

# EAST FREMANTLE PRIMARY SCHOOL

*An Independent Public School*



## Annual Report 2017



Department of  
Education

# From the Principal

It is a pleasure to provide for you East Fremantle Primary School's 2017 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 2017. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2017. 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 2017 we continued our journey as a successful Independent Public School, using the greater flexibility and authority to enhance teaching and learning. The School Board members have worked throughout the school year to ensure our 2015-2018 Business Plan outlines long-term strategic planning, which directly links to our values and four key areas of; Excellence in Learning, Excellence in Teaching, A Safe and Caring School and Community Partnerships. It was a year of challenges also with three changes in leadership over the course of 12 months. I thank each Principal for their contribution to our school.

It is with great pleasure that I present the 2017 Annual Report to the School Community.

Jenni Chittick

April 2018

## Our School

The East Fremantle Primary School with its heritage buildings, spacious grounds with amazing views across the City of Fremantle, is located in the heart of the East Fremantle community. Our school is the hub of our community, both in terms of our location and the importance we place on being a part of our surroundings.

Our school motto—*Go Forward*— encourages students to achieve their personal best in all areas of learning, both academically and in life skills. Our 420 students make us proud in what they achieve and the way in which they do it. This is due to their family support and involvement in the school. We encourage families to be involved on a daily basis with our exceptional staff to provide exciting and memorable learning activities.

We take pride in attracting and retaining dedicated, experienced, caring and innovative staff who continually provide high quality, stimulating and challenging learning opportunities for all students.

In 2017 we entered our third year as an Independent Public School. With increased autonomy and the opportunity to shape our future, we are providing an environment where all students feel cared for, belong and are able to flourish.





# Chair Report 2017

## Looking Back

I think our year at East Fremantle Primary school may be best summed up in the words of the Bard:

‘Rough winds do shake the darling buds of May, And Summer’s lease hath all too short a date.’

This shaking and these short leases, for me, have highlighted a number of double-edged swords: a flawed system that only succeeds in either satisfying the individual or the community but rarely both, unsettling process that also unexpectedly rewards with different skill sets and an opportunity (or in our case several opportunities) for the boat to be rocked and yet prove it can remain upright. And it’s on this upright status I’d like to remain focussed. For the change isn’t, nor should it be, the main focus of our brief retrospective.

What is apparent is that in spite of these swords, the school has managed to continue with business as usual and the board has similarly followed suit: witness a tidying up of its governance infrastructure, an increasingly strategic set of financial processes and a strong focus on, and carry through, of its promotion and communication strategy. A key achievement throughout this year has been a strong collaborative approach with the P&C with regular meetings between representatives of these bodies and a strong sense of driving forward strategically in the same direction. The current feedback from our community would seem to point to these latter strategies being effective ; transitioning from a place of absence of understanding about the board and its role and a lack of cohesiveness in the community, we have now achieved greater clarity and collaboration.

In addition to these achievements, the board has undertaken its regular activities with, I think, remarkable sangfroid given the constant state of change in which it was operating. Our fledgling status notwithstanding the Board’s existing systems and processes adopted in conjunction with those of the school and new ones developed more recently with Heather and Leanne have proven capable of the continuity they are designed to provide. The regularity and effectiveness of our meetings have remained and the board has stepped up willingly when more has been demanded. I thank the board as a whole for this commitment.

We have conducted a rigorous self-assessment process, the outcome of which gave rise to improved governance changes, a new membership policy being adopted, the ICT strategy being endorsed (finally!) and a Grounds improvement Strategy that now has a clear plan for development and execution with an expected delivery date in early 2018.

## Comings and Goings

It has not only been the Principal role that has seen change. We have, this year, said goodbye to Greg Watkinson and Nicola Vinicombe and welcomed Kate McAuslane, Miarka Mee, Jane Kingston and Rachel Wieser. And though not a board member the critical role of Secretary is now filled by Katy Elphinstone to whom we are most grateful for her skill. We will ,sadly, be saying goodbye to Tony Mirabella as he heads off on the narrow road to the (not too deep ) North.

## Going Forward

With such a year behind us and a greater belief in our ability to hold strong in any prevailing wind, I look forward to us conquering next year and all that it contains. Including the DES review we will be embracing throughout February and March. In addition to our usual schedule of activities I anticipate the board focussing on the following:

- A regular reporting format that will bring transparency and clarity around strategy, targets and financials and how they interlink;
- A strong strategic approach to be evidenced in the new strategic plans;



# Chair Report 2017

- Consideration for inclusion of a community member and/or the co-opting of industry skill sets particularly in support of our strategic planning process;
- The development of portfolios and working groups to engage all members and spread the responsibility and workload and
- A continuation of the communication and promotion strategy including a building on the strong foundations of the work the school, board and P&C have done to bring the three bodies together.

## Thanks

My thanks to each and every one of the board members. You each bring to the table a distinct set of skills that are invaluable in themselves but are at their strongest when used collaboratively. I appreciate the louder voices and the hustling for improvement that result in better processes and greater understanding (FA), the critical thinking that happens both at the board table and away from it (MM, RW, KM), the quieter tongues and gentle constance of the behind the scenes support (JK, CW, TG) as well the enviable energy brought by the 'doers' (KM, TM). Lastly, I'd like to present my thanks to our darling buds of May: Heather and her executive, Leanne, Amanda and Rachel for meeting the rough winds at the door, pulling through and turning the chaos into a positive force that is allowing the school not just to extend its lease of brilliance but to rise up and go forward, blossoming.

**Nancy Clarke - School Board Chairperson**

# Report from the P&C President

## Year in Review

For me, this last meeting of the year is a chance to reflect on our achievements and efforts and where we go to from here.

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.

