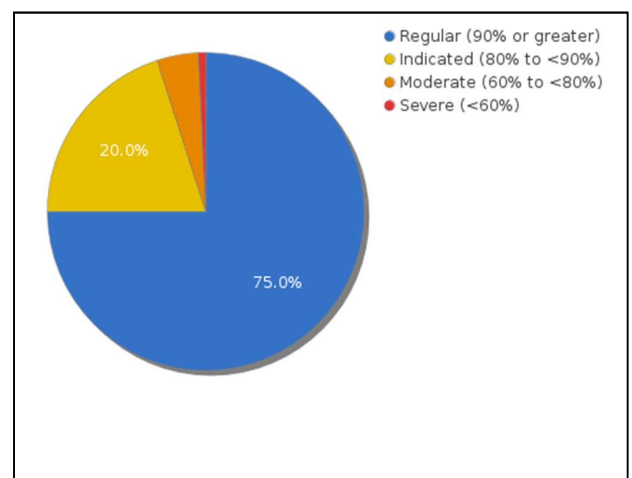
To reduce the percentage of students “Moderately and Severely at Risk” to 10% or below.

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

Semester One 2018



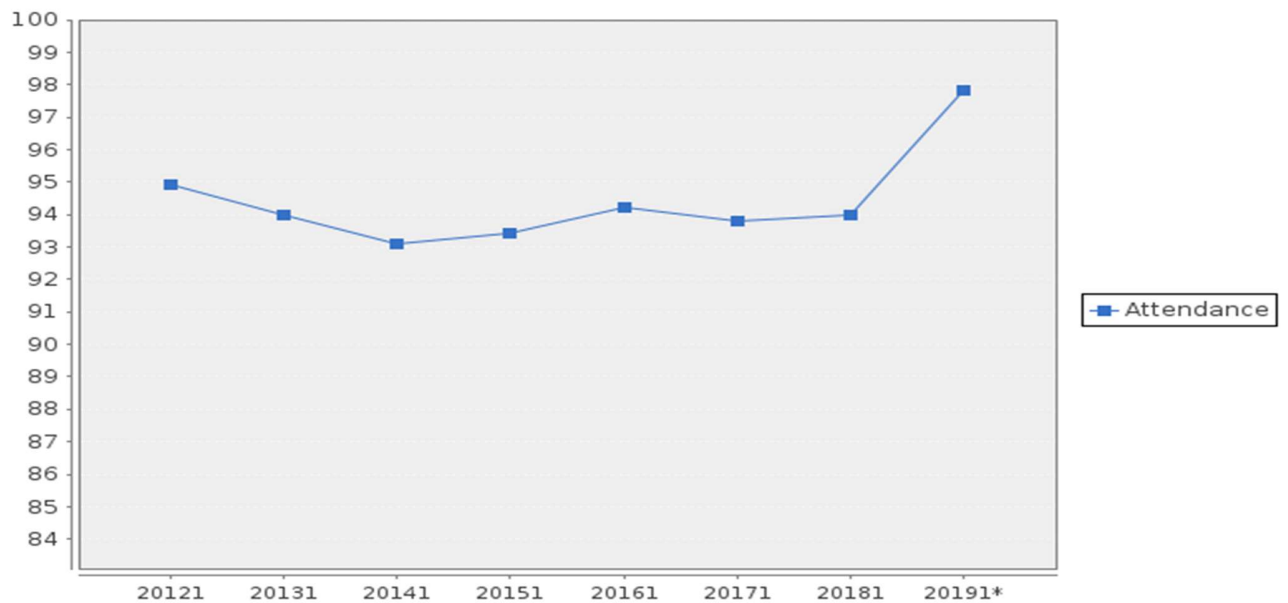
Semester Two 2018



Moderately at Risk 4% Severely at Risk < 1% Moderately at Risk 4% Severely at Risk < 1%

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

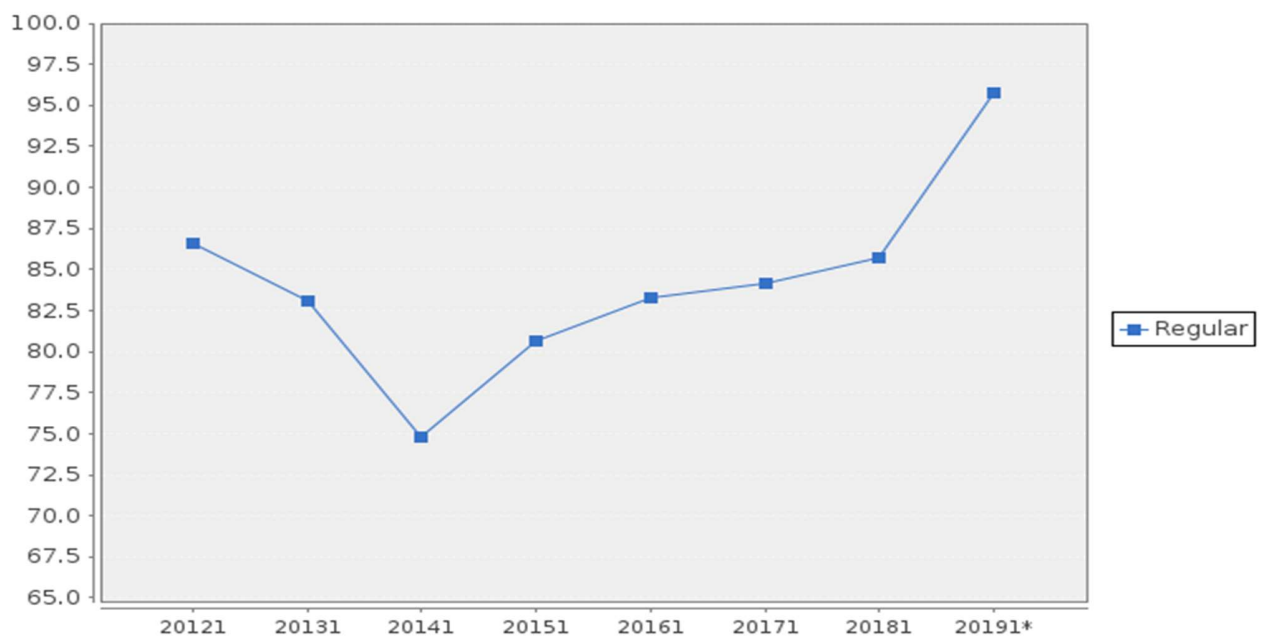
Chart 1: Attendance Rate by Collection Period for FALLS ROAD PRIMARY SCHOOL



* indicates that data is not final.

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

Chart 2: Proportion of Students in Regular Attendance Category by Collection Period for FALLS ROAD PRIMARY SCHOOL



This is a very pleasing. It shows the percentage of students attending above 90% of the time is trending consistently in the preferred direction.

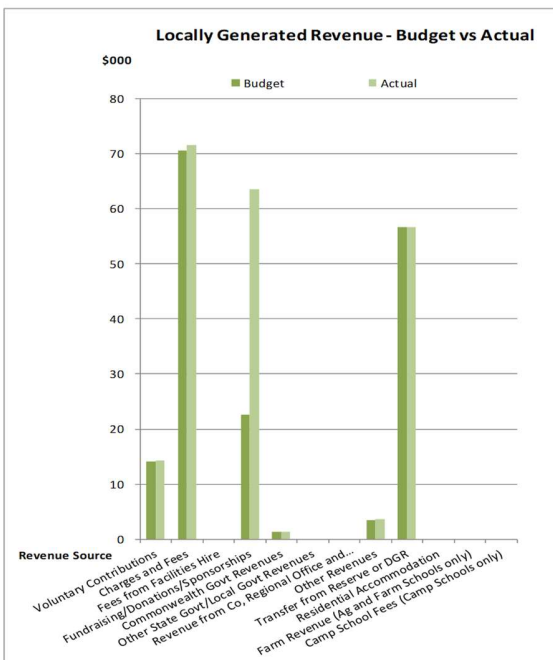
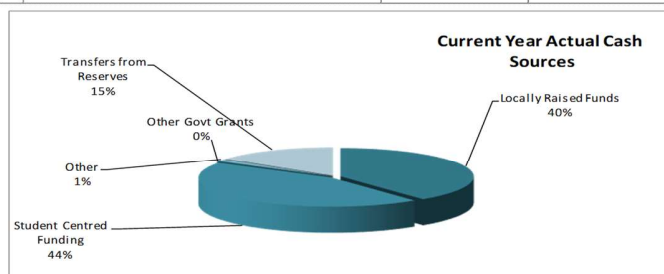
Budget and Finance

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.

