

# ANNUAL REPORT 2021



**EAST FREMANTLE PRIMARY SCHOOL**

*An Independent Public School*

## From the Principal

It is a pleasure to provide you with East Fremantle Primary School's 2021 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 2021. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2021. 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.

Due to the strict Government restrictions on our Borders in 2021 it enabled schooling to return to somewhat normal. We enjoyed gathering for assemblies, school events, parent events and the students went on excursions and participated in incursions.

It is with great pleasure that I present the 2021 Annual Report to the School Community.

Jenni Chittick

April 2021

## 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.

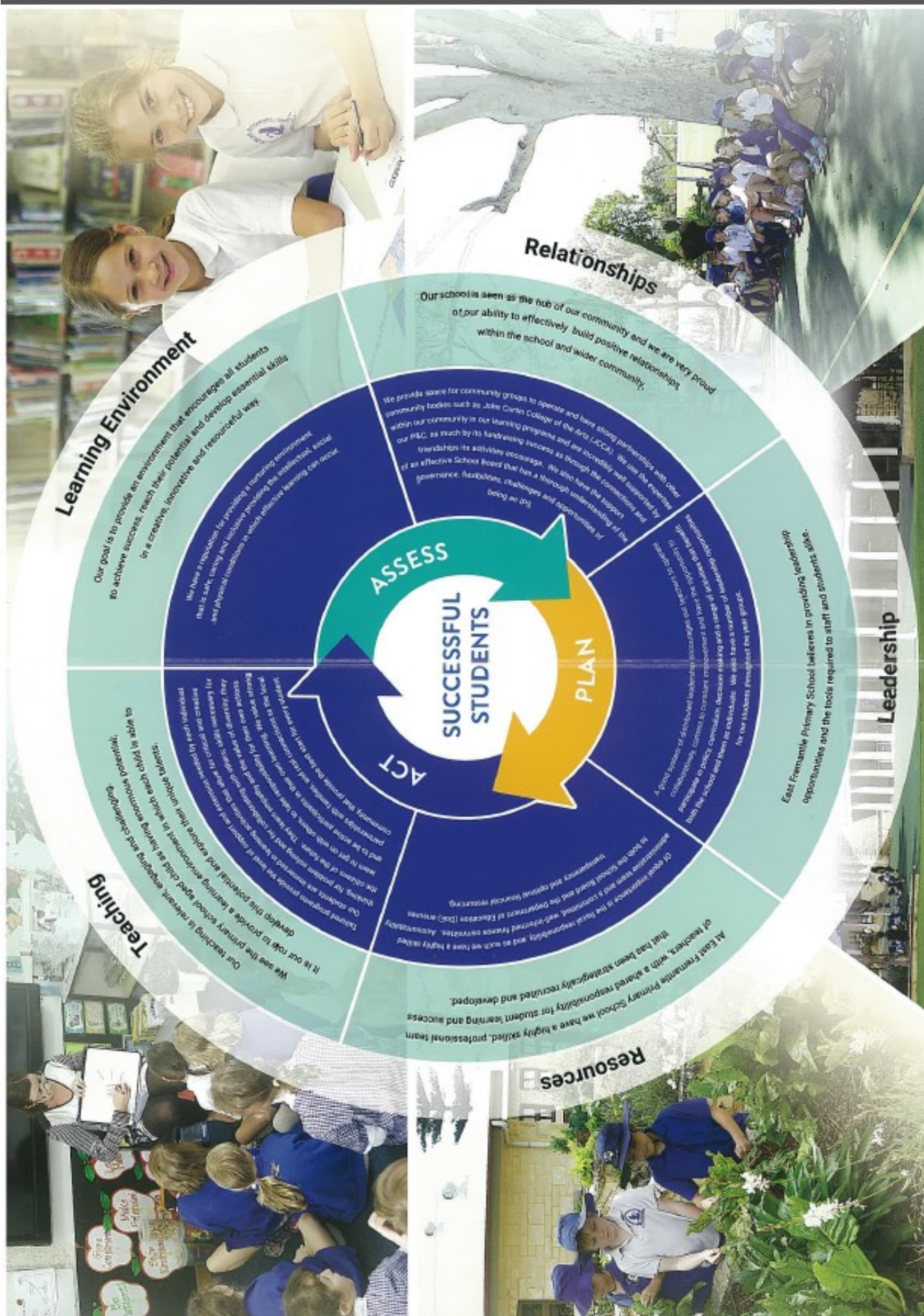
Our School Motto— "Go Forward"— reflects our vision of a school that provides our students with the opportunity to be confident and adaptive citizens at school and in the wider community, fulfilling their potential and doing their best.

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.







# Chair Report 2021

Like in all aspects of our lives, COVID-19 continued to dominate our thoughts and planning in 2021. The school administration continued to handle these issues with delicacy and humanity, and communicated effectively through this time.

The school board welcomed two new members in 2021, Ciaran Gibson and Alex Micallef-Jones. Both come into the role with a wealth of experience and have been a great addition to the team.

Perhaps the biggest new project the board took on in 2021 was commencing work on a Reconciliation Action Plan (RAP), after a number of reconciliation related matters were brought up separately by parents. Ciaran Gibson took on the responsibility of convening a working group to look into the development of a RAP and by the end of the school year, plans were significantly developed. I would like to congratulate Ciaran for her hard work and her inclusive approach, both essential qualities for success in this space.

Perhaps a highlight of the year was being visited by Year 6 leaders in one of our Term 3 meetings. Students had the opportunity to learn about how the board operates, and to share their ideas for changes that can be made at the school. Our guests were incredibly eloquent, determined and thoughtful in their suggestions. My own journey into civic life was sparked by a similar experience I had as a student engaging with my own schools board. I hope some of the students in that room choose to engage in public life in the future, I believe we will be in safe hands.

As my daughter Evie graduated in 2021, my time as Board Chair has come to an end. I would like to sincerely thank the rest of the board for putting up with my terrible puns, to Jenni and the administration team for making my role a lot less complicated than it could be, and to the rest of the school community for creating the wonderful environment that the school operates within.