It is challenging to identify measurable ways in which the P&C has been successful in achieving this, but a number of areas in which we have endeavoured include:

1. Engaging with the school in identifying transitioning to secondary school as a target area for development.
2. Championed the needs of EFPS's Gifted and Talented students.
3. Grounds Planning

## Requests for P&C Expenditure

- The P&C has sought to achieve greater transparency and accountability around P&C Expenditure;
- A working document has been prepared to establish a process for applicants (staff, parents and students) to request funding ;
- The consideration of these requests by the Principal together with the P&C highlights the need for the School budgeting process to clearly identify needs in line with the School Business Plan.

## Continue to build a strong sense of community

- Welcome Morning Tea
- Waterslides
- Midsummer Soiree
- Dads and Kids Camp
- Quiz Night
- Parents information evenings
- ArtEx
- Movie Night and Christmas Picnic

## Strong School Leadership

- Regular meetings with EFPS Principal, Board and P&C Executive
- 4 Principals in 4 terms presented many challenges
- Built a foundation for strong and open working relationships across the EFPS leadership team.

## Financials

- P&C Contributions 2017 to the School approx. \$60,000
- (Kitchen Garden, Sports Events, Student Awards, Library, P&C Prizes, Sound system,
- 2017 Fundraising success – raised approx. \$67,000
- Closing cashbook balance of approx. \$100,000

## P&C Special Thanks

To you all! In particular to the P&C Executive and members, our class reps, our wonderful staff and the School leadership – Heather McNeil and Board members.

## Graduating Class of 2017

Wishing the graduating students the very best in their new exciting adventures. EFPS has given you all such a fabulous foundation, we cant wait to see what directions you take going forward!

Rom Stewart

# Our plan

## Excellence in learning

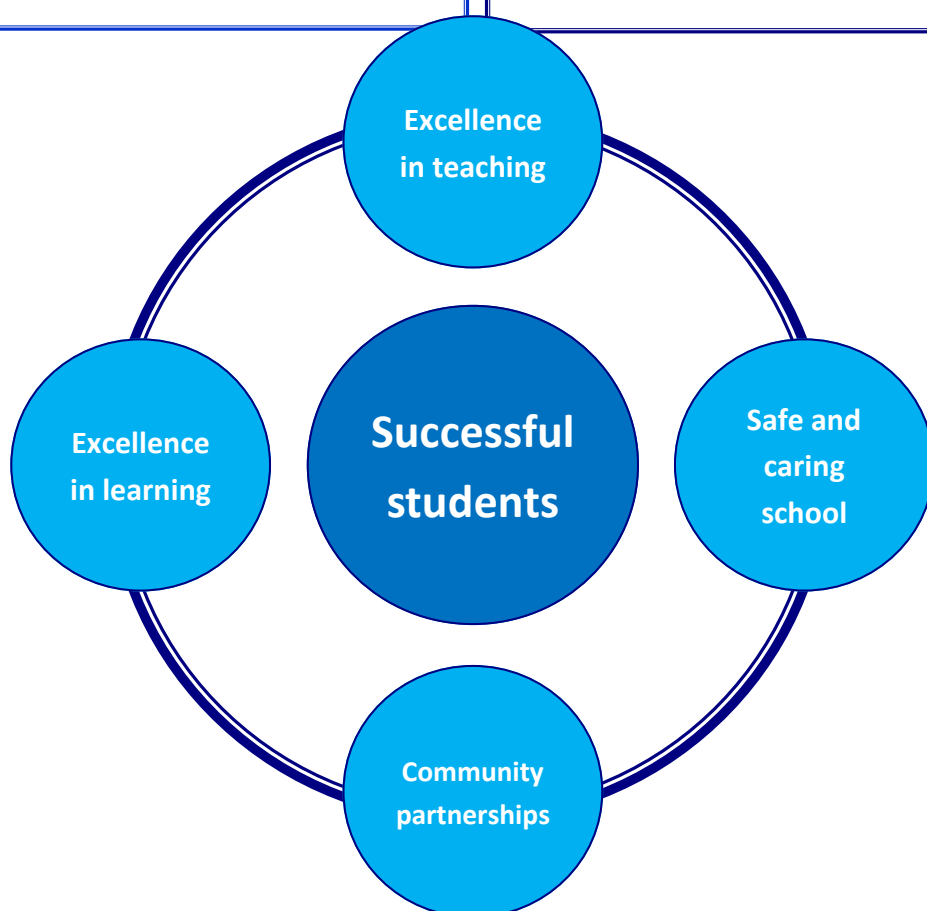
### Objectives

- Improve achievements in literacy, numeracy and attendance
- Provide a rewarding and challenging education for children of all abilities
- Develop all students creative abilities at a conceptual and skilled based level
- Foster life-long learning

## Excellence in teaching

### Objectives

- Ensure that every teacher has a high level of proficiency across all key areas of literacy, numeracy and Information and Communication Technology (ICT)
- Support and develop staff leadership skills
- Provide staff with the resources and support to maximise their capabilities to provide consistently high standards of teaching
- Develop and implement a comprehensive ICT strategy and school policy



## Safe and caring school

### Objectives

- Promote and support physical and emotional wellbeing
- Foster respectful relationships, belonging and inclusion
- Provide a built and natural environment that enhances student learning and wellbeing

## Community partnerships

### Objectives

- Ensure the school remains the hub of the local community
- Raise students' awareness of the local history and amenities
- Ensure the transparent consistent and effective communication within the school community and beyond

# Excellence in 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 2015-2018 is guiding us in.

## **Staff Numbers**

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1	0
Deputy Principals	2	2	0
Total Administration Staff	3	3	0
<b>Teaching Staff</b>			
Other Teaching Staff	23	17.8	0
Total Teaching Staff	23	17.8	0
<b>School Support Staff</b>			
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	16	11.6	0
Total School Support Staff	21	14.5	0
<b>Total</b>	<b>47</b>	<b>35.3</b>	<b>0</b>

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 2017

## EFPS Business Plan Targets and NAPLAN

### Excellence in teaching

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.

### Excellence in learning - Extending our high performing students

We focus on extending our highest performing students. On average close to 40% of our year 3 and year 5 students are in the top 20% of students in the state in NAPLAN test strands and achieve better than like schools in doing so. We have also been recognised as a high performing school in 'Gateway to Secondary' testing and Primary Extension and Challenge assessments. We have a Target though the Business Plan of 50% of our year 3 and 5, a very lofty target that we aspire to and are working towards by the end of 2018.