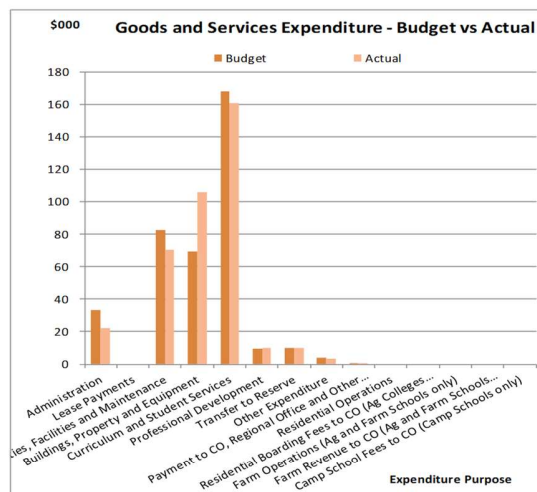
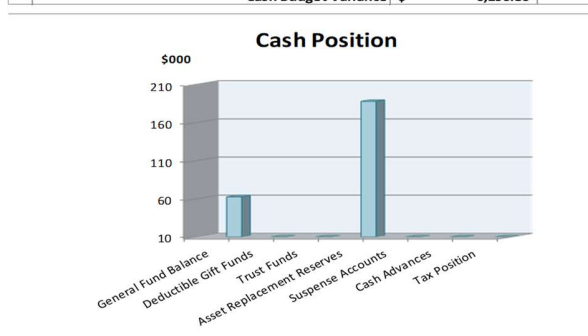


Falls Road Primary School Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,037.35	\$ 14,245.35
2	Charges and Fees	\$ 70,661.24	\$ 71,495.43
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 22,609.83	\$ 63,577.83
5	Commonwealth Govt Revenues	\$ 1,397.03	\$ 1,397.03
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,508.04	\$ 3,691.91
9	Transfer from Reserve or DGR	\$ 56,598.75	\$ 56,598.75
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 168,812.24	\$ 211,006.30
	Opening Balance	\$ 66,145.00	\$ 66,144.90
	Student Centred Funding	\$ 147,949.96	\$ 167,949.96
	Total Cash Funds Available	\$ 382,907.20	\$ 445,101.16
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 382,907.20	\$ 445,101.16

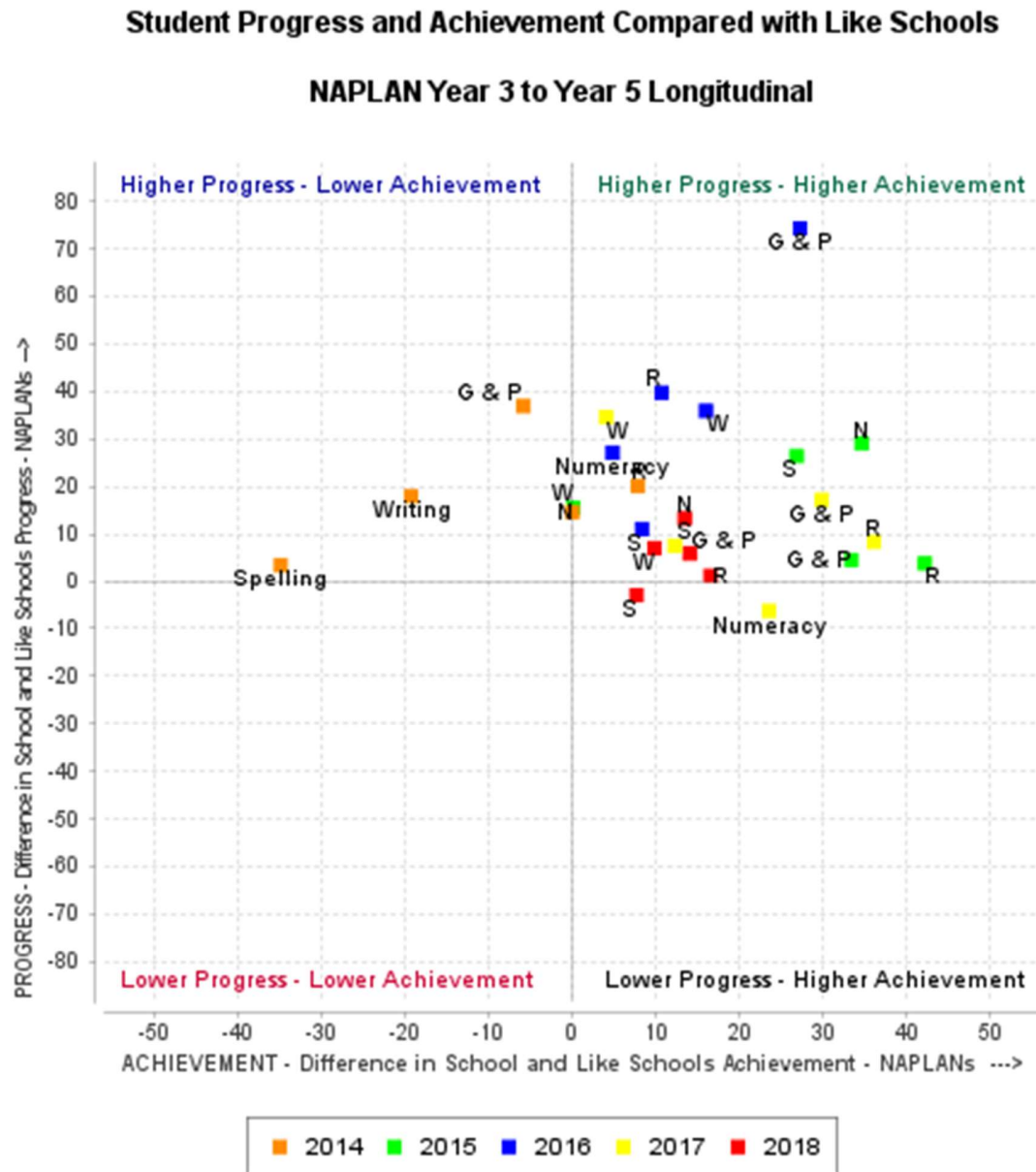


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 33,323.80	\$ 22,356.78
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 82,797.65	\$ 70,271.38
4	Buildings, Property and Equipment	\$ 69,359.28	\$ 105,852.47
5	Curriculum and Student Services	\$ 167,957.67	\$ 160,407.08
6	Professional Development	\$ 9,184.75	\$ 9,928.99
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 3,687.25	\$ 3,501.31
9	Payment to CO, Regional Office and Other Schools	\$ 400.00	\$ 363.64
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	\$ 376,710.40	\$ 382,681.65
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 376,710.40	\$ 382,681.65
	Cash Budget Variance	\$ 6,196.80	



Cash Position as at:	
Bank Balance	\$ 248,701.95
Made up of:	
1 General Fund Balance	\$ 62,419.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 187,768.54
5 Suspense Accounts	\$ 4,437.90
6 Cash Advances	\$ -
7 Tax Position	\$ 5,924.00
Total Bank Balance	\$ 248,701.95

Student Performance



Value Adding

The pleasing aspect is the consistent improvement shown in the graph above from 2014 with our results progressing steadily to the Higher Achievement Quadrant and being maintained in this area for 2018.