In keeping with the newly established tradition of having Board Chairs with double barrel surnames, Alex Micallef-Jones will be taking on the role in 2022 and beyond. He is a natural leader and is massively overqualified for the role. I hope he enjoys it as much as I have.

Kind regards,

Tim Grey-Smith  
Board Chair



# Director's Address to Principal

In the fourth week of Term 1 we had our Public School Review. This entailed a Director and Principal of a Level 5 school reviewing our data, processes and procedures, speaking with staff, parents and students and making a balanced judgement on how well our school is travelling. Schools are then given a return time frame dependent on this data. EFPS did so well that we are not due for another review for 5 years– in 2026.

“

*Dear Jenni*

*I am pleased to advise that the Public School Review of East Fremantle Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.*

*The performance of your school, determined through your self-assessment submission and validated by the review team, has been confirmed to be exceptional.*

*The timeframe of return for the next Public School Review of your school will be five years. The review will be undertaken in Term 1, 2026.*

*I acknowledge the efforts of you and your staff in optimising the condition for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for sustainability are noted.*

*The positive culture of respect and collaboration that underpins the internal and external relationships in your school is commended.*

*Additionally, it is apparent and a credit that your staff and community recognise that the academic and social support of all students is at the core of the school's business.*

*Yours sincerely*

*Stephen Baxter*

*Deputy Director General, Schools*

”

# 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 2021-2024 is guiding us in.

## **Staff Numbers**

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	1.6	0
Total Administration Staff	3	2.6	0
<b>Teaching Staff</b>			
Other Teaching Staff	28	20.4	0
Total Teaching Staff	28	20.4	0
<b>School Support Staff</b>			
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	0.7	0
Other Non-Teaching Staff	12	9.6	0
Total School Support Staff	22	12.7	0
<b>Total</b>	<b>53</b>	<b>35.7</b>	<b>0</b>

### 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.

# EFPS Business Plan Targets and NAPLAN

## **Excellence in Teaching;** Our Teaching is relevant, engaging and challenging.

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

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.

**Focus Targets** from our EFPS Business Plan and Year Plans form the basis of our review.

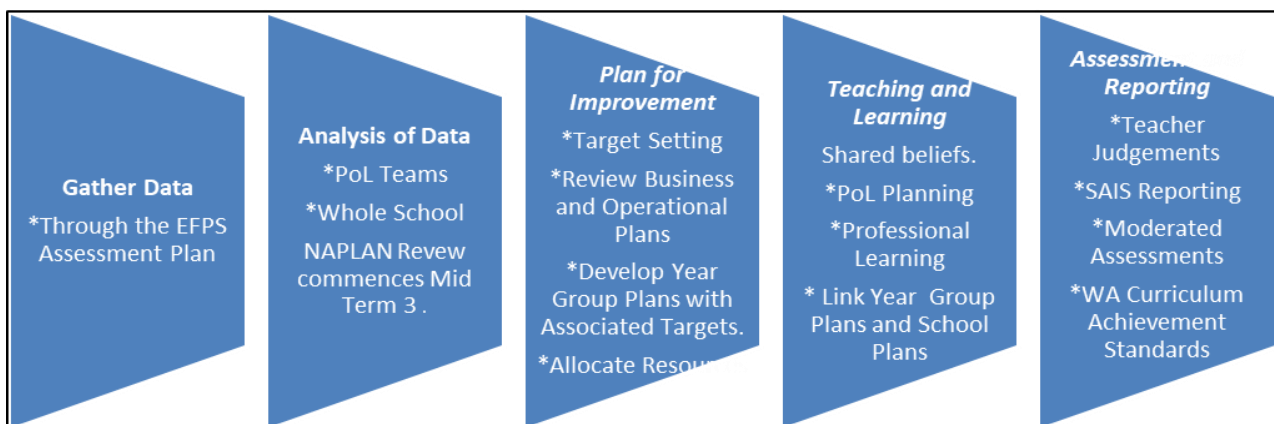
**Focus Targets** include;

- *Student cohorts achieving scores 'At or Above Like Schools Performance.'*
- *Increasing the number of students achieving scores in the top 20% of the country compared to recent data.*
- *Add value to student performance using the progression tables.*

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.

# NAPLAN Data

NAPLAN data indicated positive results in some areas. Teachers analysed both the Pat and NAPLAN data in week 5, term 4 of 2021. Reflection has allowed curriculum objectives to be identified. The information is then collated and strategies documented for areas to improve and be consolidated.

The following were introduced as a priority for 2022:

- A teacher to be employed two days a week to support class teachers in addressing the focus areas identified on class plans. Year 3 and 5 were to be supported throughout term 1 and part of term 2. Year 2 and 4 will access the additional teacher for the remainder of the year.
- Teaching within this time is to specifically address the following areas
  - ◊ **Writing** – cohesion and punctuation
  - ◊ **Numeracy** – problem solving and processes.
  - ◊ **Reading** – strategies for answering inferential questions.
- Typing skills to be introduced in the early years to assist speed and accuracy. Year 5 to access the library area three times a week to type Persuasive and Narrative texts using Word pad.

Class plans for all year levels have been developed using On-entry data, PAT and NAPLAN to address focus areas. Staff have worked closely with board members to develop goals that are specific, measurable, realistic and anchored to a time – frame.

