

EAST FREMANTLE PRIMARY SCHOOL

An Independent Public School



Annual Report 2018

From the Principal

It is a pleasure to provide for you East Fremantle Primary School's 2018 Annual Report. I would like to thank the school administration, School Board, the Parents and Citizens Association and our highly dedicated staff for their tireless effort in enacting the school's Business Plan and supporting our school throughout 2018. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2018. As an Independent Public School we are very proud of the culture that exists within the school and the achievements of both the staff and students.

The Annual Report provides parents and the wider community with information about our school, the learning programs we provide and the performance of the student population. It also reviews our progress towards achieving our areas of focus and targets set in our Business Plan 2015-2018. The report also provides us with the opportunity to celebrate our successes, achievements, and includes information about the future actions to be taken in 2018 to improve student achievement and further enhance the school's effectiveness.

In 2018 we continued our journey as a successful Independent Public School, using the greater flexibility and authority to enhance teaching and learning. The Staff and School Board members have worked throughout the school year to ensure our new Business Plan (2018– 2020) incorporated recommendations from our first IPS Review and also the recommended Education Department strategic directions and priorities for Government Schools.

It is with great pleasure that I present the 2018 Annual Report to the School Community.

Jenni Chittick
April 2018

Our School

The East Fremantle Primary School (EFPS) forms an important part of the bedrock for our community; its buildings, location, people and their relationships make it a special place of excellence, learning and achievement.

We deliver the West Australian Curriculum and encourage learning but our purpose is much more than this. We strive to provide a positive, enriching and engaging school experience for each student with a range of resources, programs and support.

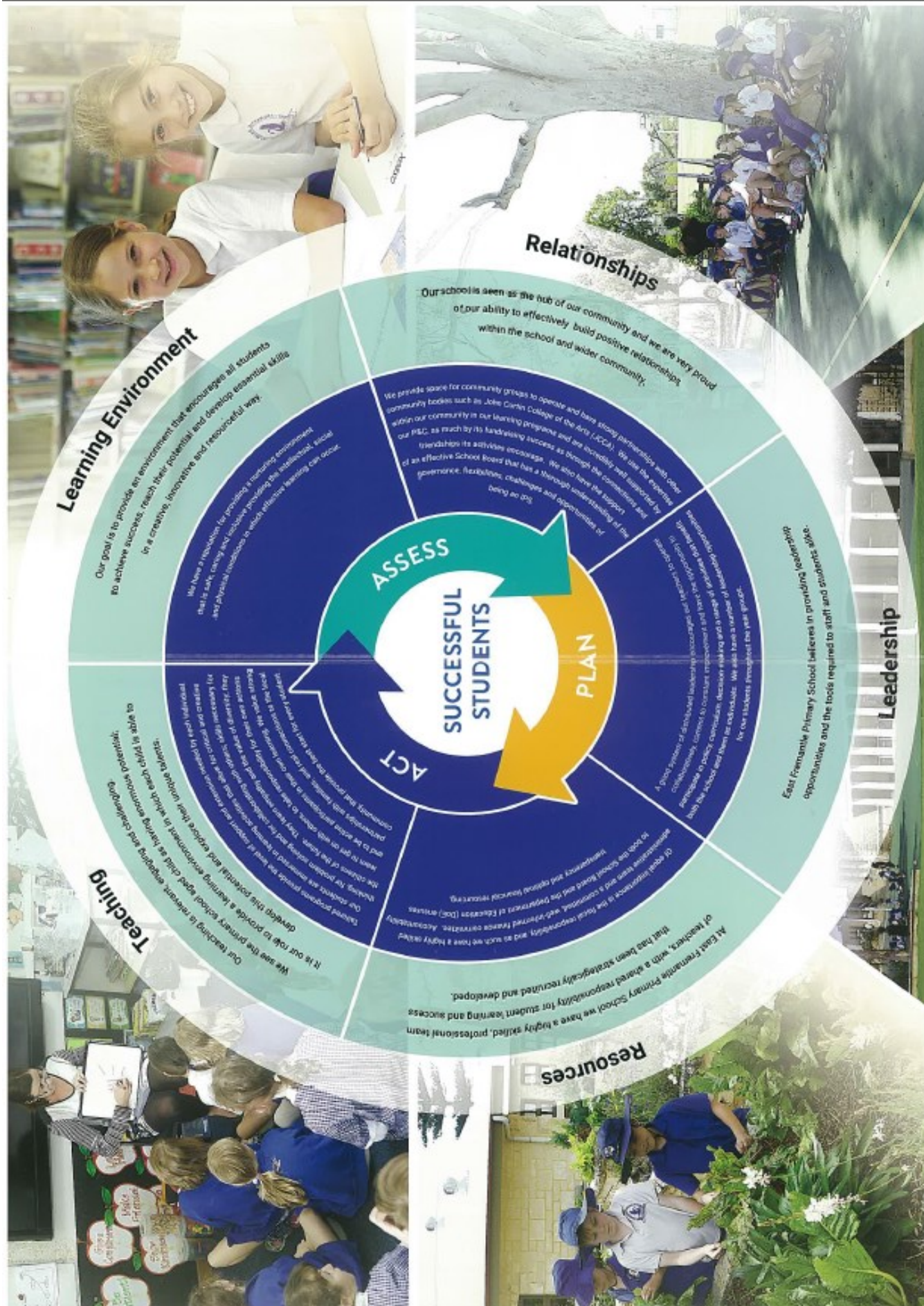
Together with our school community, we nurture and develop each child's individuality, encouraging them to achieve their personal best in all areas of academic learning and in life skills.

Our School Motto– "Go Forward"– reflects our vision of a school that provides our students with the opportunity to be confident and adaptive citizens at school and in the wider community, fulfilling their potential and doing their best.

Success at East Fremantle is measured in the growth of each child as a whole and our students make us proud in what they achieve and the way in which they do it.

Our School values provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and the wider community.

The ethos of our school is embedded in our values of Caring, Respect, Fairness, Understanding and Empathy.



Learning Environment

Our goal is to provide an environment that encourages all students to achieve success, reach their potential and develop essential skills in a creative, inclusive and resourceful way.

We have a reputation for providing a learning environment that is safe, caring and inclusive providing the intellectual, social and physical conditions to allow effective learning can occur.

Relationships

Our school is seen as the hub of our community and we are very proud of our ability to effectively build positive relationships within the school and wider community.

We provide space for community groups to operate and have strong partnerships with other community bodies such as John Curtin College of the Arts (JCCA). We use the expertise within our community in our learning programs and are incredibly well supported by our P&C, as much by its fundraising programs as through the commitment and governance, flexibility, challenges and opportunities of an effective School Board that has a thorough understanding of the school as well as being so close to the school.

Leadership

East Fremantle Primary School believes in providing leadership opportunities and the tools required to staff and students alike.

A good system of distributed leadership encourages all staff to be involved in the school's development. We also have a range of leadership opportunities for our students throughout the year group.

Resources

At East Fremantle Primary School we have a highly skilled, professional team of teachers, with a shared responsibility for student learning and success that has been strategically recruited and developed.

Of equal importance is the fiscal responsibility and so much we have a highly skilled administrative team and a competent, well-trained finance committee. Accountability to both the School Board and the Department of Education (DoE) ensures transparent and optimal financial resourcing.

Teaching

Our teaching is relevant, engaging and challenging. It is able to develop this potential and explore their unique potential.

We see the primary school aged child as having enormous potential. It is our role to provide a learning environment in which each child is able to develop this potential and explore their unique potential.

Our students are encouraged to have a strong sense of ownership and responsibility for their learning. They are encouraged to have a strong sense of ownership and responsibility for their learning. They are encouraged to have a strong sense of ownership and responsibility for their learning.



Chair Report 2018

Looking Back

'All's well that ends well, still the fines the crown, Whate'er the course, the end is the renown.'

Strange as it may be to start with an ending, I think it's fitting. 2018 started well with an ending of the 2017 comic farce and the welcome return of Jenni to resume the Principal's crown. For the board this signalled a settling in strategy and direction and an easing of time commitments. Even the DES review could not disrupt the calm, with Jenni and her team handling it skilfully and smoothly (at least that is how it appeared from the outside). Little was required from the board by way of contribution to the review process other than a set of interviews with the reviewers. The resulting report reflected accurately the amazing school and community we have with our key strengths noted and a couple of areas of work on which the school has already turned its focus. I will talk to these areas later in the report.