The Arts

Successful Outcomes

- One Big Voice at Perth Arena
- 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 One Big Voice 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 program with Flute, Clarinet, Guitar and Violin
- Display of Art work on Parent Night.

Health and Physical Education

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 2018 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

- Commenced and integrated Talk for Writing to support Seven Steps for Writing across Kindy to Year 6
- Continued the Literacy Pro Independent Reading program for students from Year 3 to Year 6
- Continued 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 in Term 2
- School Volunteer program (Mentors) linked to children at risk in literacy
- Increased use of Individual Education Plans for students at educational risk

Future Directions

- Use Level 3 teachers to support staff to use PAT Reading Comprehension, Brightpaths and interpretation of data
- Investigate “Data Hub Program” to support Teachers use of collected data.
- Year 3 to Year 6 teachers to continue use improved NAPLAN tracking data to identify areas of strength and weakness, formation of groups to direct planning, teaching and learning (2019 Term 1, Years 3, 4, 5 & 6) and identify and focus on students at educational risk for IEPs and the Intensive Reading Recovery program
- 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 2019
- Spelling is a priority for 2019
- Transition Folders will continue to provide a baseline for staff to start from and compare student progress
- 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 from a variety of texts including, Reading Conventions; 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 of oral conversations in Italian
- Look at opportunities to expand LOTE to Year 1 and Year 2

Technology and Enterprise

Successful Outcomes

- All students participated in the T&E program
- Runner up at the Lesmurdie Le Mans Go Kart challenge
- Purchased 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
- 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 to direct learning for students at educational risk
- Maths was identified to continue as a priority for 2018 – in the area of Problem Solving
- Provide motivation through strategies such as 10 Faction Points for knowing all their Tables
- Changed from Mathletics to Prodigy Maths resources across the whole school
- Ensure Literacy & Numeracy account for 50% of classroom program as demonstrated through teacher timetables
- Continue to use the mandated Curriculum for Mathematics

Science

Successful Outcomes

- Teacher with a Specialist Science background supported staff in delivery of Science Curriculum
- 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 students
- 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
- Continue to 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 the STEM Room for ease of access by all
- Continue to implement new West Australian Science Curriculum in 2019

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 all 6 areas

TARGET 1				
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				
	Numeracy	Reading	Writing	
Year 3	100%	95%	98%	2018
	97%	88%	100%	2017
	97%	100%	100%	2016
Year 5	100%	100%	98%	2018
	100%	100%	100%	2017
	100%	100%	93%	2016

We have identified the students in Year 3 and they will be included in the Intensive Reading Focus Groups in Year 4 in 2019 which has an established record of improving students' reading comprehension, see Target 4.

Target achieved
in Numeracy, Reading and
Year 5 Writing

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					
		Numeracy	Reading	Writing	
Yr 4	Expected	38 Points	34 Points	34 Points	2018
	Achieved	52Points	73 Points	27 Points	
		Numeracy	Reading	Writing	
Yr 6	Expected	46 Points	38 Points	29 Points	2018
	Achieved	48 Points	47 Points	42 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 and 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.

We have also implemented Talk for Writing across K – Year 6 to support student's writing.

Target achieved
IN 6 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

	2016	2017	2018	Result for 2018
PP	98%	79%	90%	Achieved and exceeded the Target
Year 1	88%	89%	81%	Achieved and exceeded the Target
Year 2	75%	72%	94%	Achieved and exceeded the Target
Year 3	82%	74%	75%	Achieved and exceeded the Target
Year 4	85%	64%	63%	Did not achieve the Target
Year 5	93%	62%	70%	Achieved the Target
Year 6	69%	32%	70%	Achieved the Target
All Students	84%	67%	78%	Achieved and exceeded the Target

It is pleasing to see the results improve across the board and even in Year 4 we are reasonably close.

Target achieved in all
years

TARGET 4

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

	2016	2017	2018	Result
The results show the average improvement of the group above the Target				
Year 4	96%	86%	112%	Achieved and exceeded the Target
Year 5	68%	60%	10%	Achieved and exceeded the Target
Year 6	62%	50%	20%	Achieved and exceeded the Target

These students made very pleasing gains. They made the expected improvement plus, 112 % in Year 4, plus 10% in Year 5 and plus 20% in Year 6. The intensive Reading Intervention facilitated by our trained Education Assistant continues to have very impressive results.

Target achieved in 7 of the 8 classes
and across the school

TARGET 5

The average achievement of students in K to Year 2 to be above 80% for the Diana Rigg Literacy Checkpoints for their Year level.

	2017	2018		
Kindy	74%	92%		Achieved and exceeded the Target
PP Rm 3	86%	92%		Achieved and exceeded the Target
PP Rm 4	92%	100%		Achieved and exceeded the Target
Yr 1 Rm 9	86%	80%		Achieved the Target
Yr 1 Rm 10	90%	75%		Close to the Target
Yr 2 Rm 11	81%	88%		Achieved and exceeded the Target
Yr 2 Rm 12	84%	88%		Achieved and exceeded the Target
All Students	85%	88%		Achieved and exceeded the Target

One of the Year 1 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. We also changed the Target "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 achieved the Target in Sprinting but not in Catching or Throwing

TARGET 6

The combined percentage of students to be above 90% in developing and developed in each of the Fundamental Movement Skills.

	Undeveloped	Developing	Developed	Undeveloped	Developing	Developed	Undeveloped	Developing	Developed
2018	OVERHAND THROW			CATCH-TWO HANDED			SPRINT RUN		
Yr 1 Average	29%	60%	11%	27%	69%	4%	7%	82%	11%
Yr 2 Average	16%	74%	10%	23%	51%	26%	5%	37%	58%
Yr 3 Average	23%	62%	15%	19%	34%	47%	5%	41%	54%
Yr 4 Average	10%	57%	33%	2%	29%	69%	0%	51%	49%
Yr 5 Average	4%	63%	34%	3%	15%	82%	3%	42%	55%
Yr 6 Average	4%	57%	39%	0%	26%	74%	0%	43%	57%
		Developing	Developed		Developing	Developed		Developing	Developed
2018 Combined %		62%	24%		37%	50%		49%	47%
		86%			87%			96%	
2017		70%	24%		48%	45%		62%	36%
		94%			93%			98%	
2016		72%	21%		54%	36%		63%	34%
		93%			90%			97%	

We achieved the Target in 6 of the 12 areas and exceeded it in the other 6 areas

TARGET 7

Teacher's grades to be within one standard deviation (expressed as a %) of the WAPSM

Semester 1	Maths			Reading			Writing		
	WAPSM	SD %	School	WAPSM	SD %	School	WAPSM	SD %	School
Year 3	66%	11%	71% (5% above)	59%	11%	61% (2% above)	55%	12%	59% (4% above)
Year 5	68%	9%	62% (6% below)	64%	9%	57% (7% below)	65%	10%	57% (8% below)
Semester 2	Maths			Reading			Writing		
	WAPSM	SD %	School	WAPSM	SD %	School	WAPSM	SD %	School
Year 3	72%	10%	78% (6% above)	66%	10%	58% (8% below)	63%	11%	75% (12 above)
Year 5	68%	10%	71% (3% above)	68%	10%	66% (2% below)	64%	11%	59% (5% below)

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

*We adjusted this Target to a more realistic one which aligns with the WAPSM %.
"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 (Green) and exceeded it in (Yellow)

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%

Department Survey 2018

98% of the respondents to the survey participated in at least one school event in 2018. The average number of events attended by these parents was over 9 events.