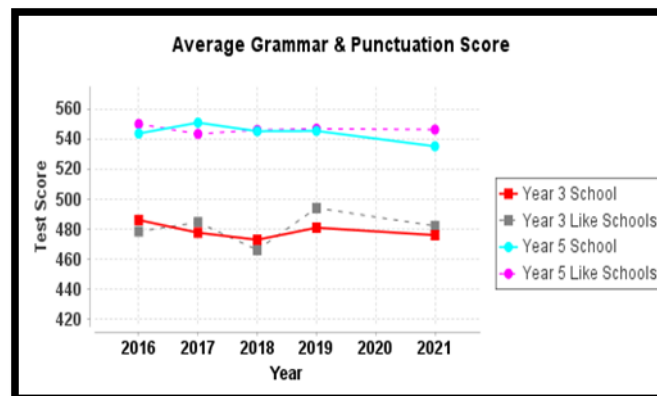
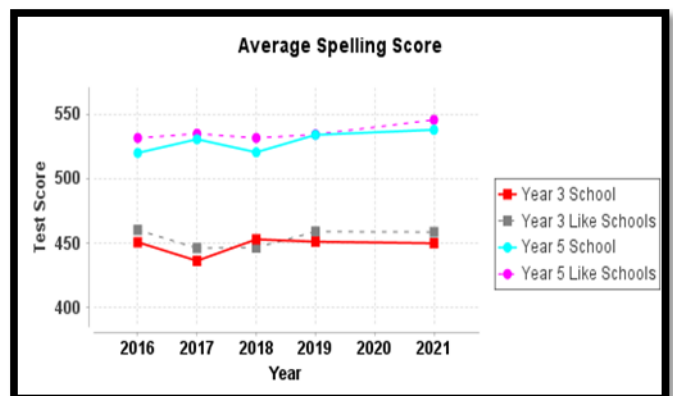
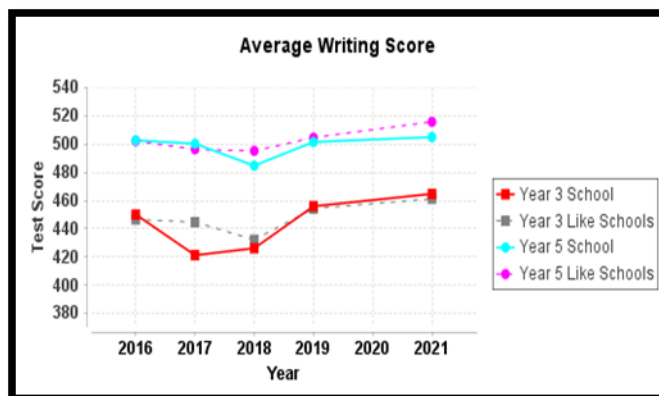
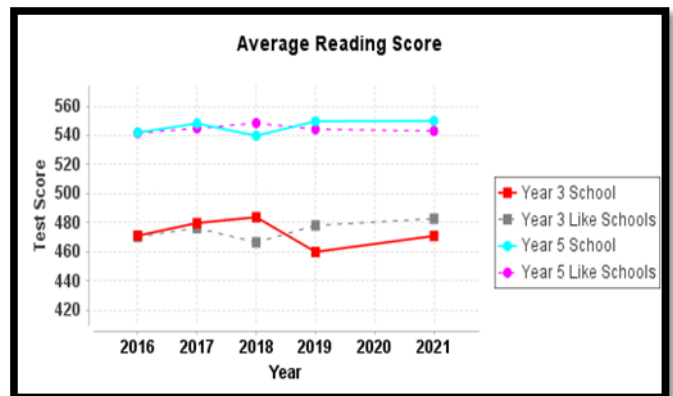
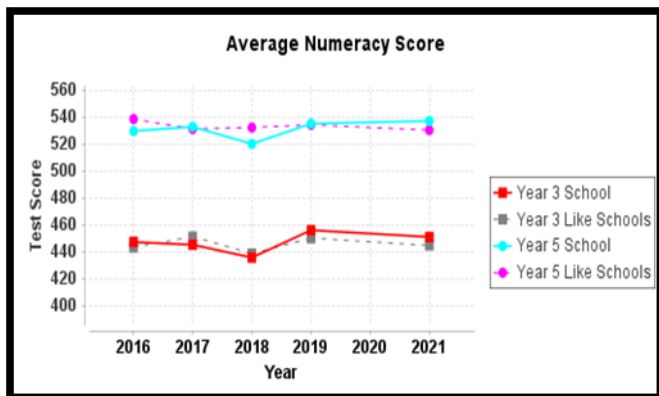
Year 3 Top 20 % Tested Nationally	2019 (% of students EFPS)	2020 (% of students EFPS)	2021 (% of students EFPS)
Numeracy	42		43
Reading	30		29
Spelling	35		29
Grammar	38		32
Writing	51		34

Year 5 Top 20 % Tested Nationally	2019 (% of students EFPS)	2020 (% of students EFPS)	2021 (% of students EFPS)
Numeracy	42		40
Reading	47		36
Spelling	29		44
Grammar	32		34
Writing	28		29

Business Plan Target	Action
An increase in the number of students achieving bands related to the top 20 % of students in NAPLAN assessments for Years 3 and 5.	<ul style="list-style-type: none"> <li>• Utilise resources purchased to explicitly teach skills in developing inferential understanding. (Reading)</li> <li>• CARS and STARS (Reading) to be implemented in Years 4, 5 and 6.</li> <li>• Year plans to be reviewed in POL meetings once a term.</li> <li>• Consider intermittent assessments for data use to reflect progress throughout the year.</li> <li>• Continue to implement whole school approach in Spelling using Sound Waves.</li> <li>• EFPS will continue the development and embedding of the 'Seven Steps to Writing' from Kindy to Year 6.</li> </ul>