The usual board activities (budget, surveys, booklists, policy reviews, dress code, etc.) have prevailed throughout the year though the main focus has been the development of the business plan for the next three-year cycle. With the development of the plan came a slightly different approach in the structure of the board support. We currently run a portfolio system with members attached variously to the five key areas of the business plan. This structure is premised on a collective understanding that having members focus on discrete areas will help with reporting against targets, allow Jenni to ask for and co-ordinate support in key areas as required and inspire engagement and creativity amongst board members. Critically, it has allowed the board to work with greater ease outside of the board meetings, taking the pressure off the board as a whole and facilitating more in-depth focus. The 2018-2020 plan (in terms of its direction and goals) has been approved and is currently in production with anticipated publication in digital format before the end of term.

A final word on the year; I am beyond pleased to report that the collaboration between the P&C, school and the board has gone from strength to strength, culminating in the 120 year event that, I suspect, will be a lot fun. We have had the benefit of wonderful liaison by Kate between board and P&C – this is a critical role and must be embedded (though I don't necessarily expect Kate to do it forever, just the next 10 years) in our culture. No small part in the health of this relationship has also been Jodie in her role as P&C president. It has been as much fun as it has been an honour to work with her this year.

Going Forward

It will be on Tim's task list (or at least it will be once we've completed handover straight after the AGM) to carry the board forward using the knowledge gained this year. This includes the afore-mentioned DES Review report findings. The report informs the board's on-going focus on assisting the school in establishing and maintaining community partnerships, ensuring targets are measurable, sustainable and real, and providing training for all board members.

Additionally, I feel the board will benefit, as Tim highlighted in his introduction in the newsletter, from the addition of a community member. A strong emphasis on sustainability that is already evident in the school will be supported by the board in myriad ways, and may be well supported in community engagement through the board.

And with the arrival of a new MCS next year, the board will be working hard to establish a solid reporting system, working on the base provided by Frank and the massive amount of work Amanda has put in this year.

Finally

So here we are at the end of yet another year with all still very well indeed. I'd like to thank each and every board member for their role in so ably helping our school to the end of this year. Thank you to all for all that you bring to the table. I have appreciated every contribution this year and, indeed, each year of my tenure as chair. I am most grateful, however, to Jenni; she makes everyone's jobs so easy and in so doing manages somehow to make her job look effortless. I know that this cannot possibly be the case because I have been witness to some of what she tackles each day and yet this is how it looks. I have loved working with Jenni and have nothing but admiration for the skill with which she manages this school and the love and care she brings in equal measure to the lives of our children.

So it is with an odd mixture of emotions that I hand over the mantle of board chair. It has been a privilege to be so close to the amazing team at our school and thoroughly fulfilling. Being witness to the machinations that drive our local education establishment is in itself an education and one that has left me better informed, inspired and impressed. Despite a sense of sadness at stepping back from this, I am delighted to be handing over to Tim. Not just because it takes a few things off the task list, but because it is actually a pleasure to know that the board will have a great person in this role. He will take the board to a new level with skill and great management and I am excited to still be on board to support him.

With thanks and best wishes for going forward,

Nancy Clarke
Board Chair

Report from the P&C President

P&C President Report 2018

Our P&C is a community of fantastic individuals that help support our students, teachers, parents and the wider community to thrive – and what a privilege it has been to be President for 2018.

Whilst our successes can in part be measured in terms of the amount of money we have raised for the school, the role of the P&C is much broader. We support and engage with the school, parents and the community to provide the best environment possible for our kids. A place where they can learn, explore, be safe, develop friendships and nurture their own sense of self.

Overseen by a relatively new executive the P&C has had yet again, another successful and active year. We started the year by welcoming, with open arms Ms Chittick back to the helm, as principal.

We have welcomed new parents with school tours and our welcome morning tea, brought the waterslides back, held our annual Dad's and Kids Camp, baked and sizzled up a storm, raised the bar and let our hair down at our infamous quiz night, memorialised our kids creativity and faces on the tea towels and created a space for mindfulness with our free yoga program. At the same time, we continued to provide the uniform shop, coordinate lunch orders with John Curtin, offer school banking, Scholastic book order and coding club.

If that wasn't enough, we have introduced faction t-shirts, streamlined P&C documentation and procedures and created a new P&C website.

All this has been achieved the while strengthening the collaboration between the P&C, school board and school. Major contributors I believe being: the attendance of Ms Chittick or Mr Robinson at all our P&C meetings reporting on the progress of the school, issues that the school faces and numerous other items; our board and P&C liaison and of course the relationship with Nancy as Chair of the board. I expect the relationship will continue with new Chair Tim. The success of our 120th year celebration was a great testament to our relationship.

So I think that for all those involved, at all levels of our P&C from helping turn a sausage to taking on more involved roles, can feel justifiably proud of what has been achieved over this past year and I sincerely thank each and every contribution.

They say it takes a community to raise a child and I can say it has been both fun and an honour being part of our amazing P&C community, the board and school team.

With thanks to all involved,

Jodie Payne

Teaching

Expert teachers use explicit teaching and a differentiated approach to extend, enrich and accelerate student learning. Our teachers are chosen specifically through merit selection processes to match our ethos and objectives to help produce successful students. We will continue to support and build staff expertise for teaching excellence and maintain training and support for staff.

The staff at East Fremantle Primary School are active contributors to the overall direction of the school and engage in regular professional development and curriculum initiatives. Through the flexibilities that Independent Public School status has afforded us we have been able to appoint staff that are committed to the innovative programs and directions that the East Fremantle Primary School Business Plan 2018-2020 is guiding us in.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	1.6	0
Total Administration Staff	3	2.6	0
Teaching Staff			
Other Teaching Staff	26	19.4	0
Total Teaching Staff	26	19.4	0
School Support Staff			
Clerical / Administrative	4	3.2	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	12	8.0	0
Total School Support Staff	17	11.7	0
Total	46	33.7	0

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

ANNUAL REPORT 2018

EFPS Business Plan Targets and NAPLAN

Teaching

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We continue to support and build staff expertise for teaching excellence and maintain training, professional development and support for all staff.

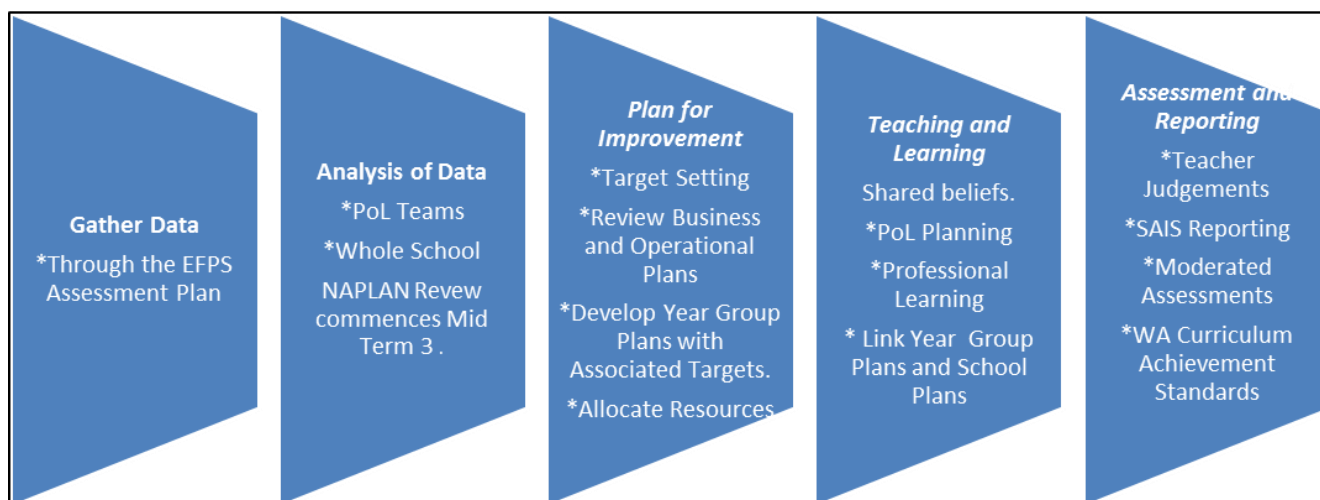
Not letting students fall behind

We take pride in ensuring that the learning needs of all students are carefully considered and appropriate curriculum adjustments are made.

We provide suitably challenging and engaging programs for the most capable students through to those who may require additional assistance.

NAPLAN Review Process

The teaching team at EFPS go through a structured and exhaustive review of available Student Performance Data, including NAPLAN results and class reporting data, in order to not only maintain high standards across the school, as demonstrated by the Target of 50% of students achieving outcomes in the top 20% of the country but also to add value to student performance. This review leads to Strategic, Operational and Class Planning with Second Level Targets aimed at enabling students to reach the overarching Targets.