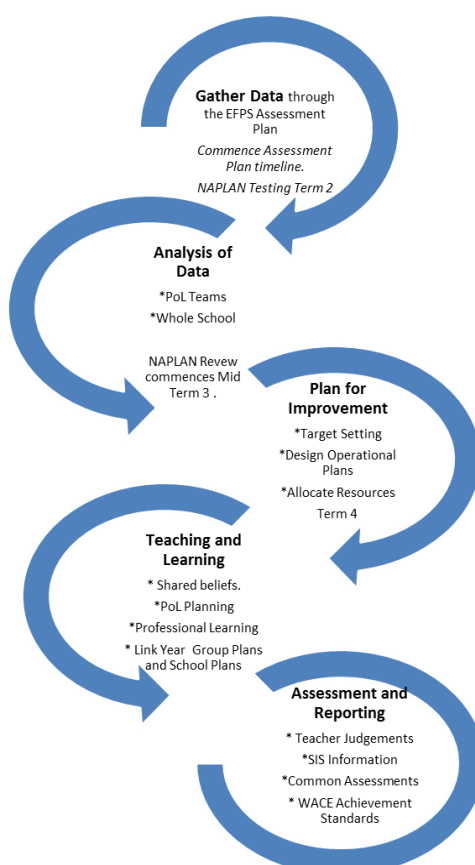
### Not letting students fall behind

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. Our Business Plan Target to have 97% of students tested above the Australian minimum standard is currently on track to be met in most strands this year and all by 2018.

### 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 and Operational Planning from Years K – 6 with Teaching and Learning the focus.



# 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 — referred to as '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 the same results as like schools, 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 year 5
- For our average NAPLAN results, we aim to achieve the same results as like schools, when averaged over the three years from 2016 to 2018, for each subject in years 3 and year 5.

## NAPLAN COMPARATIVE PERFORMANCE

	Below Expected performance in comparison to the results of Like Schools
	Expected performance in comparison to the results of Like Schools
	Above Expected performance in comparison to the results of Like Schools

Grammar & Punctuation	Performance					
	2012	2013	2014	2015	2016	2017
Year 3	-0.4	0	0.9	0.6	0.1	-0.3
Year 5	-0.5	0.4	-0.2	0.1	-1	-0.2