More detailed information is provided on PP 5 - 7

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	2018
PP	96%	52%	96%	100%
Yr 1	76%	83%	100%	94%
Yr 2	84%	83%	100%	100%
Yr 3	100%	83%	92%	95%
Yr 4	50%	90%	83%	85%
Yr 5	16%	89%	96%	93%
Yr 6	86%	93%	82%	92%
Average	60%	82%	95%	94%

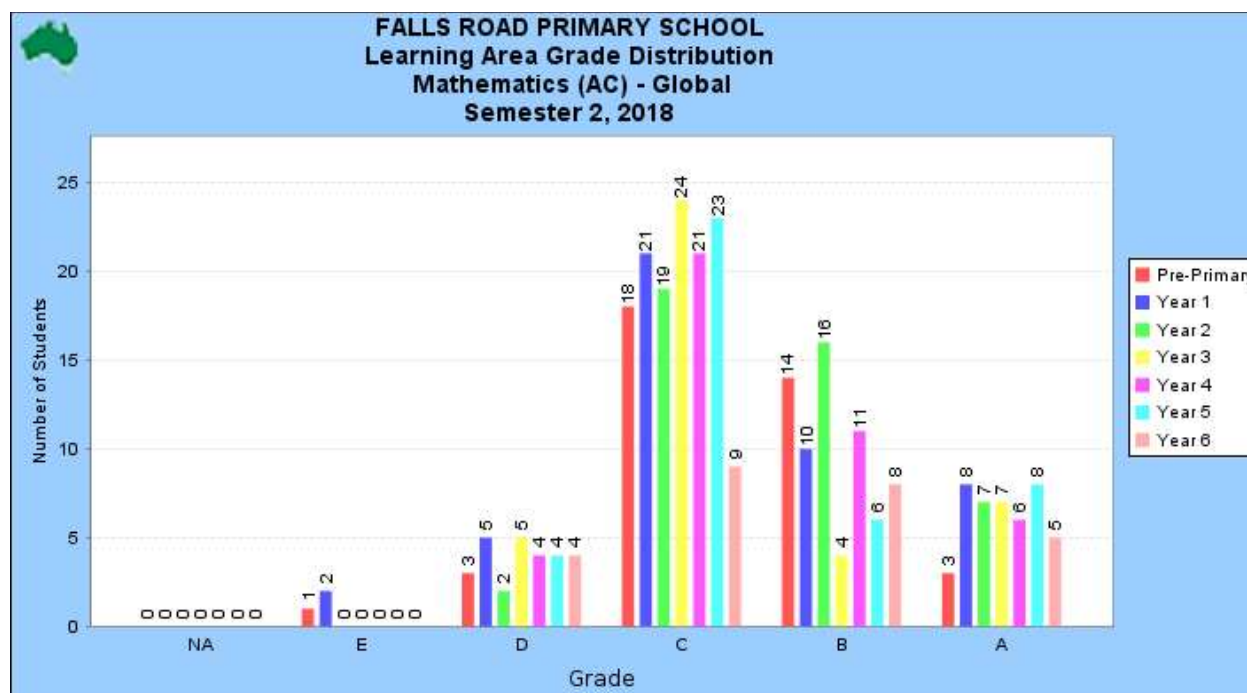
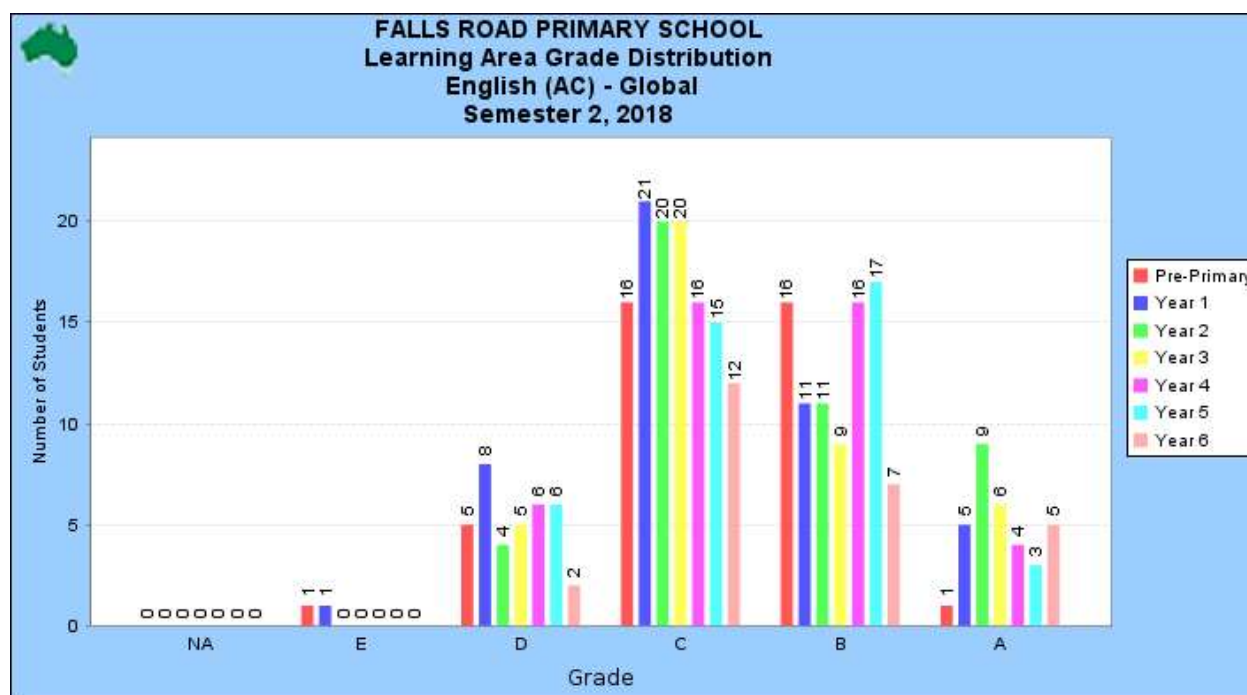
Our increased focus and improved recording system proved to be far more accurate and provided a truer indication of the behavior level of students over the year. Very close to achieving the Target in 2018.