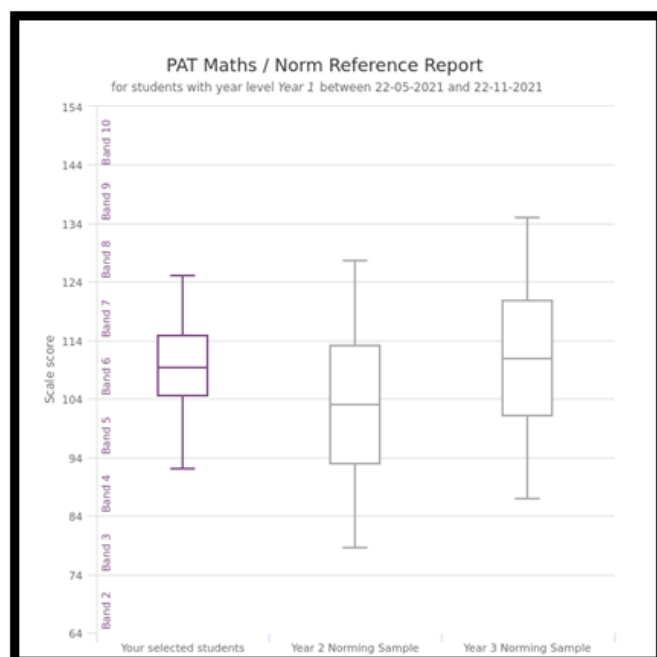
# NAPLAN Data



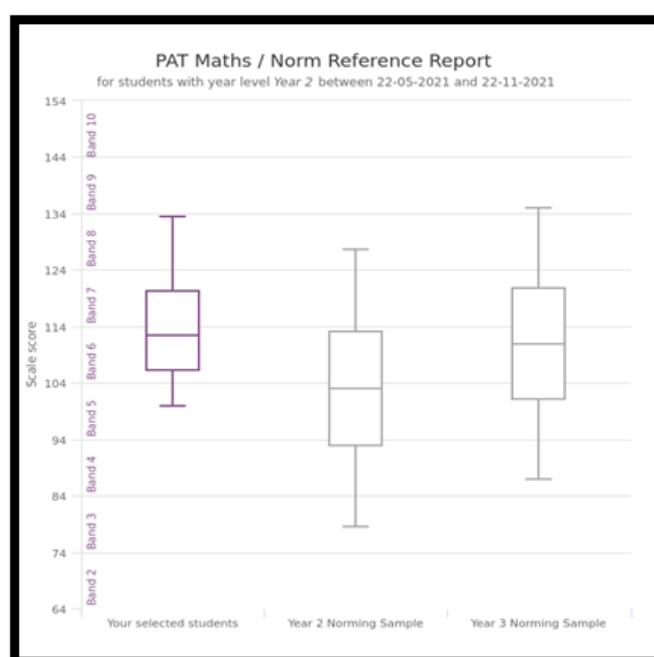
Business Plan	Action
NAPLAN Achievements to be at or above like schools in all areas of testing.	<ul style="list-style-type: none"> <li>Continue to focus on whole school approaches in Numeracy, Writing and Spelling</li> <li>Year plans to identify areas for improvement, strategies and evidence to be collected at one POL meeting per term.</li> <li>Provide targeted support teacher time to consolidate learning in Year 3 and 5 in term 1, Years 2 and 4 for Term 2, 3 and 4.</li> <li>Continued emphasis on Explicit teaching, enrichment and engagement of students and the use of whole school approaches.</li> <li>Continued support of the SAER program and specific student needs.</li> </ul>

# Progressive Achievement Test (PAT) Data

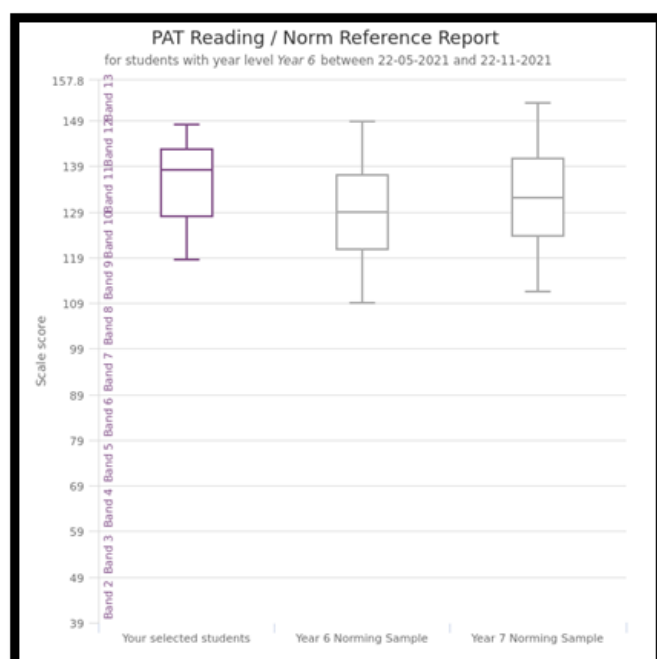
*Maths Year 1*



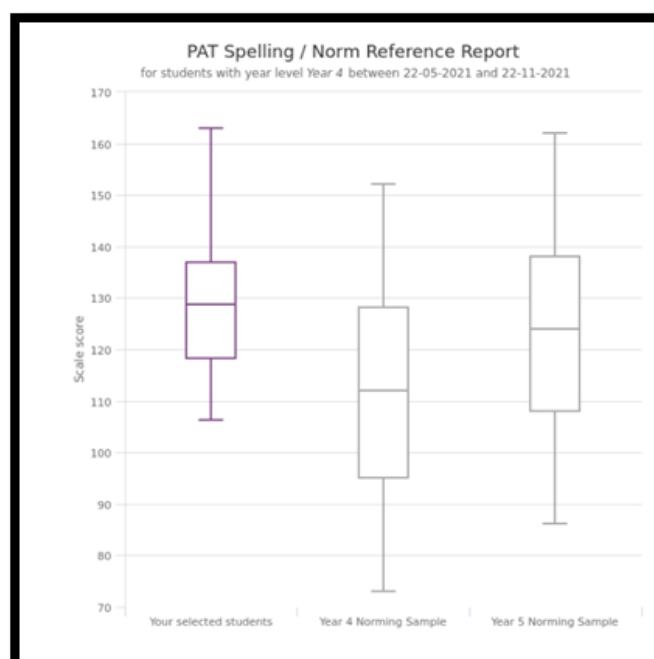
*Maths Year 2*



*Reading Year 6*



*Spelling Year 4*



Business Plan Target	Action
Progressive Achievement Testing ( PAT) to be above the same year group and comparable with the year above	<p>Continued focus of testing to map progress and identify key areas for improvement.</p> <p>Continued analysis of data of both PAT and NAPLAN to link common areas of strength and weaknesses.</p>