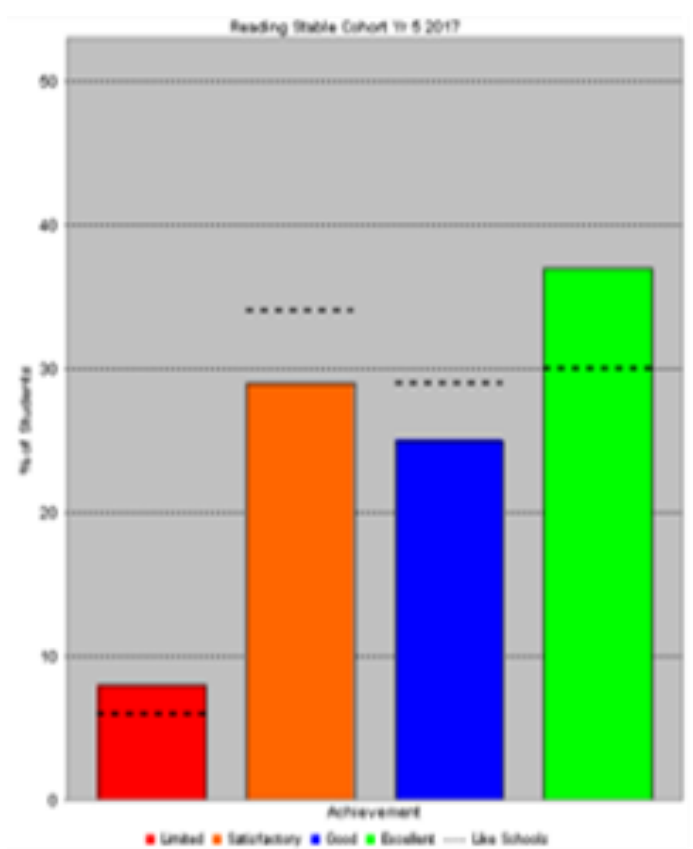
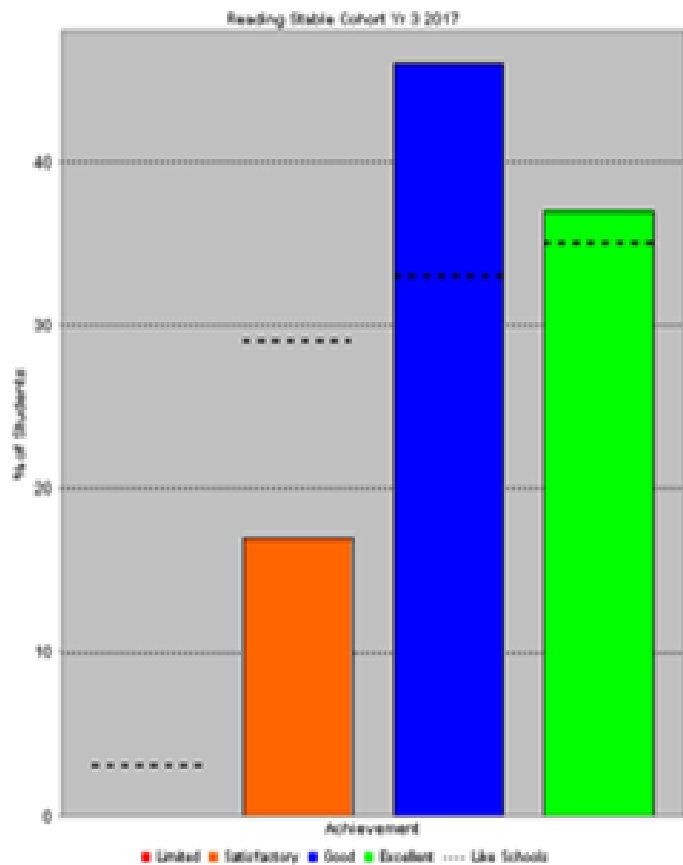
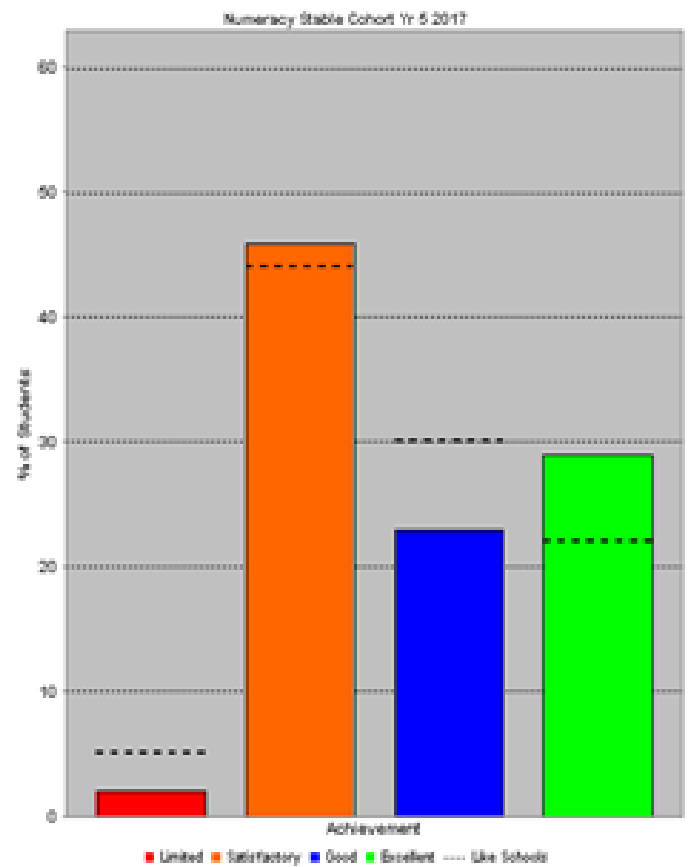
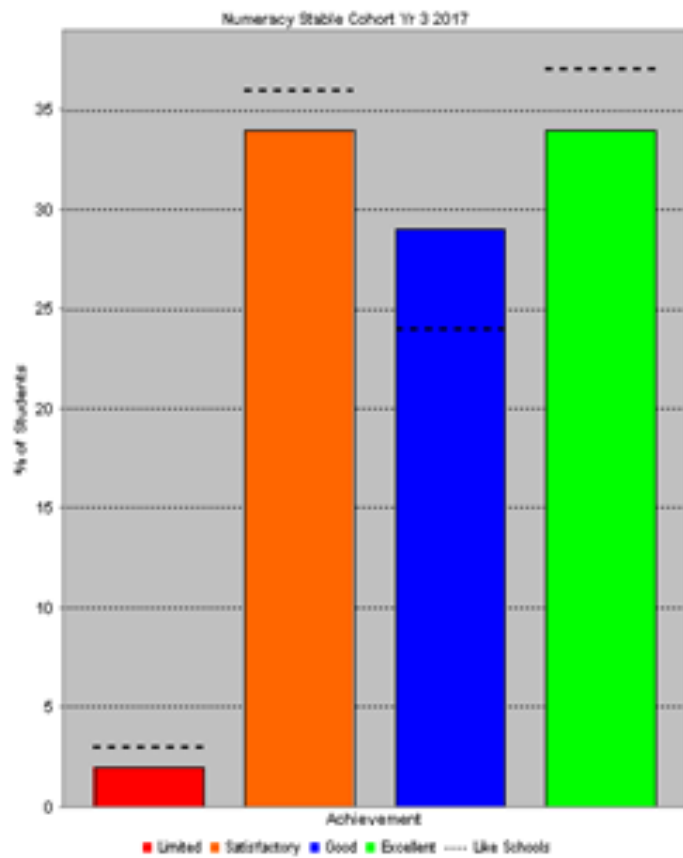
Spelling	Performance					
	2012	2013	2014	2015	2016	2017
Year 5	-0.5	-0.5	0.2	-0.4	-0.2	-0.5
Year 5	-1.2	-1.1	-0.6	0.6	-0.9	0.2

Numeracy	Performance					
	2012	2013	2014	2015	2016	2017
Year 3	-1	0.2	-0.4	0.3	0.4	-0.1
Year 5	0.2	0.7	0.5	-0.5	0.2	0.1