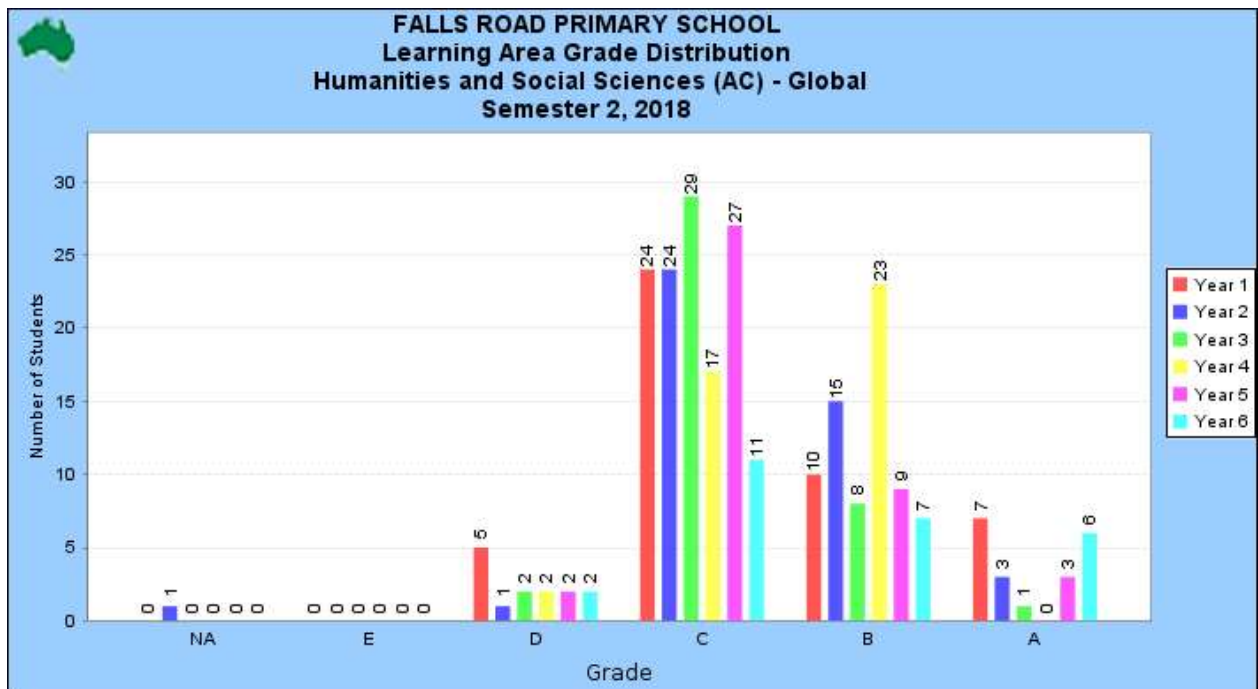
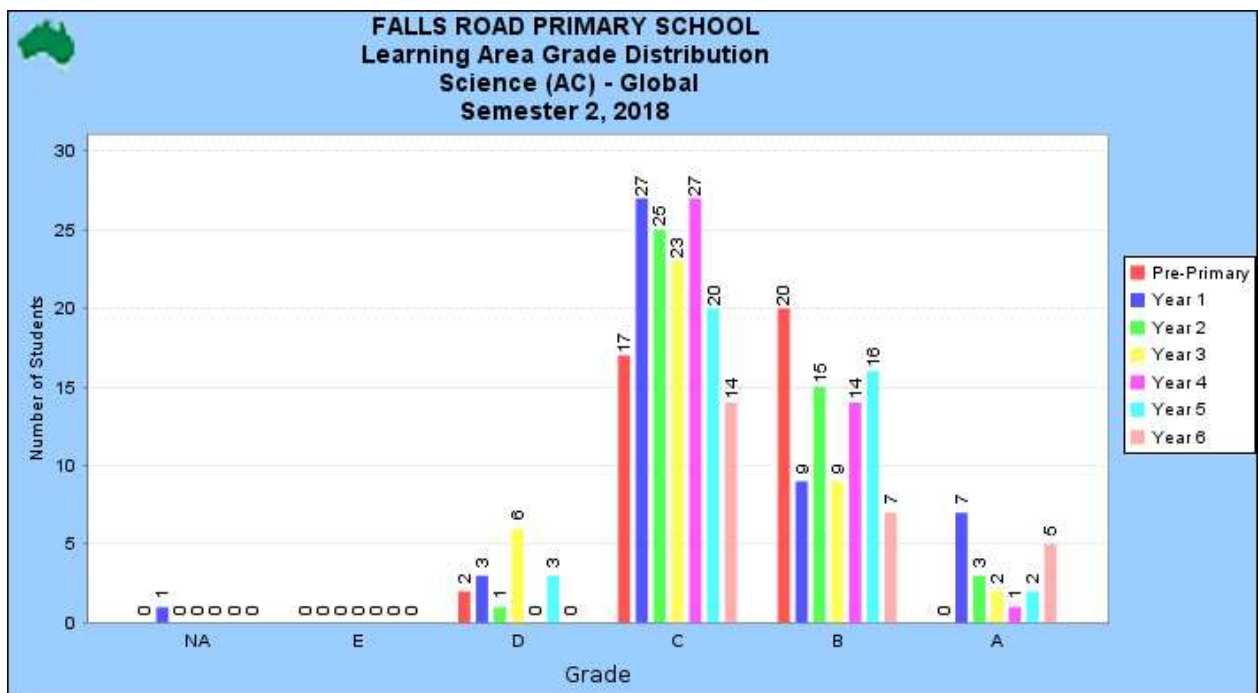
Grade allocation by Year level for Semester Two 2018

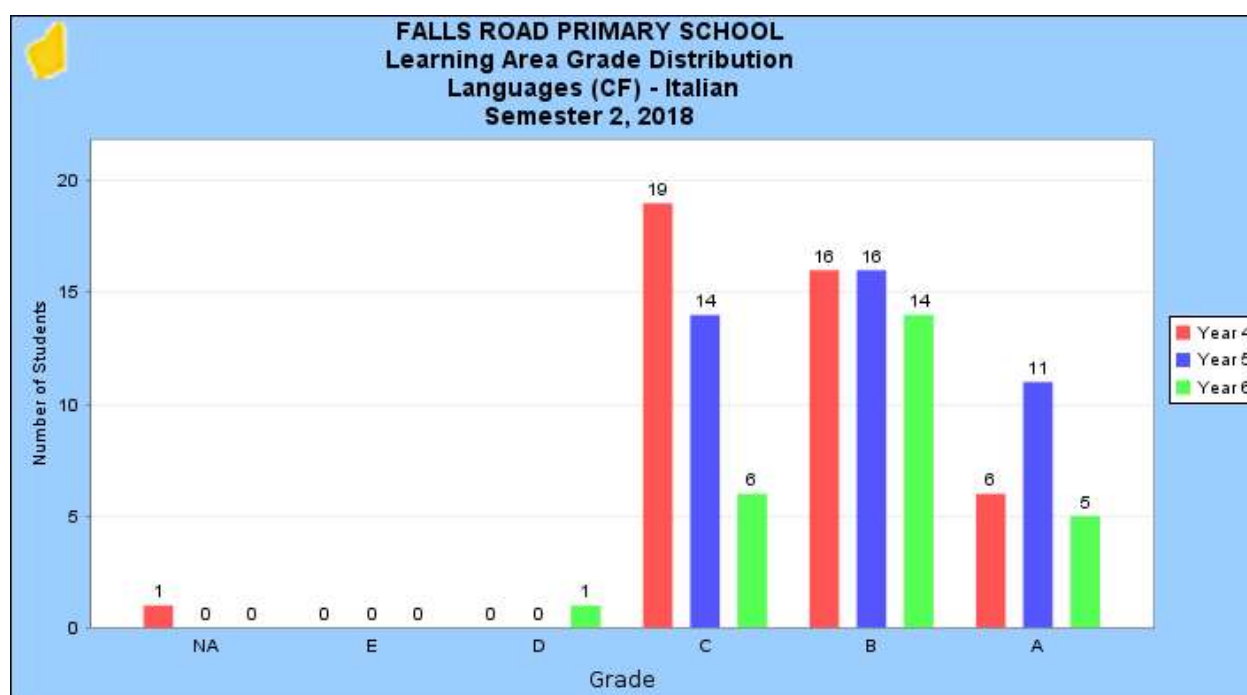
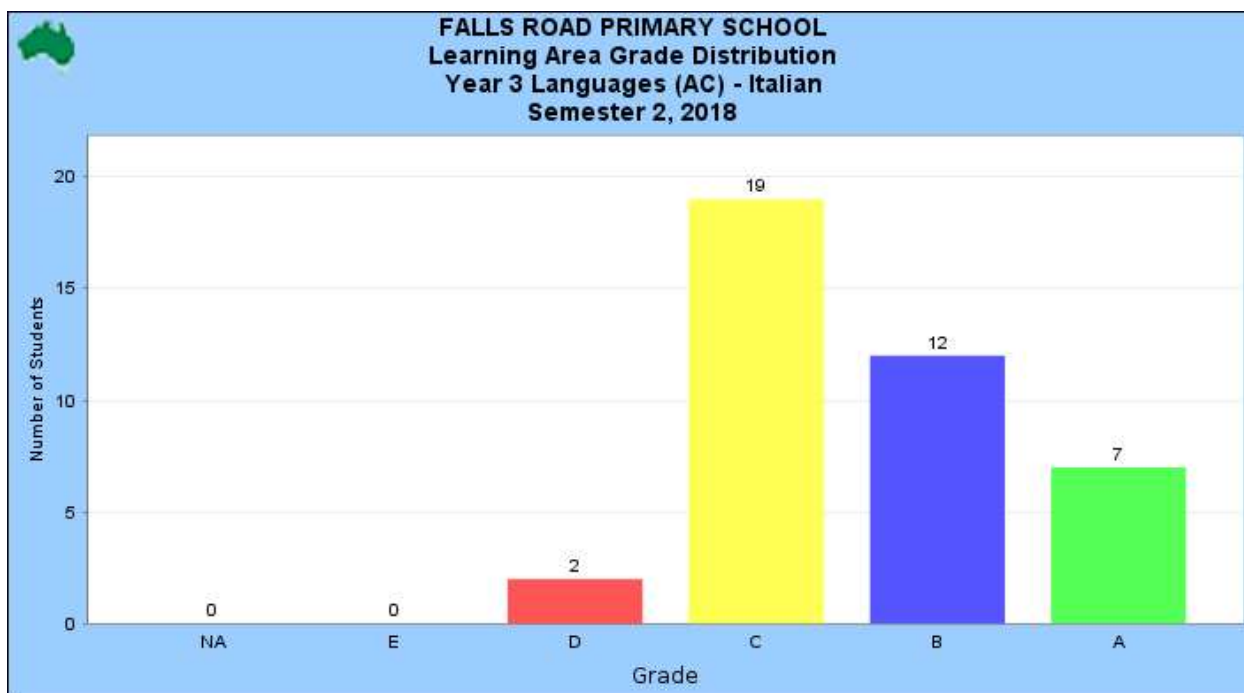
One of the recommendations from the Independent Review conducted in 2016 was that:

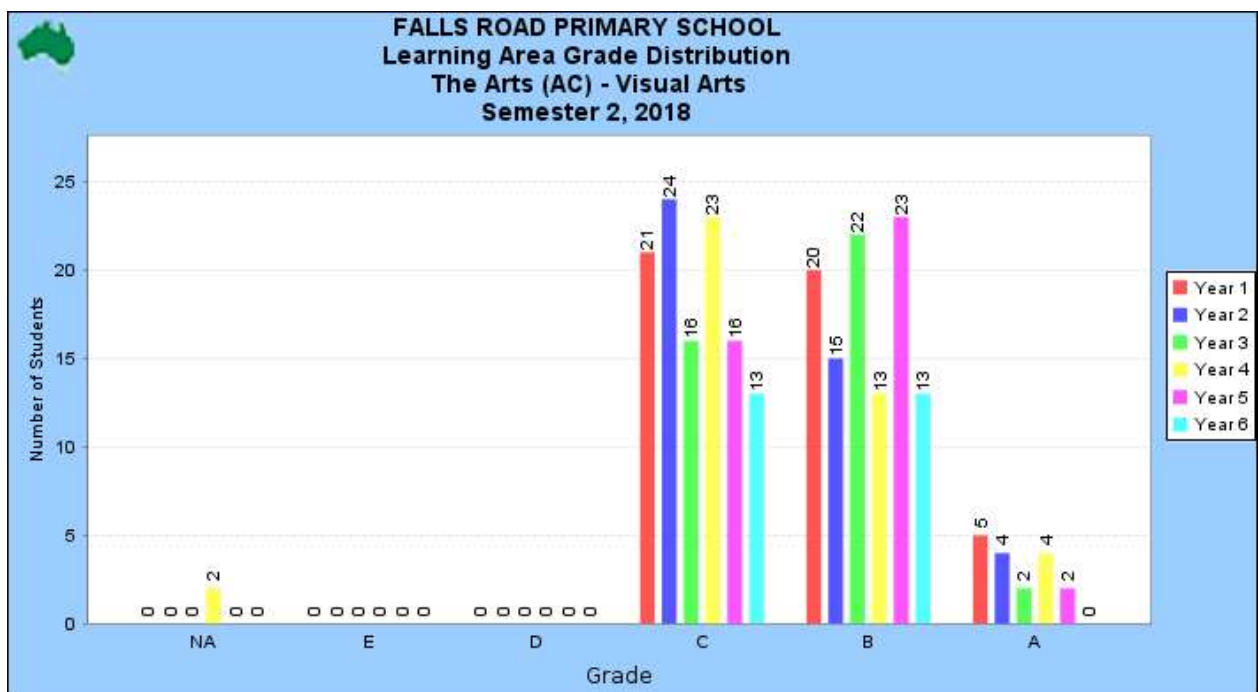
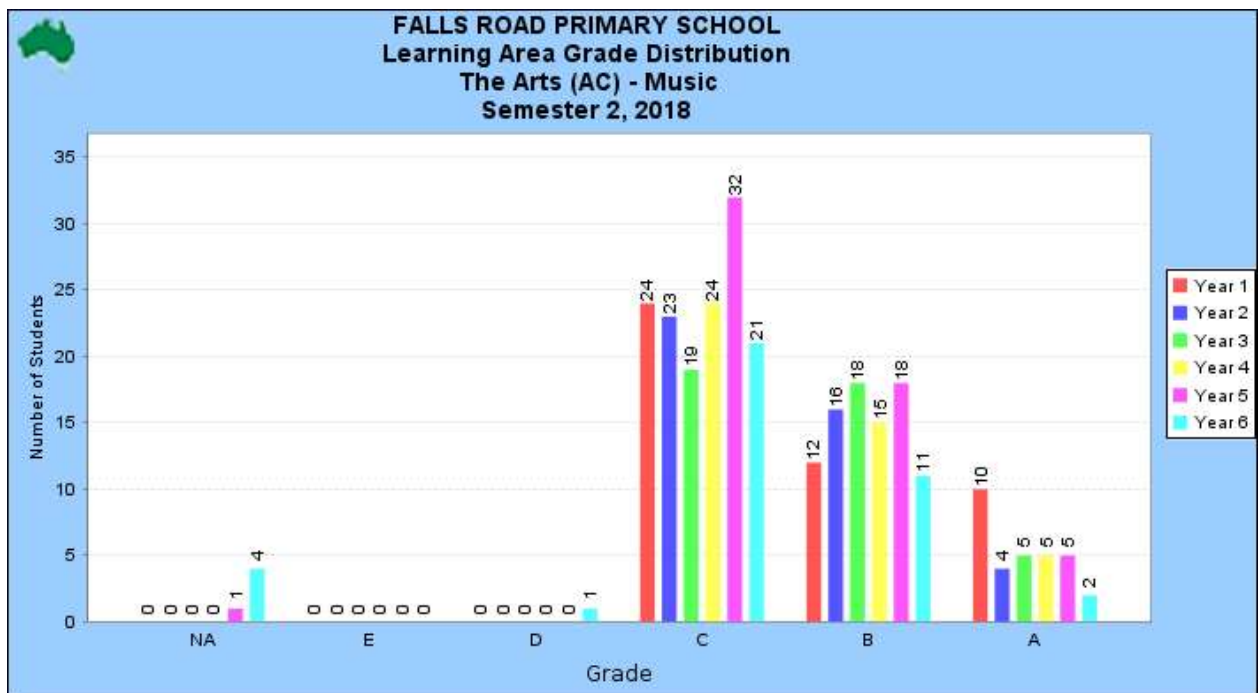
“The Board seek data on student performance in areas other than the immediate foci of the business plan to enable members to maintain critical oversight on a whole of school level.”