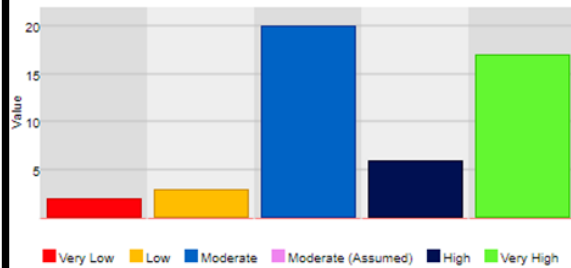
# NAPLAN Data

Cohort: EAST FREMANTLE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Reading - Progress

Filters : Stable Cohort

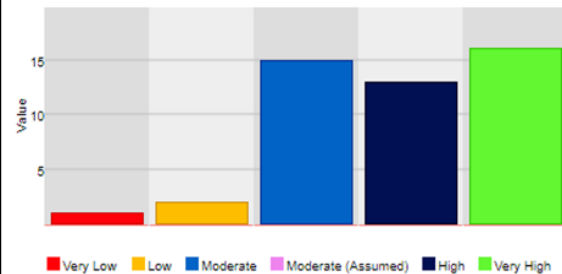


Cohort: EAST FREMANTLE PRIMARY SCHOOL Y03 2021

Reporting Period: 2021 Y03

Numeracy - Progress

Filters : Stable Cohort

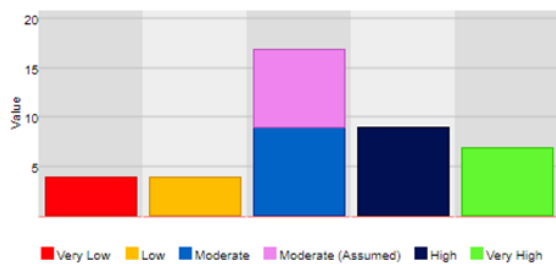


Cohort: EAST FREMANTLE PRIMARY SCHOOL Y05 2021

Reporting Period: 2021 Y05

Numeracy - Progress

Filters : Stable Cohort

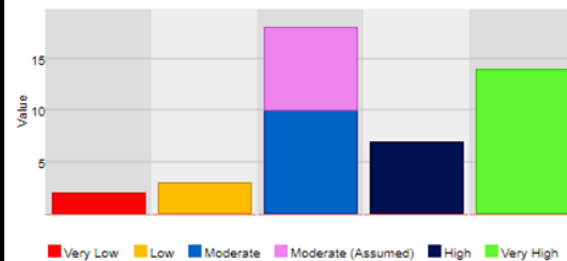


Cohort: EAST FREMANTLE PRIMARY SCHOOL Y05 2021

Reporting Period: 2021 Y05

Reading - Progress

Filters : All Students



Business Plan Target	Action
Positive Student Progression is displayed across key learning areas as displayed in longitudinal data.	<p>-Analyse data and identify students that are to be investigated and celebrated. Reflect on practices that have impacted and contributed to growth or low progress.</p> <p>-Teachers to action change with specific strategies for those students. To be incorporated into year plans.</p>



# Learning Environment

## Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	93%	95%	94%	96%	94%	96%	96%
2020	96%	95%	95%	94%	96%	94%	96%
2021	95%	94%	94%	94%	95%	94%	91%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

## Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	95.1%	94.2%	92.7%	84.9%	85.6%	79.5%	95%	94.1%	91.6%
2020	95.2%	95.3%	93.2%	98%	89.7%	77.6%	95.2%	95.2%	91.9%
2021	93.9%	94.7%	92.4%	95.1%	87.5%	76.8%	93.9%	94.6%	91%

## Destination Schools for our Year 6 students in 2021

John Curtin College of the Arts	25
Fremantle College	1
Iona	10
PLC	3
Melville SHS	2
St Hilda's	1
Applecross SHS	2
CBC	6
All Saints College	1
Santa	1
Christchurch	1
Bob Hawke College	1
Home schooling	1
Aquinas	1
MLC	1
Shenton College	1

# Resources

## SAER (Students at Education Risk)

SAER Students at East Fremantle Primary School are catered for at their various levels of need. The strategies employed to support our SAER students in the day to day learning 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.
- Multi Lit Program (Years 2– 3) – 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.
- Support teacher – two days a week to support students in extensions and those students who are at risk.
- 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,
- Our Chaplain

Sonya Gilmore

Deputy Principal

## Music

Music has continued to be an integral part of the school curriculum, complimenting classroom programs where appropriate. All students in Years 1 to 6 received a one hour weekly music lesson; Pre-primary classes received 30 minute lessons. Music programs in the junior years have been largely singing based, and include cultural material from Australia and other countries. Songs form the basis of lessons and allow exploration of pitch and rhythmic elements. In addition to singing, the senior students had opportunities to develop instrumental skills on recorder, xylophone and ukulele.

Music has also played an important role in engaging the wider school community, and a high standard of musical performance has been present at assemblies, ceremonies and special occasions. School songs were taught across all years for assemblies, and class assembly productions regularly featured musical performances. The graduation ceremony included performances of three songs by graduating Year 6s.

In 2021 the school choir involved approximately 50 students from Years 4 to 6. The main focus for the year was the production of the musical *The Three Little Pigs*. Students performed for the school and for the public on four separate occasions.

The Instrumental Music School Service continued to provide high quality lessons and performance opportunities to over 60 students from Years 3 to 6. In 2021, 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 Wednesday mornings. These students performed at several events throughout the year, including the ABODA festival held at Churchlands Senior High School, and at two EFPS Orchestra assemblies.