Our NAPLAN results

Our students consistently perform above NAPLAN averages for Australian schools. When reporting the NAPLAN data the Australian Government compares individual school performance against averages for all Australian schools as well as averages for schools that share similar socio-economic characteristics — like schools.

Comparisons to like schools

Comparisons to like schools is a useful tool for ongoing improvement in teaching areas which may require additional focus. Slight fluctuations in the data on an annual basis makes it difficult to draw definitive conclusions in any one year, however, over time both our school and our like schools have made improvements in NAPLAN test results.

Targets

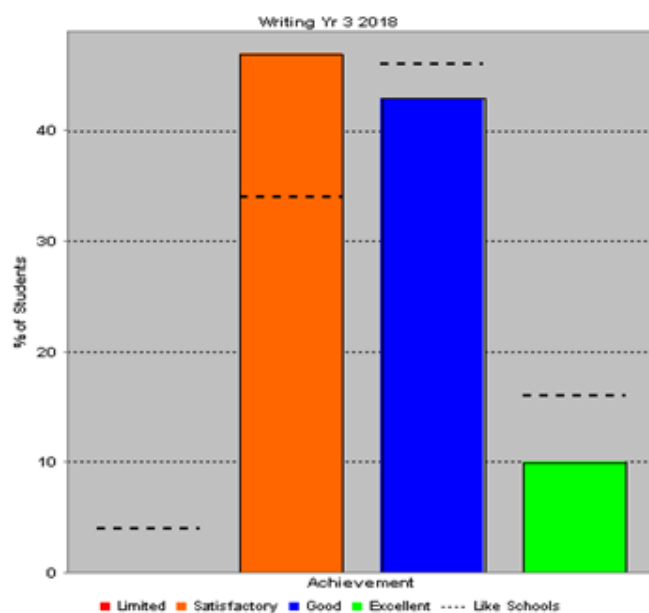
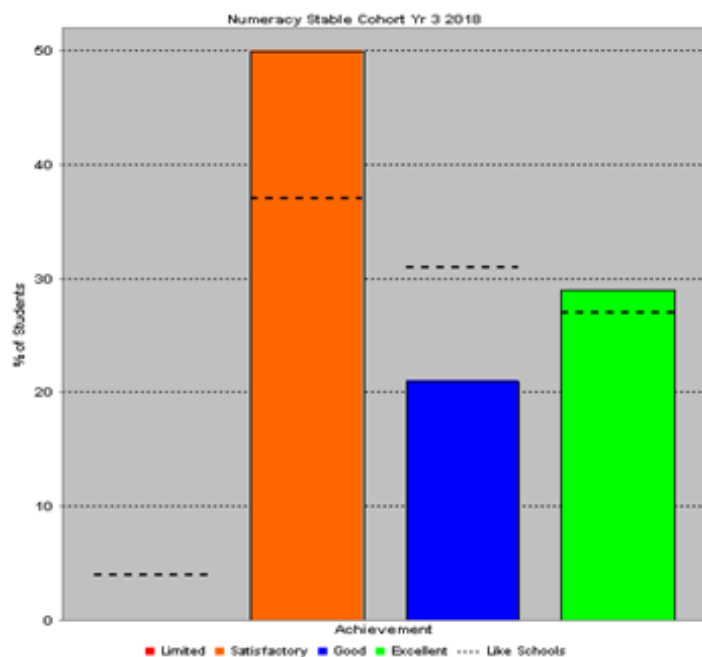
- For our average NAPLAN results, we aim to achieve at or above like schools performance, when averaged over the three years from 2016 to 2018, for each subject in years 3 and 5
- We will endeavour to have all students achieve at or above the national standard for their year level, and will target 97% for all year 3 and year 5 students
- We aim to have 50% of our students achieving in the top 20% of students in the state for each subject in years 3 and 5.

Within our **2018 – 2020 Business Plan** are **Targets** have been modified to;

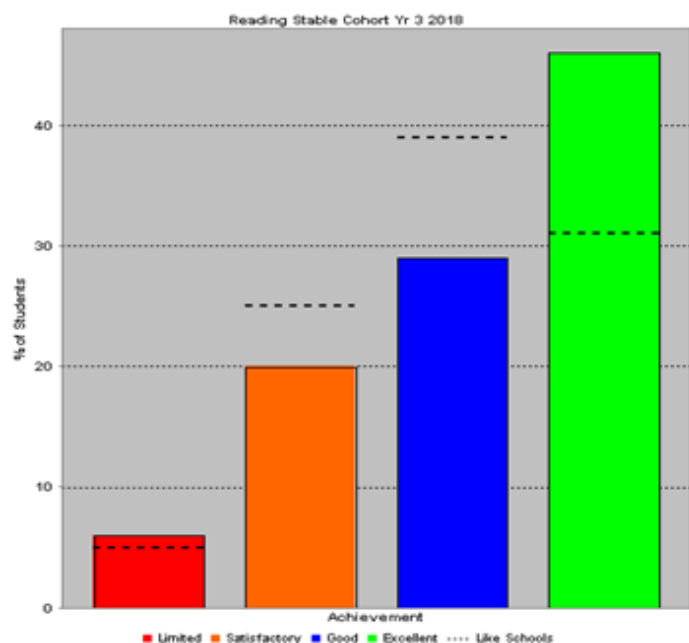
- NAPLAN Achieve At or Above Like School Performance
- NAPLAN Improve Our Distribution (Green Zone Performance) of Achieving at Least One Standard Deviation Point Above Like Schools Performance
- NAPLAN Increase the Number of Students Achieving in the Top 20% of Achievement in Numeracy.

2018 Data

NAPLAN Comparative Performance for Year 3



***Graphs not available in Spelling and Writing.*



Year 3 ANMS Target %97

	2015	2016	2017	2018
Numeracy	96	96	97	98
Reading	96	96	98	94
Spelling	96	94	97	98
Grammar	96	96	96	98
Writing	93	96	94	100

Year 3 Top 20% Target 50%

	2015	2016	2017	2018
Numeracy	39	34	34	29
Reading	40	34	33	45
Spelling	27	26	16	30
Grammar	54	40	31	35
Writing	27	42	11	16

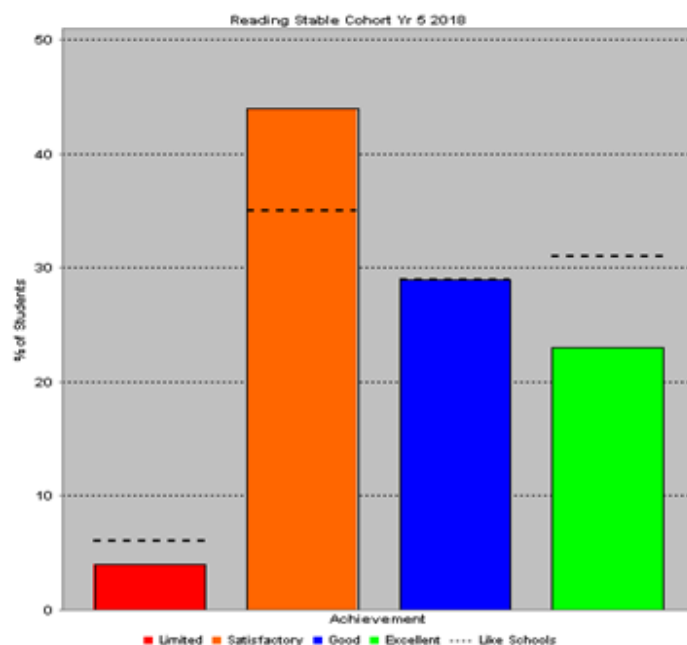
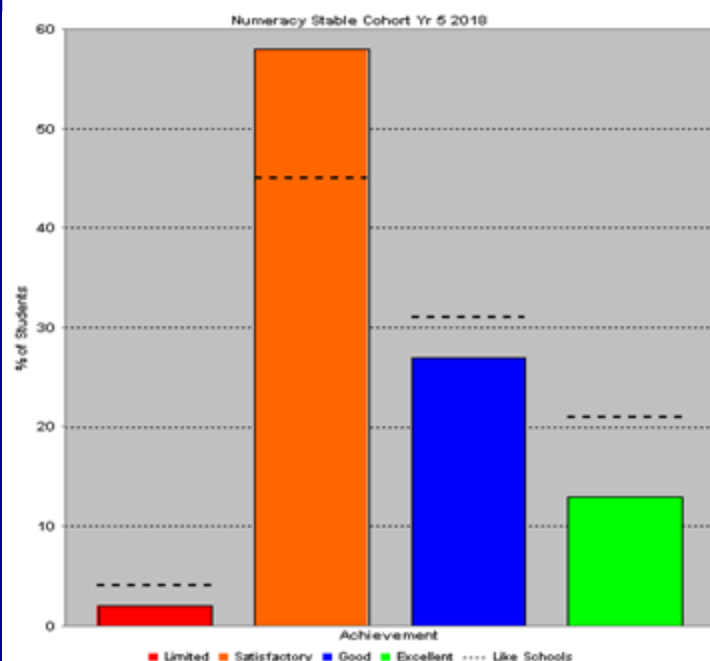
Year 3	Performance					
	2013	2014	2015	2016	2017	2018
Numeracy	0.2	-0.4	0.3	0.4	-0.1	-0.3
Reading	0.4	1.2	-0.0	0.3	0.3	0.4
Writing	-0.6	-0.5	-0.6	0.0	-1.3	-0.7
Spelling	-0.5	0.2	-0.4	-0.2	-0.5	0.1
Grammar & Punctuation	-0.0	0.9	0.6	0.1	-0.3	-0.2