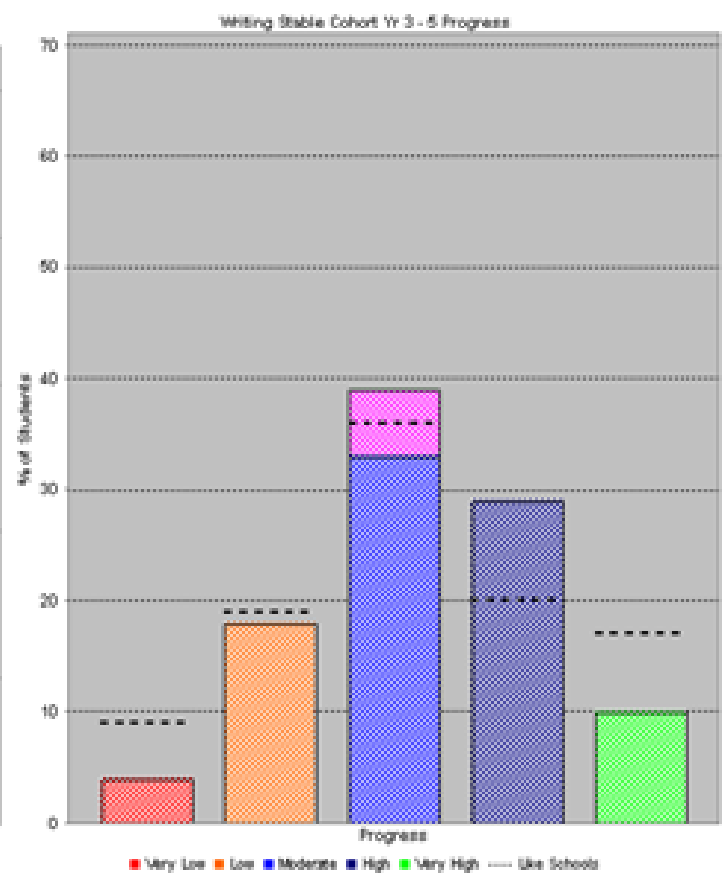
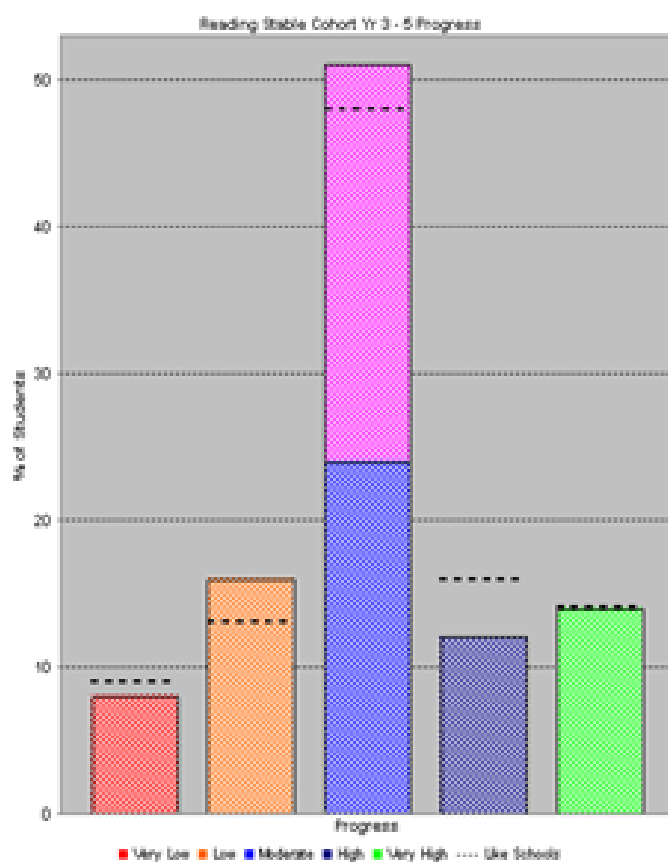
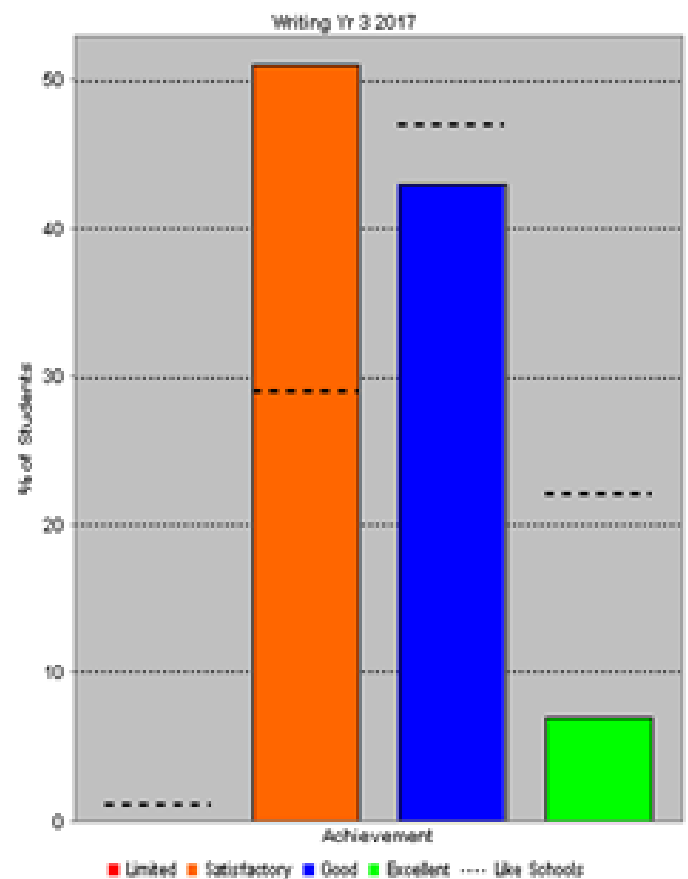
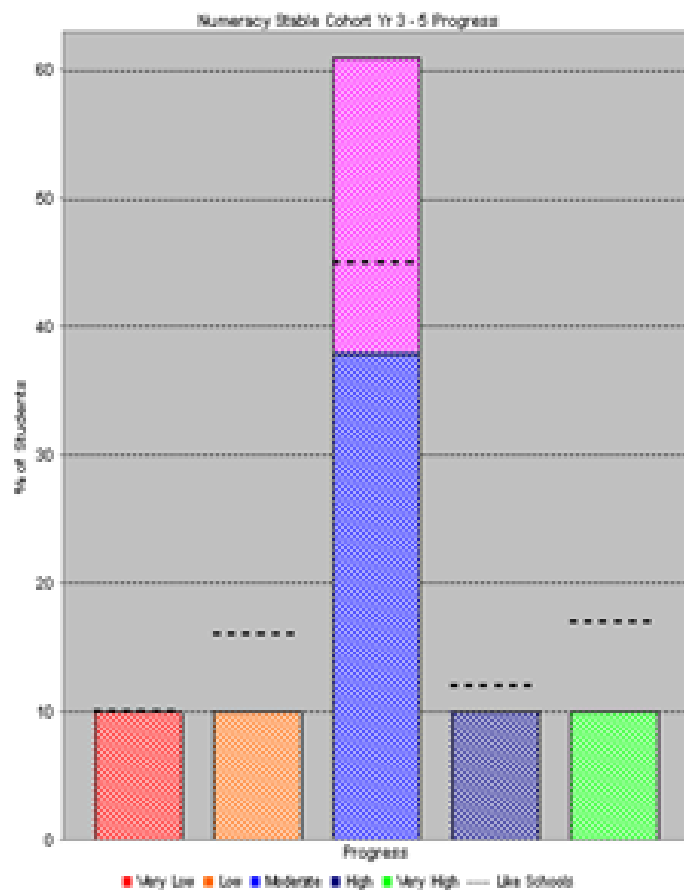
Reading	Performance					
	2012	2013	2014	2015	2016	2017
Year 3	-0.2	0.4	1.2	0	0.3	0.3
Year 5	0.3	0.9	0.7	0.3	-1	-0.2