Jordan Seinor

Music Specialist

# Excellence in Learning - Italian

The port city of Fremantle, has had a long-standing connection with the Italian culture and its heritage. Throughout the port city's existence, the Italian community has had a big impact on the way of life of many Australians and non-Australians, by way of food, it's tradition and sense of community. This is evidenced through examples of the Italian language seen around the city (including streets named after Italian families and towns); the many wonderful cafés and restaurants lining our streets; and the upholding of many traditions and customs such as, tomato sauce making, sausage making and wine making. In recent years, many Italian families have established Fremantle as their home, all the while not losing their Italian identity.

There are many reasons as to why foreign languages are taught in Australian schools. For one, languages help children grasp the English language at a deeper level, as often, the two languages share common grammatical points, sentence structure and simple expressions. The following relates to the benefits of language learning; the advantages of exposure to other languages and cultures; and the commonality in language composition between many 'romance' languages.

- **Learning a language can be exciting!** There are songs to be learnt, games to be played, activities 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).
- We can discover all about new cultures and their history and expand on this 'worldly' knowledge, thus, enhancing greater tolerance amongst various cultures in our own community.
- Opportunities may arise to study languages overseas and/or be immersed amongst other cultures.
- 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, shopping precincts 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 almost immediately... approximately 30% of words in English are of Latin origin! The Italian language has the closest association with Latin (that is, of all the 'romance' languages).
- Italian is easy to pronounce...the way you see it, is normally, the way you read it. The Italian verb tenses correlate closely to the English tenses, with reference to the past, present and future.
- Learning a foreign language may help you understand more about your own language... especially when it has such a strong similarity in language structure, like those of Italian and English.

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 language, the culture and the physical nature of the Italian peninsula extensively in class. Many cross-curricular links are made throughout the course with emphasis on areas such as literacy, geography, history, numeracy, art, music and health. Italian cuisine has also had an impact on the 'Kitchen Garden' programme, with many Italian inspired dishes and condiments on the menu!



## Excellence in Learning - Italian (Cont.)

At the beginning of the year, children create Carnevale masks (Maschere di Carnevale), which has become somewhat of an annual tradition at the school. This mask making acts as a highlight to the language course and students are encouraged to explore their creative and inquisitive sides, 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), language composition, sentence structure and grammatical points, greetings and salutations, personal interests, the Italian alphabet, the Italian landscape and regions, numbers, mathematics, colours, body parts, comprehension activities, days of the week, months of the year, Italian food and cuisine and much, much more! 'Repetition' is the key to any language learning and common phrases and instructions are often incorporated into our Italian lessons. In the past, there have been several 'Italian' assemblies seeing students from years 3-6 contribute and star in. The future shall hopefully lend us to conducting 'specialist' assemblies, where the specialists come together to offer their insight and expertise. What a production that should be!

Students are encouraged to work cooperatively and collaboratively in group situations as well as diligently on their own. This combination is very much a focus in all 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 often include the use of posters, power point and/or other modes of technology. Each classroom has an opportunity to display examples of Italian work, which gives visitors insight into what is learnt in Italian during 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 and English languages! In some cases, connections are also made between other languages, including French, Spanish and Portuguese (to name a few!).

Franca Sargant

Language Teacher

# Excellence in Learning - Visual Art

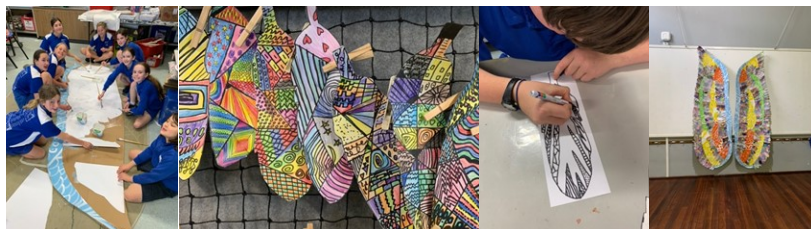
East Fremantle PS Visual Arts 2021 The Visual Art program at East Fremantle Primary School offers students a diverse experience of the Visual Arts across seven skill areas (drawing, painting, collage, printmaking, textiles, modelling and construction). The art elements of line, shape, form, space, value, texture and colour are taught as the foundations upon which all artworks are made. The art principles of pattern, contrast, movement, emphasis, balance and unity are taught as ways to use the art elements in developing ideas for artworks. Within this framework students build confidence in expressing personal ideas through visual communication and learn how to talk about their own and others artwork. Some of the Visual Art Projects from 2021.



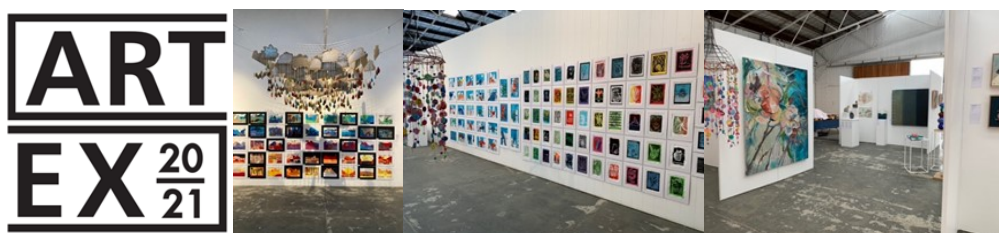
Little Artex – A fundraising exhibition enjoyed by students and school family and friends. Money raised from this event will be used for the Artist In Residence Program 2022.



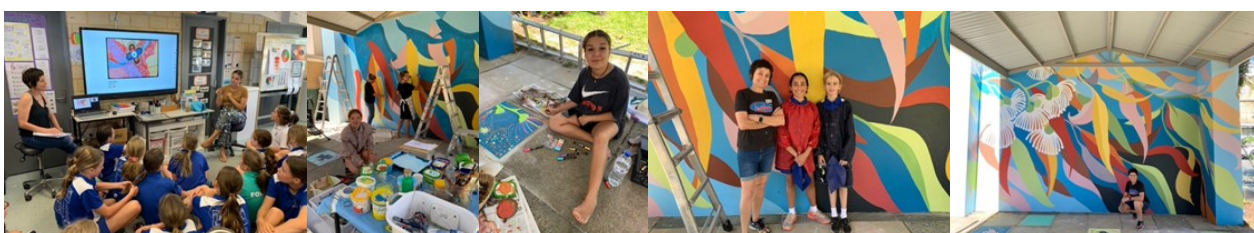
Kelsey Montague inspired collaborative project, “What Lifts You”. Students enjoyed having their photo taken in front of the giant angel wings.