1
2
3

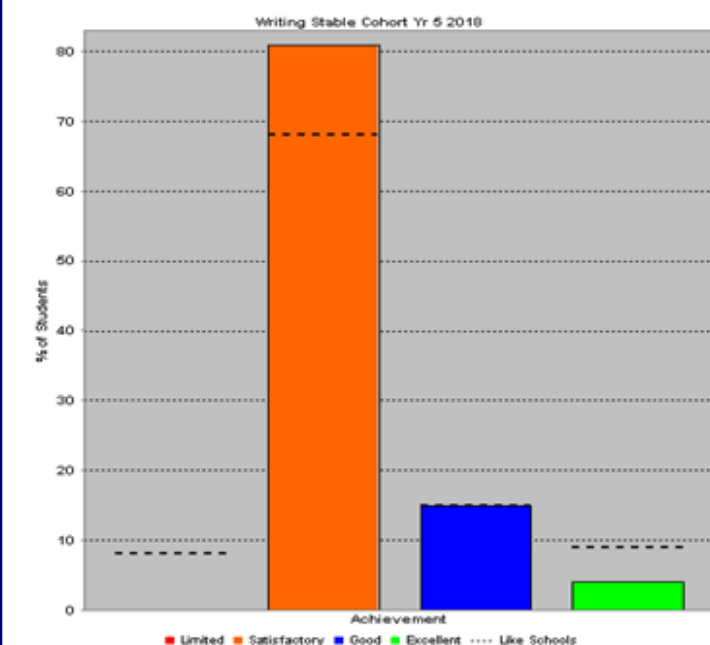
Above Expected -
Expected -
Below Expected -

more than one standard deviation above the predicted school
within one standard deviation of the predicted school mean
more than one standard deviation below the predicted school mean

NAPLAN Comparative Performance for Year 5



***Graphs not available in Spelling and Writing.*



Year 5 ANMS Target %97

	2015	2016	2017	2018
Numeracy	96	96	97	98
Reading	96	96	98	94
Spelling	96	94	97	94
Grammar	96	96	96	94
Writing	93	96	94	100

Year 5 Top 20% Target 50%

	2015	2016	2017	2018
Numeracy	35	42	35	25
Reading	40	40	42	37
Spelling	20	28	39	25
Grammar	40	46	38	27
Writing	35	28	38	22

Year 5	Performance					
	2013	2014	2015	2016	2017	2018
Numeracy	0.7	0.5	-0.5	0.2	0.1	-0.3
Reading	0.9	0.7	0.3	-1.0	-0.2	
Writing	0.0	0.7	0.1	-0.0	-0.1	-0.7
Spelling	-1.1	-0.6	0.6	-0.9	0.2	-0.2
Grammar & Punctuation	0.4	-0.2	0.1	-1.0	-0.2	-0.1

1	Above Expected -	more than one standard deviation above the predicted school
2	Expected -	within one standard deviation of the predicted school mean
3	Below Expected -	more than one standard deviation below the predicted school mean

Target	Year 3	Year 5	Response
For our average NAPLAN results, we aim to achieve at or above like schools performance, when averaged over the three years from 2016 to 2018, for each subject in years 3 and 5	<p>In 94% of NAPLAN Test Strands across this time frame the target has been met.</p> <p><i>With the exception of Spelling in 2016 and Writing in 2017.</i></p> <p>Reading was seen as a strength ... particularly in Year 3.</p>		<p>EFPS will continue the development and embedding of the * 'The Seven Steps to Successful Writing' from PP to Year 6 – A Whole School Approach.</p> <p>EFPS also implemented whole school approach to Spelling; *Soundwaves. This year results have been encouraging.</p> <p><i>The EFPS Operational Plan in English has more detail regarding the above.</i></p> <p><i>This includes the use of Support Staff and Curriculum Leaders to support the implementation of these programs. Eg Language support teacher during two literacy block sessions per week in Year 5 and 6.</i></p> <p>*A full review of both programs will be carried out in 2019.</p>
All students achieve at or above the national standard for their year level, and will target 97% for all year 3 and year 5 students	<p>In 60% of NAPLAN Test Strands this Target was achieved.</p> <p>However the average of 97% was achieved.</p>		<p>Use WA Curriculum Achievement and Progression docs to provide data on EFPS student progression from PP – 3 and 3 – 5.</p> <p>These targets will be set out in the Year Group Plans specific to different cohorts.</p>
<p>50% of our students achieving in the top 20% of students in the state for each subject in years 3 and 5.</p> <p>NAPLAN Increase the Number of Students Achieving in the Top 20% of Achievement in Numeracy.</p>	<p>In neither Year group the Target was achieved.</p> <p>Best results were in Reading and Grammar.</p> <p>Writing was the weakest strand in both Years.</p> <p>Numeracy was seen as an area where results could be improved further.</p>		<p>Maths Plan to be developed with steering committee to look at;</p> <p><i>Professional Learning in the use of explicit instruction in problem solving. Resources to support the aims of Maths Operational Plan and related Targets eg Human Resources- Extension maths classes in Years 5 and 6. With Extension teacher to support other year groups with providing an enriching and engaging maths program.</i></p>
	<p>Integrated Year target;</p> <p>Improve Our Distribution (Green Zone Performance) of Achieving at Least One Standard Deviation Point Above Like Schools Performance.</p> <p>As part of the EFPS Shared Beliefs in Teaching and Learning, improving student performance is a key plank and indicator of success.</p> <p><i>These beliefs are integrated within each of the Year plans which involve Teaching and Learning.</i></p>		

Learning Environment

ATTENDANCE

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2016	95.0%	92.6%
2017	95.5%	92.7%
2018	95.9%	92.6%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	93%	92%	97%	96%	96%	96%	94%
2017	96%	95%	95%	96%	96%	95%	95%
2018	94%	97%	97%	95%	96%	96%	97%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Destination Schools for Year 6 students, 2018

Government	
John Curtin CA	36
Melville	2
Perth Modern	2
Fremantle College	1

Independent School	
All Saints College	2
CBC Fremantle	6
Iona	2
Kennedy Baptist	2
Scotch	1
St Georges Anglican Grammar	2
Not specified	6

Excellence in Learning

SAER (Students at Education Risk)

SAER Students at East Fremantle Primary School are catered for at their various levels of need. The strategies to support our SAER students include:-

- Documented Planning (Individual Education Plans, Group Plans, Behaviour Plans and Risk Management Plans to support students' needs).
- Disability Resourcing – additional resourcing in the form of Educational Assistants is used to support students with diagnosed disabilities. Individual Education Plans are also adopted to cater for students' curriculum differentiation.
- Mini Lit Program (Year 1) A Direct Instruction program with small groups of students which develops literacy skills.
- Multi Lit Program (Years 2- 4) – a highly successful program to assist students in the areas of reading and spelling using 1:1 tutors. Group Plans are developed to support these students.
- Student Profile and Tracking Sheets – each teacher records information based on parent meetings and/or specialist reports which may impact on students' academic and/or social emotional needs. This information is formally passed on to subsequent year level teachers at the end of each academic year and informs subsequent teaching strategies as appropriate.
- Our SAER Policy outlines Identification strategies for SAER students and strategies adopted as a school
- Our School Psychologist, Natalie Mellgren, supports our program for one day a week along with our School Chaplain, Joan Huang, who worked with us for three days a week in second semester.

Teresa O'Connell
Deputy Principal

Music

Music has continued to be an integral part of the school curriculum, complimenting classroom programs where appropriate. Music has also played an important role in engaging the wider school community, and a high standard of musical performance is present at assemblies, ceremonies and special occasions. School songs are taught across all years for assemblies, and class assembly productions regularly feature musical performances. The graduation ceremony included performances by graduating Year 6s and the school choir.