Writing	Performance					
	2012	2013	2014	2015	2016	2017
Year 3	-0.5	-0.6	-0.5	-0.6	0	-1.3
Year 5	0.1	0	0.7	0.1	0	-0.1

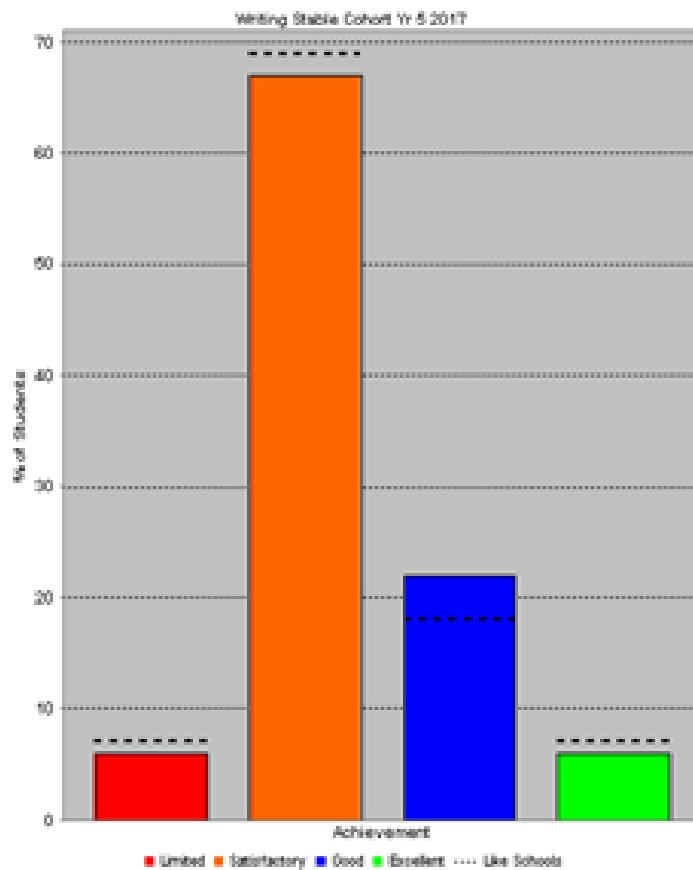
Comparative Performance Summary	Year 3			Year 5		
	2015	2016	2017	2015	2016	2017
Numeracy						
Reading						
Writing						



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

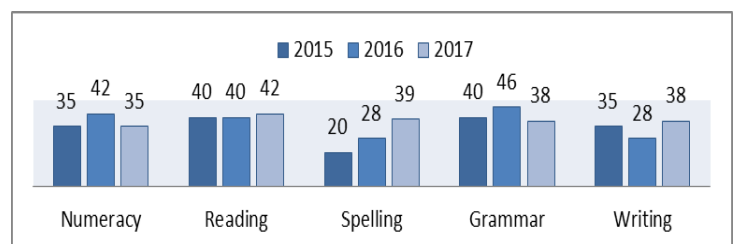
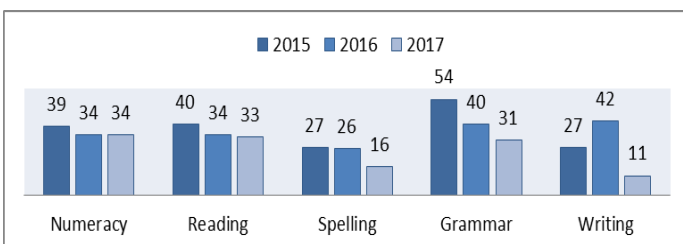
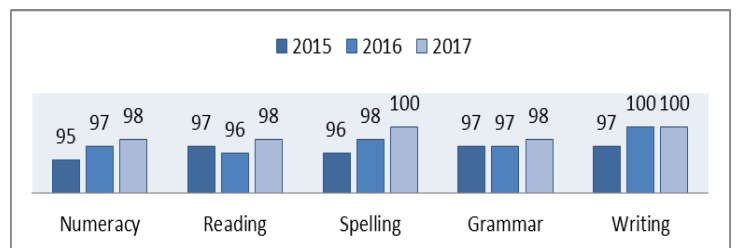
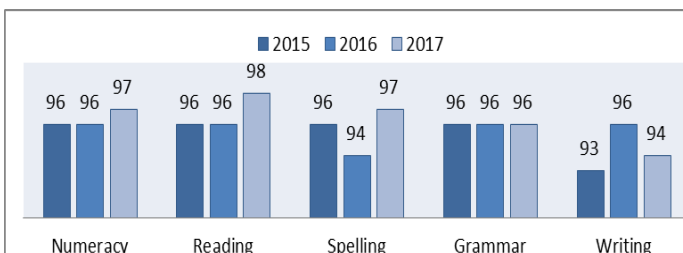


*\*\*Graphs not available in Spelling and Writing.*



## TARGETS

- ◇ 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. (Year 3 Listed first.)
- ◇ We aim to have 50% of our students achieving in the top 20% of students in each area of testing