‘Elemental’ our Artex 2021 exhibition was held at The Assembly Yard. Every student had a piece of work in the exhibition and local artists exhibited alongside. It was a huge success and raised money for the P&C.



As part of East Fremantle Primary School RAP First Nations artist Savannah Travia-Dann was invited to give and artist talk to the Year 6 students and participate in the ‘Rainbow Tuat’ Mural painted at East Fremantle Kindy.



Clare Perkins

Art Teacher



## Excellence in Learning -

### Health and Physical Education Program

In 2021, we were able to somewhat return to normal sporting life and continue our relationship the wider sporting community. Year 3 & 4 students were able to continue their connection with the Soccer Academy students at John Curtin College of the Arts during 2021. Furthermore, Year 6 students also participated in a 3-week Ballet program at the JCCA dance studios. This culminated in a small performance and we hope to have this collaboration grow into bigger and better things in the coming years.

Students were still provided with opportunities to participate in extracurricular physical activity with before school Athletics and Cross Country training held on the school oval. Fitness Club was again, very well received by the school community, with students from kindy to Year 6 on the oval on Tuesday mornings, developing their fitness, skills and having a bit of fun. The students were also able to develop and demonstrate their skills in a variety of sporting contexts with European Handball, Touch Rugby, Athletics, Swimming, Cricket, Volleyball and Dance some of the sports covered throughout the year. Furthermore, high achieving students were given opportunities to compete against other schools in Cricket, Basketball, Athletics and Cross Country.

Our school performed admirably at the Interschool Cross Country and Athletics carnivals. We excelled at the Interschool Swimming Carnival, dominating all other schools and pushing us into A Division in the future. 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 teachers got on board this year, showing off their moves in front of their students. One of the highlights for 2021 was our Year 5/6 girls cricket team finishing 3<sup>rd</sup> in the State at the State Cricket Finals. The girls journey involved winning 3 carnivals on the way to making it to the Finals at the WACA. Playing on the famous ground was a special experience for the kids, but also Mr Emery and a few of the dads who lapped up their short time on the hallowed turf.

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 Teacher





# Chaplaincy

East Fremantle Primary strives to provide a positive, enriching and engaging school experience for each student with a range of resources, programs and support. Our school measures success by the growth of each student as a whole.

The chaplaincy role in the school exists to support teachers and staff in providing a nurturing environment that is safe, caring and inclusive, which are all important for effective learning.

## Chaplaincy services

Chaplaincy services were well used by the school community. Support was available to students, staff and parents through class visits, programs, excursions, camps, phone calls and one on one pastoral care. The goal of student one on one pastoral care is to help students identify and understand their emotions and assist them with coping strategies that works to their situation.

## Programs

Protective Behaviours is a Safety awareness and resilience building program, which helps children to recognise any situation where they feel worried, stressed, unsafe, bullied or threatened. It explores practical ways to keep safe. Protective Behaviours lessons were conducted in all classes in Term 2 and 3 from pre-primary to Year 6. Some topics covered:

- Feelings
- Body Signals and Early Warning Signs
- Bullying and friendships
- Social Media & Cyber safety
- Puberty and developing healthy relationships

In 2021, a social and emotional program was introduced with sessions conducted in Kindergarten and the junior years (Year 1 -3). The Magic Coat program helps children build resilience, confidence and positivity. Some topics covered:

- Problem Solving
- Positive Affirmation
- Identifying strengths and respecting each other's differences
- Strategies to deal with worries and hurtful words

Other highlights in the school calendar include Harmony Day, Mindful May and R U OK Day.

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. The school is pleased that Chaplaincy services will continue to be provided in 2022.

Joan Huang  
EFPS Chaplain

# Kitchen Garden



This wraps up another amazing year with the SAKG (Stephanie Alexander Kitchen Garden programme). In Term 4 our theme was Celebrations! There was a lot to celebrate!

## 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.*

## Kitchen

**Year 6 Celebration Lunch** – This has become an annual event that denotes the end of the kitchen garden programme for the year. It is a wonderful way for the Year 6 cohort to end their kitchen garden experience at East Fremantle Primary School. The Year 5 students made excellent waiters and did a wonderful job cleaning up after the event. We look forward to continuing this amazing tradition next year with them as the Year 6's.

Our delicious lunch menu included flavours from the Middle East.

The students and staff enjoyed

- falafels (Over 300 cooked by Avi Hadad)
- roasted beetroot salad
- tabbouleh
- homemade pita bread
- Tiramisu (thanks to Matteo Musetti)
- Homemade lemonade

Throughout term 4, classes enjoyed studying and cooking foods from Mexico.

DIY burrito bowls consisted of Mexican carrot salad, Mexican green rice and a bean and vegetable hot pot. Also on the Mexican menu were quesadillas, tomato salsa and guacamole.



# Kitchen Garden

## Garden

3 new garden beds were installed this year in front of the kitchen and they have been thriving. We have harvested kale, numerous herbs, spring onions, rainbow chard, leeks and chillies. Unfortunately our lemon and lime trees were raided, however the local community donated so much of their own produce, that we were able to make lemon muffins, lemonade and jars of lemon curd. The year 6 Sustainability Ministry sold some of our excess harvest throughout the year at various assemblies and market days.

**Thank you** – We would like to acknowledge the amazing Sally Ashbrook and Jo Hankin for all the wonderful work they do to coordinate this brilliant programme.

**Thank you** – to everyone that has volunteered their time throughout the year. This programme could not go ahead without you. A very special thank you to all the parents that take home the washing of table cloths, tea towels and aprons. This a huge task and we truly appreciate it.