The Instrumental Music School Service continued to provide high quality lessons and performance opportunities to over 60 students from Years 3 to 6. In 2018, students at East Fremantle Primary undertook lessons on violin, viola, cello, trumpet, trombone, flute and double bass. String players in Year 5 and 6 were part of the school orchestra rehearsing before school for close to an hour on Thursday mornings. These students performed at several venues throughout the year, including John Curtin College of the Arts, and at our EFPS Orchestra assembly in December.

In 2017 the school choir involved approximately 60 students from Years 4 to 6. A major highlight for the year was taking part in the Massed Choir Festival. Choir students from East Fremantle joined with choirs from various other schools and performed together in an evening concert at Perth Concert Hall.

Jordan Seignor—Music Specialist

Excellence in Learning

Languages: Italian

'Why do we learn a foreign language?'...A question often posed by students, (and sometimes by parents alike!). There are many answers to this question and an attempt to explain them follows:

- Learning a language can be exciting! There are songs to be learnt, games to be played, activity's to be completed and fun to be had!
- Language learning is a compulsory component of the Western Australian and Australian curriculum (from year 3 onwards).
- You can discover all about a new culture and become more open minded...an opportunity to become more 'worldly'!
- There may be opportunities to study overseas or live amongst other cultures in the future.
- It is useful to be familiar with other languages whilst travelling...even though English is widely used in most European countries, it is seen as 'favourable' if an attempt is made to communicate in the local language. Restaurants, shops and locals appreciate when tourists show interest in the language and culture (a visit to a restaurant itself, can act as a language lesson!).
- Italian speaking can commence from day one...approximately 30% of words in English are of Latin origin! The Italian language is the most closely associated with Latin (that is, of all the 'romance' languages).
- Italian has easy pronunciation...the way you see it, is normally the way you read it. The Italian verb tenses correspond closely to the English tenses.
- Learning a foreign language helps you understand more about your own language.
- Non-verbal communication becomes part of the language course...gesticulation, posture, hand motions, body language and intonation form part of any language learning.

Students at East Fremantle Primary School learn about the Italian language, culture and physical nature of the peninsula extensively in class. Many cross-curricular links are made throughout the course with emphasis on areas such as literacy, geography, numeracy, art, music and health.

At the beginning of the year, children are kept occupied creating Carnevale masks (maschere di Carnevale), which has become a yearly tradition at the school. These masks act as a highlight to the language course and students are encouraged to explore their creative and inquisitive side, whilst delving into the origins and traditions of this eccentric custom. Several themes are covered in Italian each year, which include (but are not limited to), grammatical points, greetings, personal interests, the Italian alphabet, the Italian landscape and regions, numbers, mathematics, colours, comprehension activities, days of the week, months of the year, body parts, Italian food and cooking and much, much more! 'Repetition' is the key to any language learning and common phrases and instructions are often incorporated into all of our Italian lessons.

Students are encouraged to work cooperatively and collaboratively in group situations as well as diligently on their own and this combination is very much a focus in language learning. Children tend to be positively stimulated and benefit with hands on visual and creative based learning. Tasks often require students to contribute to group work activities, (which may involve presentations in the target language) of common topics, or topics of choice. Presentations may include the use of posters, power point and/or other modes of technology. Each classroom also has the opportunity to display elements of Italian work, which gives parents insight into what is learnt in Italian during the course of the year as well as help prepare classrooms for Parent Night.

Children thoroughly enjoy learning Italian and are especially intrigued when they hear the target language spoken or, when they make connections between the Italian language and that of their own!

Franca Sargant
Language Teacher

Excellence in Learning

Visual Arts

The Junior Fine Arts Program at East Fremantle PS is carefully designed to develop the students self confidence, creativity, and to stimulate their appreciation of the Arts for life.

The Year 1's transition from Pre-Primary to the Art Room begins slowly allowing the students to develop confidence in both their new surroundings and with their teacher, while always supporting and encouraging each other to achieve success whilst having fun.

In 2018 students from Year 3 to Year 6 were exposed to a variety of media and techniques that included; collage, clay, print, line and sketching skills whilst also allowing time for individual creative development. As the students transition to Middle Primary they enter the Historic Plympton Block and their fine art skills become more precise with further focus on skills and art appreciation.

Colour theory is always a strong focus in the Art room and in 2018 the students completed many excellent pieces providing proof of their understanding of colour. The senior students used a variety of media that included portfolio and oil pastels, water paints and edicol dye.

As always the students at EFPS approached each project with enthusiasm and their individual commitment to 'do their best' was evident in each students work.

Brooke Spinner
Arts Specialist



Excellence in Learning

Health and Physical Education Program

One of East Fremantle Primary School's strengths is its integration and collaboration with the wider community. In 2018, the school continued its relationship with the local high school John Curtin College with Year 3 and 4 students taught soccer skills by the Year 11 Physical Educational students during Term 2. East Fremantle Primary continued to develop strong relationships with the wider sporting community, with school clinics and player visits from the Perth Wildcats, East Fremantle Football Club, Hot Shots tennis and Athletics Australia.

As always parents were an integral part of sport at East Fremantle Primary, assisting teachers to coach, umpire and score Intra and Interschool sporting competitions. We also continued our strong relationship with Notre Dame University and local secondary colleges, mentoring practicum students throughout the year.

The students were provided with opportunities to participate in extracurricular physical activity with before school Athletics, Swimming and Cross Country training held at the school oval and local swimming pool. The students were able to develop and demonstrate their skills in a variety of sporting contexts with Softball, Touch Rugby, Athletics, Swimming, Cricket, Volleyball and Dance some of the sports covered throughout the year. The winter sport competition gave students the opportunity to compete against other schools in Soccer, AFL and Netball. Furthermore, high achieving students were given opportunities to compete against other schools in Cricket, Basketball, Athletics, Swimming and Cross Country.

Highlights of the year include 2nd place at the Interschool Athletics and Swimming Carnivals. Other school highlights included all year levels participating in a 6 week dance program, culminating in a whole school dance performance in front of the whole school community. The school's annual Colour Run had students walking, running, and even dancing around the school oval raising money for the school with every lap.

East Fremantle continued to utilise available funding from the Australian Government. The funding was used for professional Athletics and Tennis coaches who ran programs within the Physical Education Timetable. Additional funding was used to purchase 4 table tennis tables for the students to use during lessons and lunchtimes.

East Fremantle Primary utilised the LifeEd Van and the Challenges and Choices Health models, concentrating on important skills such as resilience, positive thinking and communication skills.

Lower primary students continued to develop their fundamental movement skills such as hopping, jumping and throwing while the Upper primary students further developed these skills and translated them into team sport environments. Ultimately, at East Fremantle Primary we aim to develop the fundamental movements skills required to participate in everyday physical activity and to educate students to have the skills and knowledge required for a healthy and active lifestyle.

Mr Paul Emery

Physical Education specialist

Safe and Caring School

Chaplain's Report 2018

East Fremantle Primary has a priority in providing an environment that encourages all students to achieve success and reach their potential. Chaplaincy services were offered once again to the school community in Term 3. Great efforts were made to create this positive environment to empower and encourage students to be the best they can be.

In 2018, the chaplaincy role was heavily focused on supporting students socially and emotionally as well as collaborating with teachers and staff to identify other areas to support.

Chaplaincy services

Chaplaincy services were well used by the school community. Support was available to students, staff and parents through one on one pastoral care. The goal of student one on one pastoral care was to help students identify their emotions and assist them with coping strategies.

Programs

Protective Behaviours is safety awareness and resilience-building programme, which helps children to recognise any situation where they feel worried or unsafe, such as feeling, stressed, bullied or threatened; and explores practical ways to keep safe. Protective Behaviours lessons were conducted in all senior primary classes.

The Chaplain also participated in Rainbows For All Children Facilitator Training and is now a certified Rainbows trainer. We are looking forward to start the Rainbows program in 2019 and create another platform to support students.

At East Fremantle Primary, we want to see our students thrive in all areas of life and provide opportunities to create a hero out of them.