# Comparative Performance and FIRST CUT GRAPHS

Plus	Minus	Action Plan
NUMERACY Positive results achieved across both learning Years. Progression of performance against like schools very pleasing.	Lack of 'Above Expected' Green tag ratings over the last three years.	Best Performance Lesson Planning – Linking NAPLAN questioning with explicit teaching. Reading and numeracy results are often within 0.1 standard deviation point of achieving Green status.
Reading – Pleasing results across both Year groups.	Red Flag in Reading 2016.	Improved result - yellow – in Year 5 testing. Attributed to Year 5/6 focus on explicit teaching of reading comprehension with reference to Persuasive texts and Poetry.
Writing – Scores in Year 5 are at Like schools performance and the progression table is as a normal curve.	Red Flag in Writing The Year 3 result is below what is expected.  The Year 3 cohort has some challenges, however the school will not shy away from improving these results.	Traditionally writing and spelling have been the weakest learning areas in terms of relatively strong data. This has been reinforced this year with a Red 'Flag' attached to Yr3 Writing. As a informed analysis and response, EFPS will be implementing 'The Seven Steps to Successful Writing' from PP to Year 6 – A Whole School Approach. EF also implemented whole school approach to Spelling; Soundwaves. This year results have been encouraging. A full review of the program will be carried out in 2018.
Across the five strands tested, students achieving at like schools rating in 95% of tests.	<b>Lack of 'Above Expected' Green tag ratings over the last three years.</b>	Best Performance Lesson Planning – Linking NAPLAN questioning with explicit teaching. Reading and numeracy results are often within 0.1 standard deviation point of achieving Green status.
	Red Flag in <b>Reading</b> 2016.	Improved result - yellow – in Year 6 testing. Attributed to Year 5/6 focus on explicit teaching of reading comprehension with reference to Persuasive texts and Poetry.
Reading and Numeracy Strengths.  Although still did not meet second target.	Red Flag in <b>Writing</b>  97% target not met in Year 3 Writing - <i>this equated to two students</i> .  Lack of high performing students in Year 3 Spelling and Writing.	Traditionally writing and spelling have been the weakest learning areas in terms of relatively strong data. This has been reinforced this year with a Red 'Flag' attached to Yr3 Writing. As a informed analysis and response, EFPS will be implementing 'The Seven Steps to Successful Writing' from PP to Year 6 – A Whole School Approach. EF also implemented whole school approach to Spelling; Soundwaves. This year results have been encouraging. A full review of the program will be carried out in 2018.



# Excellence in Learning

An innovative, stimulating and rewarding education program in a supportive environment which enables students to do their best across the curriculum.

## Extending our high performing students

We focus on extending our highest performing students. On average close to 40% of our Year 3 and Year 5 students are in the top 20% of students in the state in NAPLAN test strands and achieve better than like schools in doing so. We have also been recognised as a high performing school in 'Gateway to Secondary' testing and Primary Extension and Challenge assessments. We have a Target through the Business Plan of 50%. In the top 20%. A very lofty target that we aspire to and are working towards by the end of 2018.

## 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.

Our Business Plan Target to have 97% of students tested above the Australian minimum standard is currently on track to be met in most strands this year in 2018.

## Creative skills

We provide specialist programs in visual arts and music to Years 1–6, additional programs in visual and performing arts such as choir and dance lessons. The Instrumental Music Schools Services ('IMSS') provide a range of music learning opportunities.

## Life-long learning

All our students are given opportunities that promote skills for life. These range from classroom based activities such as group projects and practical problem-solving tasks to leadership roles in the student council. Class assemblies encourage each of our students to speak in public and present to their peers and their families; externally run on-site activities afford students the opportunities to engage in ways that are not typically presented in a school environment.

## 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. 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.

## Year 3

Our Year 3 students achieve similar results to those of our like schools in all areas of testing.

## Year 5

Our Year 5 students achieve similar results to those of our like schools in all areas of testing with the exception of reading. This is seen as unusual as longitudinal data, that is data recorded over a five year period, demonstrates this not to be a consistent trend.

## Targets

- ◇ For our average NAPLAN results, we aim to achieve the same results as like schools, when averaged over the two years from 2017 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 in 2018
- ◇ 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 Year 5.
- ◇ ***For our average NAPLAN results, we aim to achieve the same results as like schools, when averaged over the two years from 2017 to 2018, for each subject in years 3 and 5.***

# Excellence in Learning

## ATTENDANCE

In our Business Plan we gave ourselves a target of achieving an attendance rate of 95% overall. We have achieved this in 2017 for our non-aboriginal students. Our attendance continues to be affected by students holidaying during term time despite continued efforts to discourage this in regular newsletter articles and the Principal speaking at class meetings and P&C meetings.

### 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
2015	95.10%	95.40%	93.80%	85.70%	93.80%	81.20%	94.80%	95.40%	92.70%
2016	95.40%	95.30%	93.70%	81.80%	84.60%	80.70%	95%	95.20%	92.60%
2017	95.70%	95.30%	93.80%	87.90%	88.20%	81.20%	95.50%	95.30%	92.70%

### Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	92%	95%	95%	96%	96%	95%	96%
2016	93%	92%	97%	96%	96%	96%	94%
2017	96%	95%	95%	96%	96%	95%	95%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

## DESTINATION HIGH SCHOOLS for Year 6 Students, 2017

GOVERNMENT	
Fremantle College	2
John Curtin College of the Arts	18
Melville Senior High School	3
Perth Modern School	5
Shenton College	1
School of Isolated & Distance Education (SIDE)	1
INDEPENDENT SCHOOL	
All Saints College	1
Aquinas College	5
CBC Fremantle	2
Christ Church Grammar School	1
Iona Presentation College	3
John XXIII College	1
Kennedy Baptist College	1
Presbyterian Ladies College	4
Scotch College	2
Wesley College	1

# 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, Sue Hislop, who works with us for two days a week.

Beverley Leigh  
Deputy Principal

## Visual Arts

The Junior Fine Arts Program at East Fremantle PS is carefully designed to develop the students self - confidence and creativity, and to entice their appreciation of the Arts. 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 teacher, while always supporting and encouraging each other to achieve success whilst having fun.