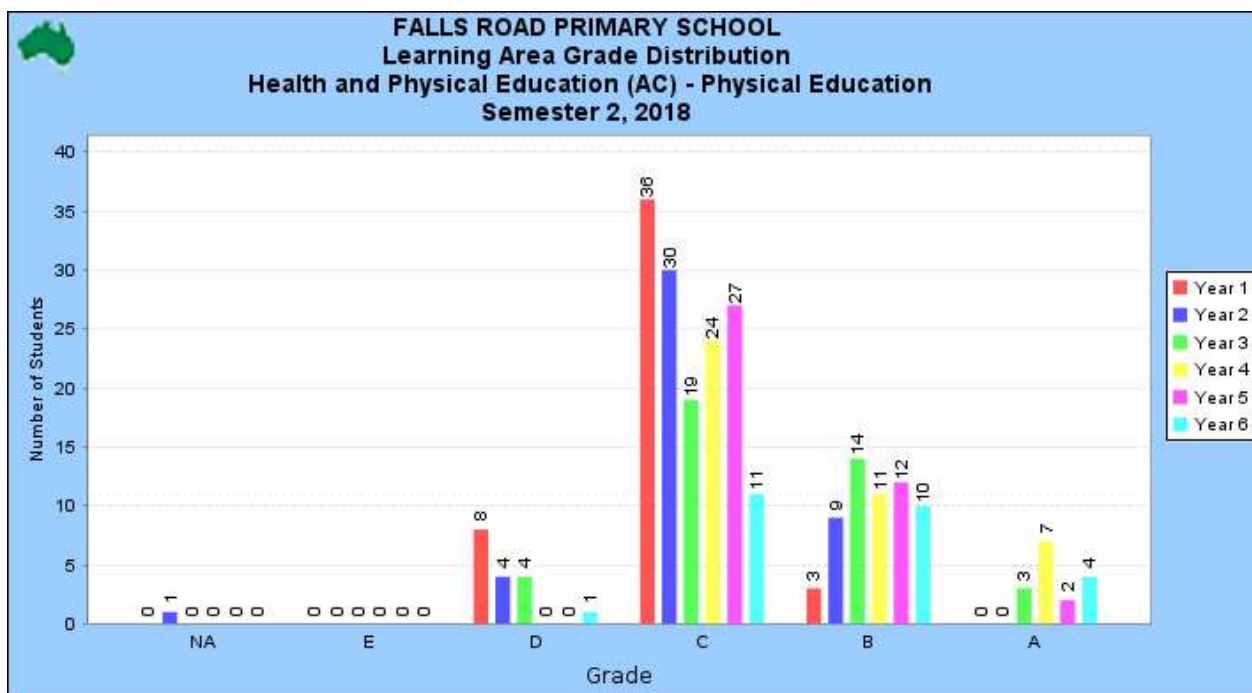
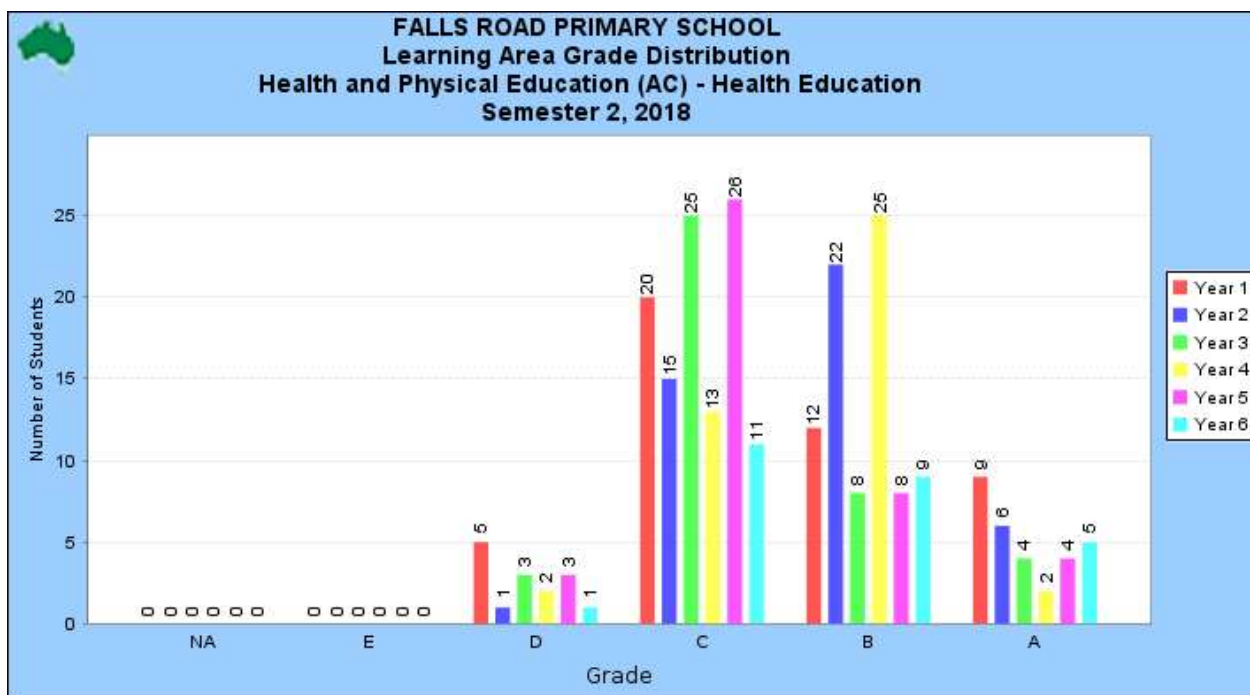
Discussions with the Board led to a consensus that graphs of grades which showed student achievement across other curriculum areas apart from English and Mathematics would be beneficial. The following set of graphs show the distribution of grades allocated by teachers in Semester Two, 2018.

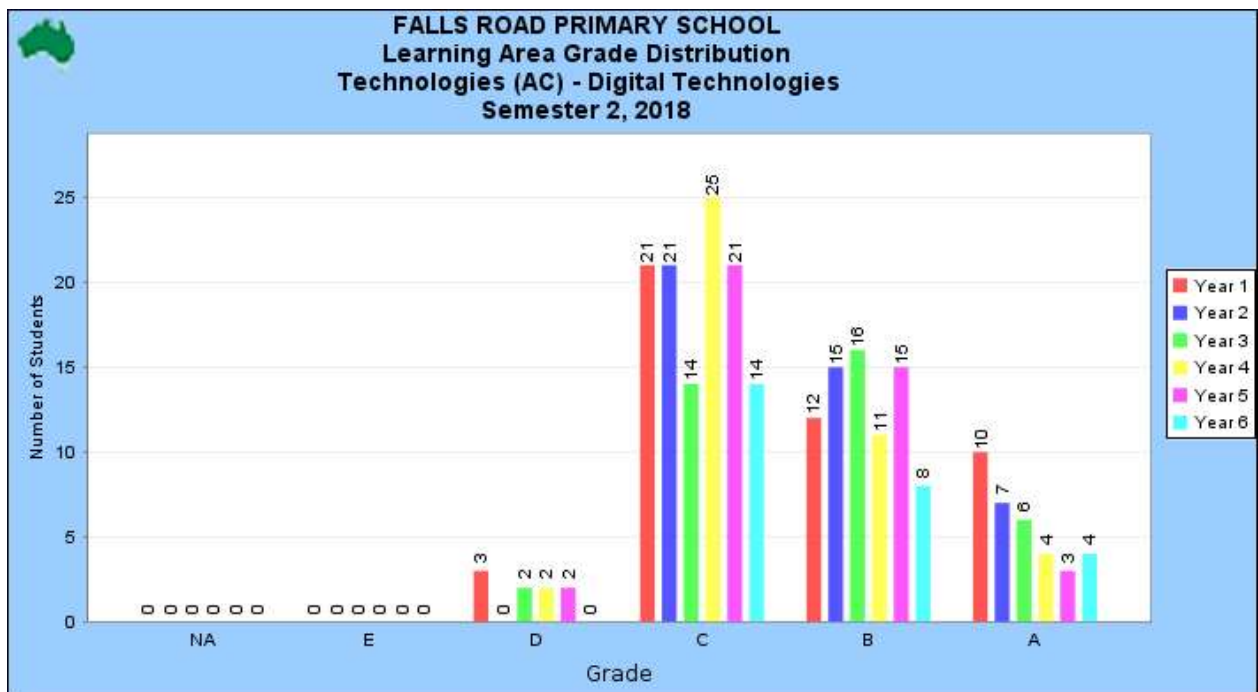
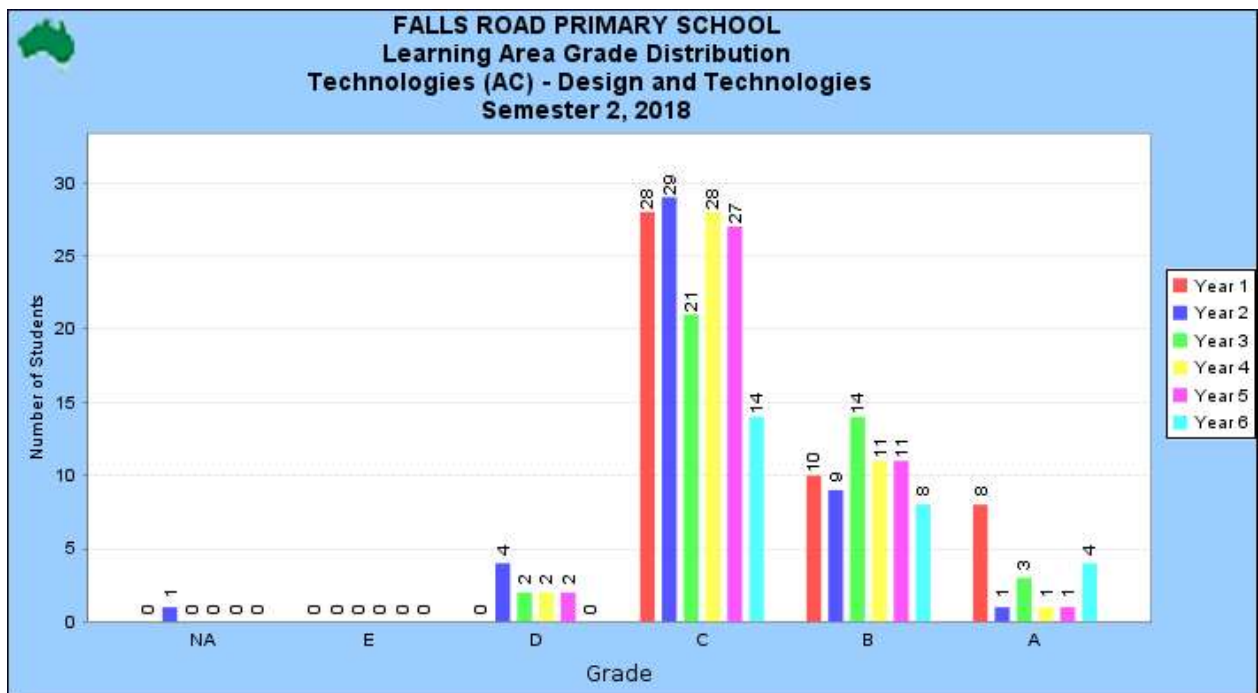