Joan Huang
School Chaplain



EFPS Dads and Kids Camp 2019

Safe and Caring School

Dads & Kids Camp





East Fremantle Primary School

kitchen Garden



Philosophy

- *Pleasurable food education teaches students to grow, harvest, prepare and share fresh, seasonal, delicious food.*
- *Pleasurable food education is designed to be fully integrated into the curriculum or learning framework as it offers infinite possibilities to reinforce literacy, numeracy, science, cultural studies and all aspects of environmental sustainability.*
- *Pleasurable food education encourages critical thinking, teamwork, an increased understanding of cause and effect, and increased levels of observation.*
- *Pleasurable food education delivers observable social benefits to all children, including those with special needs.*

Stephanie Alexander Kitchen Garden Foundation 2016

2018

Committee

Sally Ashbrook- Kitchen Specialist
Siobhain Wyatt- Garden Specialist
Anita Albones- School Co-ordinator

Budget

- \$6500 initial funding
- \$2000 P&C contribution
- Our budget is mostly spent on consumables, garden supplies and tools and the replenishing of crockery, cups, pans and other miscellaneous kitchen equipment. Larger purchases were a kitchen aid mixer and building material for the construction of a retaining wall for the bush tucker garden.
- For each class session we budget approximately \$1 / \$2 per student.
- Students from Years 1-6 participate in the program.
- This year we had in excess of 650 volunteer places filled.

Organisation

Our program has been planned around key themes to encourage cross-curricular connections and strong links to classroom programs.

- Mathematics in the kitchen and Garden
- Literacy- Food from Literature – Charlotte's Web
- Celebrations- Graduation Lunch, Diwali Festival of Lights
- Royal Show- biscuit cooking for competition- harvest display
- Parent's Night Preparations

In the garden a major focus has been the establishment of a bush tucker garden. Students also participate in preparing soil and garden beds, planting, plant care, weed and pest eradication, harvesting, composting and seed collection. Composting and worm farming are major focus elements of the gardening process.

2019

Our early planning for 2019 has identified several themes we wish to incorporate into our program.

- Science in the kitchen and the garden (possibly Mushrooms/Yeast focus)
- Indigenous Food- Bush Tucker
- Literary Theme
- Cultural focus
- Royal Show competition gardening and cooking

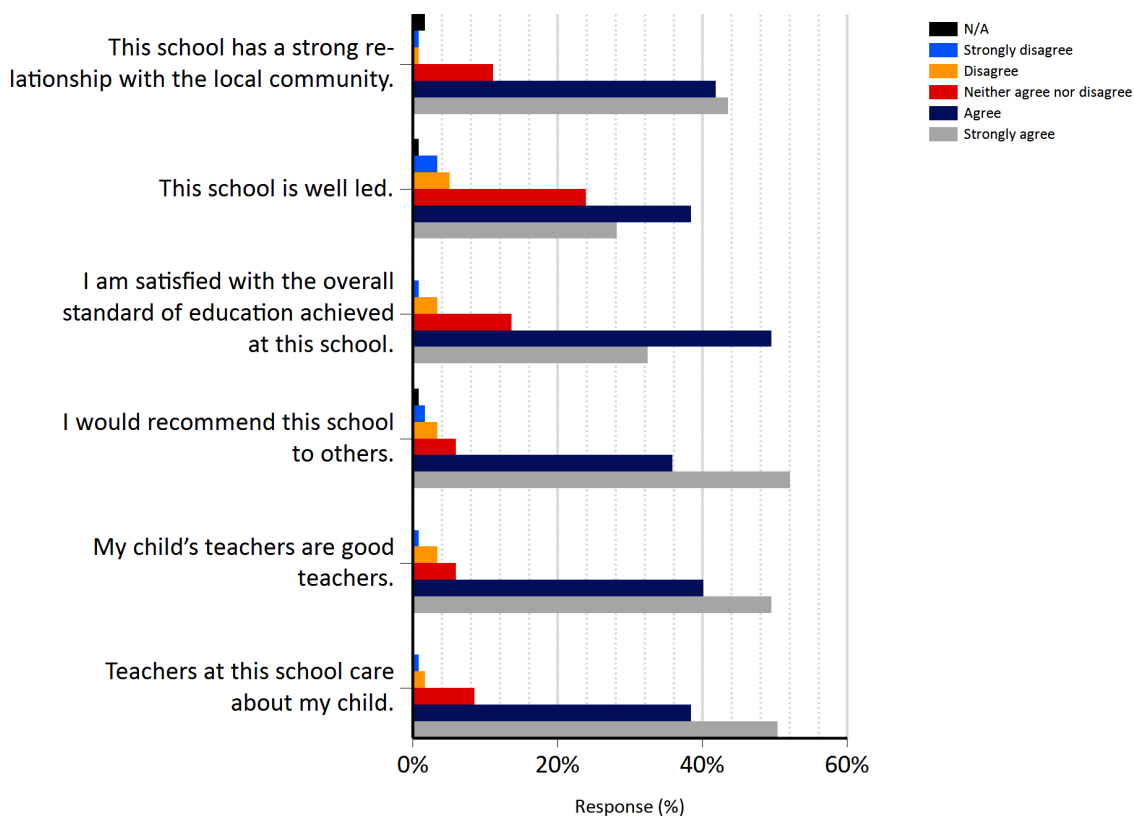
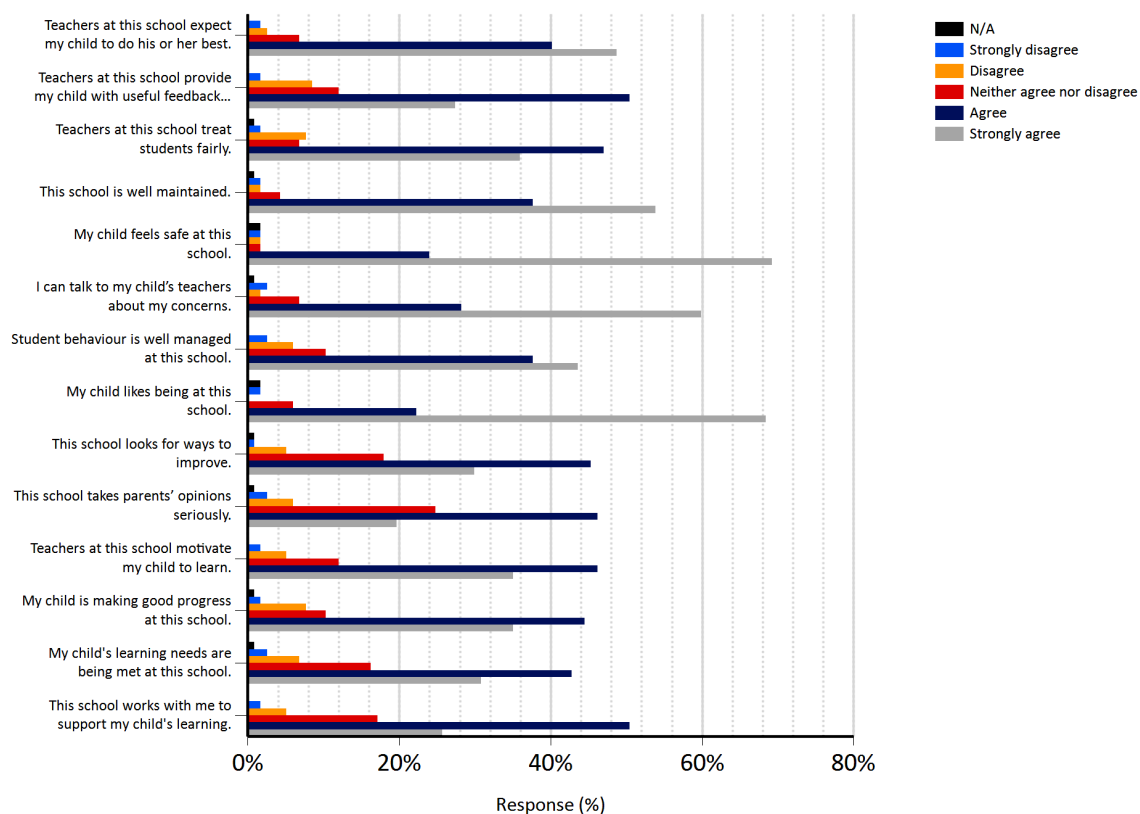