Check out all of our recipes under the kitchen garden tab on the school website.





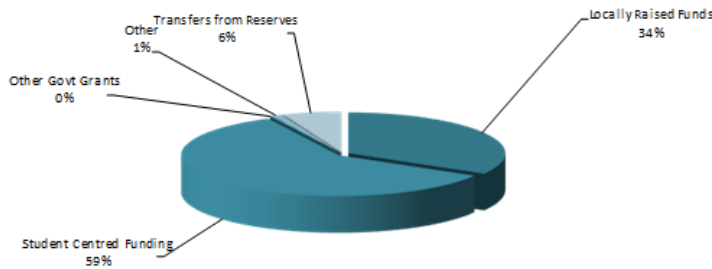
# Financial Summary 2021



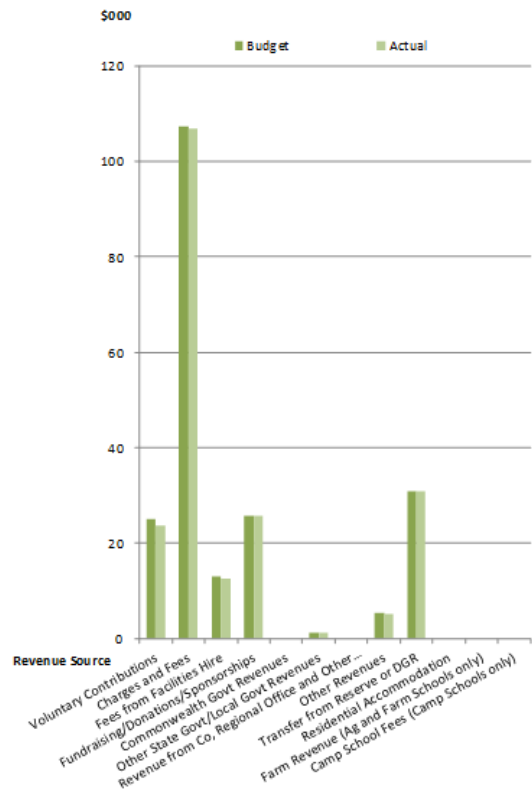
## East Fremantle Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 25,170.00	\$ 23,770.00
2 Charges and Fees	\$ 107,240.00	\$ 106,945.40
3 Fees from Facilities Hire	\$ 12,945.00	\$ 12,490.91
4 Fundraising/Donations/Sponsorships	\$ 25,708.20	\$ 25,688.53
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,227.00	\$ 1,227.27
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,460.00	\$ 5,220.11
9 Transfer from Reserve or DGR	\$ 30,940.63	\$ 30,940.63
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 208,690.83</b>	<b>\$ 206,282.85</b>
Opening Balance	\$ 74,651.09	\$ 74,651.09
Student Centred Funding	\$ 299,900.00	\$ 299,900.33
<b>Total Cash Funds Available</b>	<b>\$ 583,241.92</b>	<b>\$ 580,834.27</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 583,241.92</b>	<b>\$ 580,834.27</b>

Current Year Actual Cash Sources

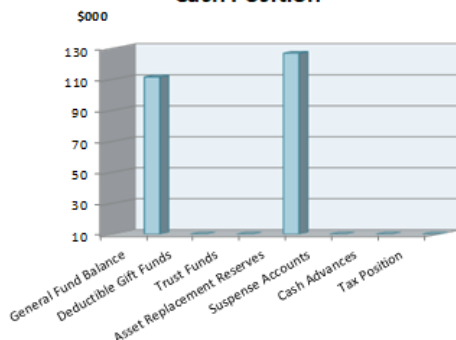


Locally Generated Revenue - Budget vs Actual

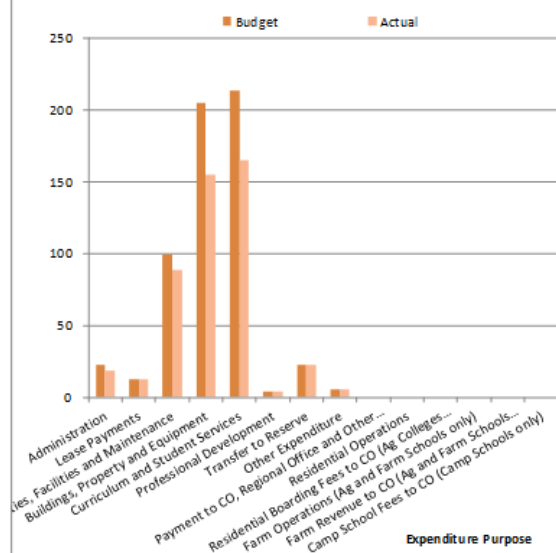


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,105.00	\$ 18,226.26
2 Lease Payments	\$ 12,375.00	\$ 12,374.67
3 Utilities, Facilities and Maintenance	\$ 98,864.00	\$ 88,579.73
4 Buildings, Property and Equipment	\$ 204,709.63	\$ 154,748.72
5 Curriculum and Student Services	\$ 213,377.04	\$ 164,570.50
6 Professional Development	\$ 4,178.00	\$ 3,677.10
7 Transfer to Reserve	\$ 22,000.00	\$ 22,000.00
8 Other Expenditure	\$ 5,233.00	\$ 5,229.34
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 582,841.67</b>	<b>\$ 469,406.32</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 582,841.67</b>	<b>\$ 469,406.32</b>
Cash Budget Variance	\$ 400.25	

Cash Position



Goods and Services Expenditure - Budget vs Actual



<b>Cash Position as at</b>	
Bank Balance	\$ 231,051.38
Made up of:	
1 General Fund Balance	\$ 111,427.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 126,791.68
5 Suspense Accounts	\$ (4,557.25)
6 Cash Advances	\$ -
7 Tax Position	\$ (2,611.00)
<b>Total Bank Balance</b>	<b>\$ 231,051.38</b>