Falls Road Primary P and C Association Report 2018

2018 was a great year for Falls Road Primary School and the P&C.

The main fundraising event for 2018 was the quiz night. New quiz master and host, Travis Carter, led a room full of supportive school parents, family and friends through a grueling 10 round quiz, which saw even the most experienced quiz goers amongst us searching for answers. The night was full of fun and hilarity and raised significant funds for the school.

2018 was also the first annual Welcome (back) to School BBQ! Held in the second week of the year, this free sausage sizzle event was put on by the P&C to welcome new families into the school community and welcome back existing families for another year. The event was very well attended and received and we hope to continue it into the future.



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

During 2018 the P&C supported the following:

- Continued support of the Mathletics and Literacy Planet subscriptions for all students
- Medals and ribbons for sports and swimming carnivals
- New sports equipment
- Fulfilling teacher wish lists for new resources in the classrooms
- Assisting the school in the acquisition and construction of a new STEM classroom for use in 2019

P&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 2018, the P&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&C continues to be extremely grateful.

Vanessa Rando

P and C President, 2018.

Board Report by Board Chair

Falls Road Primary School is an Independent Public School (IPS) that is governed by the School Board. The fundamental purpose of the School 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 School Board was inaugurated in 2011 after the school attained Independent Public School status at the beginning of 2011. The 2018 Falls Road Primary IPS Annual Report provides an opportunity for the School Board to communicate its role and activities during the year.

The functions of the School Board are set out and provided in Section 128 of the Western Australian School Education Act 1999 and include the following pertinent points:

- A focus on improving learning outcomes for all students.
- A shared vision and a plan reflecting the broad values of the school community.
- Active involvement in endorsing the School's Delivery and Performance Agreement, Budget, Business Plan and Annual Report.
- Monitoring progress towards the achievement of goals.
- Promoting meaningful parent and community participation and actively seeking the views of its school community.
- Approving the student dress code.
- Deciding on issues related to charges and contributions, extra cost options, advertising and sponsorship.
- An advocacy role to enhance the operations of Falls Road Primary School.

To ensure that the functions of the School Board were followed and maintained during 2018, Board meetings were held during each of the four school Terms: 27 March 2018 (which also included the School Board Annual General Meeting), 26 June 2018, 18 September 2018 and 11 December 2018.

The School Board Annual General Meeting (AGM) was open to parents and the community. During the AGM the election process for the various Board positions was completed. The results of this process established the members of the Board for 2018 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

However, during the course of 2018, David Harrison resigned as a member of the School Board to take up a new employment opportunity that resulted in David and his family leaving the Falls Road Primary School community. David's time associated with the School Board was extremely valuable and very much appreciated.

The School Board continuously reviewed and discussed the school's finances at each of the four Board meetings during 2018, with the financial position presented by David Ingle and Simon Docherty through the Comparative and One Line Budgets.

Throughout 2018, the school continued to operate in a financially healthy position. It is extremely pleasing to the School Board that such a financial state is being consistently maintained - not just for 2018 but over several years now. This is no easy task, which requires efficient and effective management of the budgets. Again, the work of Brenda Martin, David Ingle and Simon Docherty is acknowledged in managing the secure financial position of the school. The ability to maintain the various ongoing School Programs continues as result of the school's sound financial position.

The endorsed 2017-2019 Business Plan continued to be reviewed by the School Board progressively throughout 2018. This three-year Business Plan has been providing the school with the necessary and relevant guidance for improved student outcomes through refined and enhanced teaching and learning, and alignment to available resources.

In conjunction with the Business Plan, the status of the working Operational Plans for 2018 were presented and discussed during each Board meeting throughout the year. The Board were pleased to see that the school has again performed well, progressively working through the various Strategies in the different curriculum areas of the Operational Plan. During 2018, the Board have seen that substantial progress has been made with the various components that make up the documented Strategies – with the progress made during 2018, the School Board are confident the Focus areas and corresponding Strategies will be achieved and fulfilled in the required time frame as detailed in the 2017-2019 Business Plan by the end of the 2019 school year.

There have again been many school events that have taken place over the year, both internal and external to the school that I have been privileged to attend. It continues to make me immensely proud to be associated with the school to see the students consistently behave so well and be so respectful to each other, students from other schools, staff members and parents alike. These behaviors from the students reflects their understanding and acceptance of the values that the school teaches, which is a tremendous credit to all staff and the students themselves.

I would also like to take this opportunity to acknowledge two long-serving teachers from Falls Road Primary School who retired in December 2018 - Mrs Janet Allen and Mrs Dusanka Mutter.

Mrs Allen has been teaching for over 20 years, of which the last 11 years have been at Falls Road working with the Year 1 and Year 1/2 classes. Prior to arriving at Falls Road, Mrs Allen had taught in the country (Mullewa) for a number of years. Mrs Mutter has amassed over 40 years of teaching experience which started in 1976, with the last 9 years at Falls Road with the Year 1 class. Prior to coming to Falls Road, Mrs Mutter taught in a number of different metropolitan primary schools (Herne Hill, Noranda and Edney), as well as country primary schools (Kukerin and Dumbelyung).

Mrs Allen and Mrs Mutter have over the years while at Falls Road demonstrated consistent professionalism with their teaching. They were well respected by their fellow teaching staff and the many students that they taught.

I believe that for 2018, the Board have again maintained the rigorous requirements of what is required and expected of a School Board, where we have worked well as a group performing its governance role in a professional and effective manner. Sincere thanks goes to the members of the Board for their support, commitment and contributions throughout 2018.

Dr Iain Thin
Board Chair 2018

Conclusion

The 2018 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 2018 and we believe 2019 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.

We welcome any feedback that will assist in the further development of Falls Road Primary Independent Public School.

David Ingle
Principal 2018