	Curriculum Links	Kitchen Focus Activities	Garden Focus Activities	Resources and Communication
Term 1 THEMES				
BACK TO SCHOOL BREAKFASTS	<u>Design and Technologies</u> <ul style="list-style-type: none"> Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. Investigate how forces and the properties of materials affect the behaviour of a product or system. 	<ul style="list-style-type: none"> Focus on kitchen hygiene and safety processes. Knife skills Breakfast menu using garden produce. Picnic menu using garden produce. 	<ul style="list-style-type: none"> Focus on garden hygiene and safety processes. Safe tool handling. Planting- planning for the year ahead. 	<ul style="list-style-type: none"> Timetable Newsletter updates twice a term. Staff meeting updates once a term. SAKG team meetings 3 times per term. Regular updates on Kitchen Garden Page.
PICNIC				
Term 2 THEMES				
"CHARLOTTE'S WEB" LITERACY LINKS	<u>English</u> Responding to literature <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences. Responding to literature Draw connections between personal experiences and the worlds of texts, and share responses with others 	<ul style="list-style-type: none"> Menu based on 'Charlotte's Web' by E.B. White Carnival Food Farm Food 	<ul style="list-style-type: none"> Examining mini beasts in the garden. Creating woven plant structures (spider webs) using sticks and bamboo. 	<ul style="list-style-type: none"> Timetable Newsletter updates twice a term. Staff meeting updates once a term. Classroom resources- "Charlotte's Web" Activity package SAKG team meetings 3 times per term. Regular updates on Kitchen Garden Page.
HISTORY- 120 YEAR ANNIVERSARY OF EAST FREMANTLE PRIMARY SCHOOL	<u>Design and Technologies</u> <ul style="list-style-type: none"> Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques. Investigate food and fibre production and food technologies used in modern and traditional societies. 	<ul style="list-style-type: none"> Investigating foods from 120 years ago. Developing a menu based on these ideas. 	<ul style="list-style-type: none"> Heritage gardening practices. Plants from the past- heritage seeds. 	
Term 3 THEMES				
HISTORY- 120 YEAR ANNIVERSARY OF EAST FREMANTLE PRIMARY SCHOOL	<u>HASS (History)</u> Inquiry and Skills <ul style="list-style-type: none"> Pose questions about past and present objects, people, places and events. Compare objects from the past with those from the present and consider how places have changed over time. 	<ul style="list-style-type: none"> Investigating foods from 120 years ago. Developing a menu based on these ideas. 	<ul style="list-style-type: none"> Heritage gardening practices. Plants from the past- heritage seeds. 	<ul style="list-style-type: none"> Timetable Newsletter updates twice a term. Staff meeting updates once a term. Classroom resources- School History Activity package SAKG team meetings 3 times per term. Regular updates on Kitchen Garden Page.
PERTH ROYAL SHOW	<u>Design and Technologies</u> <ul style="list-style-type: none"> Plan a sequence of production steps when making designed solutions individually and collaboratively. Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions. Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions. 	<ul style="list-style-type: none"> A focus on biscuits. Savoury and sweet. Year 6 students plan a prize worthy biscuit recipe to enter into the Royal Show School Cookery section. 	<ul style="list-style-type: none"> A focus on harvesting. Creating a school harvest wheelbarrow to enter into the Perth Royal Show. 	
Term 4 THEMES				
CELEBRATIONS	<u>Design and Technologies</u> <ul style="list-style-type: none"> Develop project plans that include consideration of resources when making designed solutions individually and collaboratively. Plan a sequence of production steps when making designed solutions individually and collaboratively. Sequence steps for making designed solutions and working collaboratively. 	<ul style="list-style-type: none"> Diwali Hindu Festival of Light Menu. Year 6 Graduation Celebratory Lunch 	<ul style="list-style-type: none"> Diwali Hindu Festival Of Light Garden Activities. Harvesting focus. 	<ul style="list-style-type: none"> Timetable Newsletter updates twice a term. Staff meeting updates once a term. Classroom resources- Diwali Activity package. SAKG team meetings 3 times per term. Regular updates on Kitchen Garden Page.

2018 Parent Survey

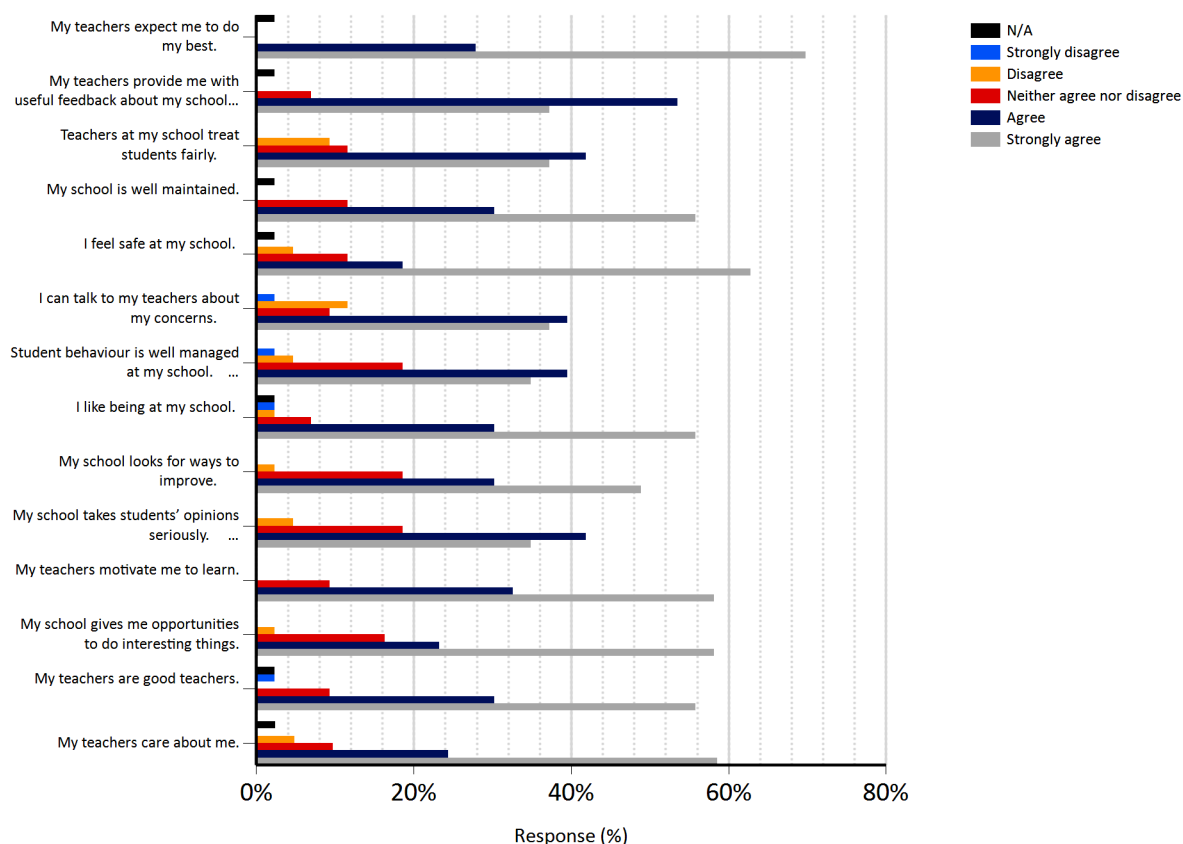
2018 Parent Survey

In 2018 we had 117 people respond to our survey with every year group from Kindy to year 6 represented. Overwhelmingly the results were positive and the vast majority of families feel that East Fremantle Primary School caters well for their child(ren). Our Business Plan targets are to have a rating of at least 80% satisfaction in all areas and we have achieved this.



2018 Student Survey

2018 Student Survey



Parent Feedback from 2018 Parent Survey

- Would be great to see mural on kindergarten wall (Hubble street) redone. It looks very unsightly. Perhaps by students or local artist.
- I understand EFPS to be a fantastic school with generous committed staff. I feel that the expectations (perhaps expectations from children) on parents to be attending so many school events is too onerous. This may be a cultural shift across primary education in general or perhaps this is more specific to EFPS? Not sure. Engagement with children learning and developing is important, however it needs to be balanced with parents occupations.
- Is there a way the school and students can be involved in volunteer work that helps the local community? I am sure there are many ways to get involved. Has the School Council/ staff/P&C considered developing a community asset map that shows how involved the parents and friends are? This could help with grant applications, fostering pride and identity. It makes our community assets visible to both the school and outsiders, as well as indicate areas where our networks could be enlarged. It could assist with funding considerations in the areas of sponsorship and partnerships.
- Three gold stars for EFPS - Professional staff, wonderful students and supportive community.
- We are really happy with the school overall but do feel there is a lot of pressure on the young PP and YR 1 children. The pace of learning is very fast and given that some children are still very young sometimes quite overwhelming. Especially regarding their reading and writing. A slower more playful approach even in year 1 and 2 would, in our opinion, encourage and engage more in the long run. Especially for the children that enter school quite young due to the intake cut off dates. What is expected of a five year old in year one seems out of proportion especially looking at other countries in comparison. We do understand that the school has to comply with the national curriculum and has only so much influence on what and how they are teaching. Thanks.

2018 Parent Survey

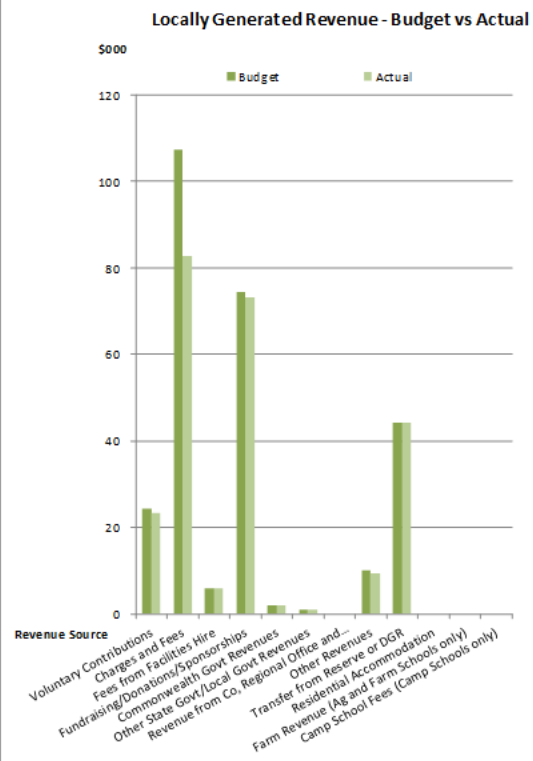
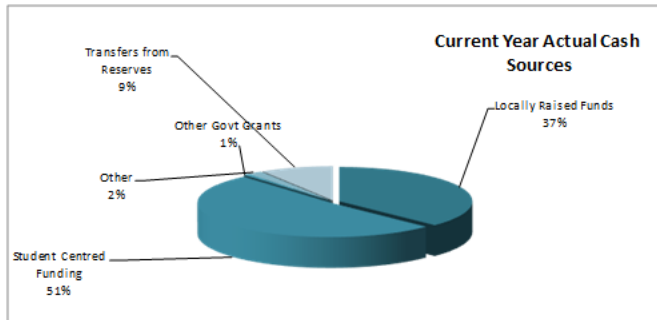
- Generally a fantastic place and a wonderful experience for the children.
- Great school, committed and organised teachers, no bullying, great culture of old students mentoring and looking after younger students.
- Only area that I can see that needs improvement is that the two demountables used for PP1 and PP2 are too small for close to thirty kids.
- I just want to say I think the families of East Freo PS are lucky to be able to attend such a great school and full of fantastic teachers. The P&C do an incredible job of raising funds and the parents and community are very generous. Our children, on a whole, are very privileged so I would really like to see funds raised by the P&C to be allocated monetary donations to groups that are less fortunate or privileged than ours. It would be great for each class (e.g. year 1 and up) to research an area of need in the community or world and donate the allocated funds to their chosen group/cause. Learning to go without to help others who are in more need, is an important lesson for our children.
- Found the number of changes to the Principal position last year slightly confusing especially as there was a lack of communication around what was happening.
- Have been so impressed with all class teachers so far. Love how the older kids look out for the younger ones. Love how the whole school learns a song to sing together at assembly. Assembly is too long. Really appreciate the work class reps put in to communicate between parents and teachers. Would be great if permission slips could be managed online. Am really against homework in the lower grades unless there are specific issues to work on - kids need to play and relax after school.
- There is too much asked of the children in the younger years, with homework and reading + writing skills. It should be more play and less work up until year 2. Sweets in school lunches need to be banned or discouraged.
- We love the school and feel so blessed that our kids get to go to such a warm and caring school.
- I'm concerned about the number of students who are coming up the ranks. It's full to capacity and I'd like to know what the school plans to do about it. 30 children per class may be as the Education department allows but it stresses both the children and the teachers - not ideal learning conditions. Also, I would like to see consistency in the school principal. How can any principal invest emotionally in the school when it's a temporary role?
- It is a wonderful school. I would like to see more emphasis on STEM learning, not necessarily more computers or other devices but just more attention in those areas.
- My daughter has been at this school for the last 2 years after experiencing bullying at the previous school. We unfortunately delayed this move thinking we could correct things with the help of the previous school but unfortunately that wasn't forthcoming and there was a notable change in our daughter's personality.
- EFPS was a total turn around and has been incredibly positive from the get go in every way, from the teachers, office staff, sports. In a time where some schools don't allow hugs the EFPS kids are not frightened to give each other a welcoming hug or an encouraging hand on the shoulder during their conversations. I often witness them being so positive and encouraging to each other, it's a great sight to see. Hats off to everyone at EFPS.
- Need better parking options - more drop off zones to reduce demand on parking areas.
- Overall just very happy that my children have been able to attend EFPS. I think it has given them an enjoyable & happy start in life.
- The school website needs to be updated on a more regular basis. E.g. information regarding Kindy enrolment is still showing enrolment information for people enrolling for Kindy start in 2018!
- Information regarding school events, Kitchen Garden dates, P&C meeting dates, and information found in the school newsletter should also be available on the website.
- Good school !
- I absolutely love this school, everyone's doing a terrific job! And a new website with up-to-date information will be GREAT. :-)

Financial summary

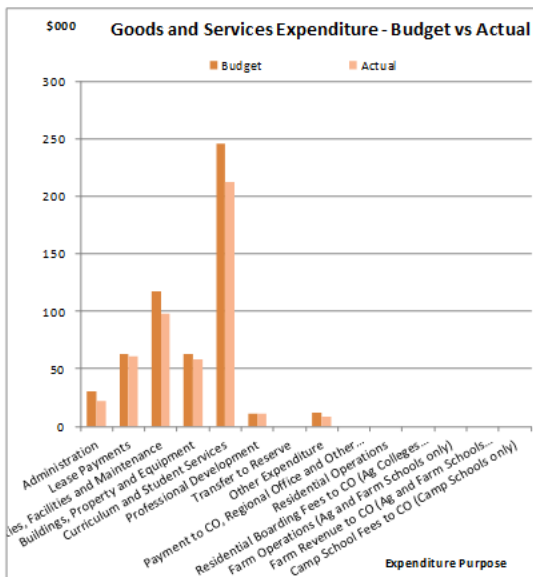
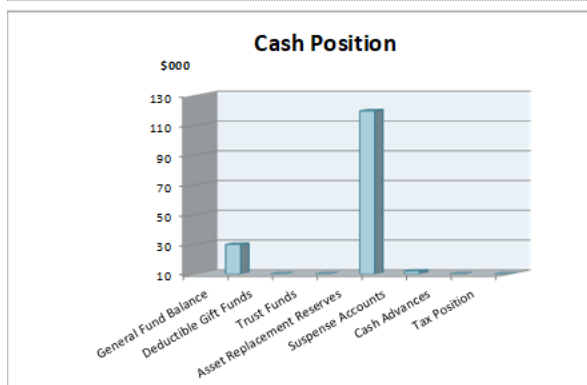
East Fremantle Primary School

Financial Summary as at
19 March 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,282.00	\$ 23,385.00
2	Charges and Fees	\$ 107,464.00	\$ 82,706.78
3	Fees from Facilities Hire	\$ 6,048.00	\$ 6,048.20
4	Fundraising/Donations/Sponsorships	\$ 74,380.85	\$ 73,235.50
5	Commonwealth Govt Revenues	\$ 1,925.00	\$ 1,925.22
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 10,176.86	\$ 9,353.14
9	Transfer from Reserve or DGR	\$ 44,189.50	\$ 44,189.50
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 269,466.21	\$ 241,843.34
	Opening Balance	\$ 2,530.00	\$ 2,530.92
	Student Centred Funding	\$ 255,095.50	\$ 255,095.71
	Total Cash Funds Available	\$ 527,091.71	\$ 499,469.97
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 527,091.71	\$ 499,469.97



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,760.00	\$ 21,839.37
2	Lease Payments	\$ 63,207.45	\$ 60,969.12
3	Utilities, Facilities and Maintenance	\$ 117,507.00	\$ 97,623.79
4	Buildings, Property and Equipment	\$ 62,745.00	\$ 57,792.48
5	Curriculum and Student Services	\$ 245,266.26	\$ 212,524.75
6	Professional Development	\$ 10,936.00	\$ 10,936.28
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 11,547.00	\$ 7,875.01
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 541,968.71	\$ 469,560.80
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 541,968.71	\$ 469,560.80
	Cash Budget Variance	-\$ 14,877.00	



Cash Position as at:	
Bank Balance	\$ 158,928.15
Made up of:	\$ -
1 General Fund Balance	\$ 29,909.17
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 119,633.31
5 Suspense Accounts	\$ 11,958.67
6 Cash Advances	\$ -
7 Tax Position	\$ 2,573.00
Total Bank Balance	\$ 158,928.15