In 2017 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 and colour theory is always a strong focus in the Art room and in 2017 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.

2017 was also the year of our highly successful and acclaimed Artex. This was a fantastic collaboration between the Art program, students and parents to produce a piece of art work for each student to be purchased by their family.

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

## Languages: Italian

Students at East Fremantle Primary School are taught that 'learning Italian can be fun!'. A major focus of the Italian language program at the school is to understand the cultural aspects of Italy and its people and to have some understanding of the physical nature of the land. Many cross-curricular links are made throughout the course with emphasis on areas such as literacy, geography, numeracy, art, music and health. Students are encouraged to work cooperatively and collaboratively in group situations as well as diligently on their own. They are expected to display classroom values at all times and to show respect for everyone around them. In 2017, the Western Australian curriculum (based on the Australian curriculum), began its initial implementation stages within the context of the Languages learning area and, as of 2018, the curriculum has come into full fruition!

At the beginning of each year, children are kept busy making Carnevale masks (maschere di Carnevale), which has become tradition at the school each year. Usually, these masks are put on display in classrooms for all to see much to everyone's delight, or at our very own Italian Assembly! Several themes are covered in Italian each year including Italian 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 Cooking and much, much more! 'Repetition' is the key when learning any language, and common phrases and commands are often incorporated into all of our Italian lessons.

A number of class activities which involve creativity, collaborative and cooperative skills have always been 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) on topics of their choice or common topics. Presentations may include the use of posters, power point and other modes of technology. Each classroom also has the opportunity to display elements of Italian work which gives parents insight as to what is learnt in Italian during the course of the year as well as help prepare classrooms for Parent Night.

Children thoroughly enjoy learning the Italian language and especially love hearing it and speaking it!!

Franca Sargent—Languages Teacher

## 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 2017, double bass lessons started for the first time at East Fremantle adding to violin, viola, cello, trumpet and flute. 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, Churchlands Senior High School and at our EFPS Orchestra assembly in December.

Flute and brass students are now starting lessons on their instrument a year earlier in Year 5. This exciting change was made in order to give students a greater opportunity to develop musicianship skills before transitioning to high school.

In 2017 the school choir involved approximately 70 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 Seiner—Music Specialist

# Safe and Caring School

## Health and Physical Education Program

One of East Fremantle Primary School's strengths is its integration and collaboration with the wider community. In 2017, 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 12 Physical Educational students during Term 2. 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 by 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 throughout the year. The winter sport competition gave students the opportunity to compete against other schools in Soccer, AFL and Netball. The AFL team went undefeated for the second season running and took out the Melville District Sporting Association competition. Furthermore, the school finished in 1<sup>st</sup> place at the "A" division Interschool Athletics Carnival and 2<sup>nd</sup> place at the Cross Country and Swimming Interschool Carnivals. Both the Year 6 boys and girls basketball teams also won their Interschool Basketball competitions to cap off a very successful year of Interschool Sport.

Other school highlights included all year levels participating in a six week dance program, culminating in a whole school dance performance in front of the school community. The school's annual Lapathon had students walking, running, and even dancing around the school oval raising money while being sprayed with water pistols, hoses and water balloons. East Fremantle Primary utilised the Aussie Optimism and Challenges and Choices health models, concentrating on important skills such as resilience, positive thinking and communication skills. In 2018 the Year 4 students were the first to pilot a Bike Education program with the students learning bike safety and skills on the school oval. The school utilised Australian Government Sporting Schools Funding to purchase a range of new equipment and allow the school to have specialist coaches to run tennis lesson lessons during PE lessons.

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 movement 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 2017

### PASTORAL CARE

In 2017 the level of one to one pastoral care appointments taking place with students from all year ranges increased by over twenty per cent in comparison to 2015. The chaplaincy service, particularly pastoral care, is utilised very well by the school community, with requests from parents, referrals from teachers and the need to be present and available to respond promptly to unexpected situations requiring support. Pastoral appointments with parents were again significantly higher in 2017 than the previous year. Pleasing outcomes and strong relationships have been built across all levels. Values based support through one on one or group mentoring. There has been a continued focus on building and investing in pastoral resources for the school through the 'Laugh & Learn' Educational Series, covering specific areas such as bullying, resilience, peer relationships, stress / anger management, self-regulation and self-concept. 2017 saw a marked increase in support to students and families experiencing anxiety, depression and family breakdown.

### SAER

The chaplaincy worked collaboratively with the SAER Team and teaching staff to identify students at educational risk and those needing assistance through pastoral care with related social and emotional issues. A number of families have presented with additional and complex needs. Focus has been on both practical and pastoral support, linking families with professional referrals and external support agencies. Time has been invested in 2017 compiling professional referral lists for the EFPS school community in conjunction with the school psychologist, private occupational therapists, meeting with disability support networks and a broad range of community service providers.

### DADS & KIDS CAMP

The 2017 Dad & Kids Camp was a record year of attendance and engagement with 142 Dads and 185 students. This event is a wonderful opportunity to build links with surrounding community service providers such as YouthCARE, the local churches and other volunteer groups at the same time including school staff support through volunteering their time to assist. Business sponsors have been very generous year upon year to our school community as they support the vision behind the camp. The open invitation to Weybridge and Kindergarten families has been extremely positive, initiating a sense of community amongst the new families and existing school families. This year we had a record number of new families camping with us for the first time and a higher level of involvement from the P & C.



### YEAR 6 CAMP

Attendance at the camp for two days each year provides numerous opportunities for pastoral and general support to the teaching staff and families of the students. Further, it is a welcome opportunity to build relationships outside of the general 'school setting'. Each year at the camp the chaplaincy service is well utilised as students away from their homes in a camp environment can often find themselves out of their comfort zone physically and emotionally tired and they welcome an extra trusted presence, calming influence and another listening ear.



# Safe and Caring School

## Chaplain's Report 2017 continued

### RAINBOWS GRIEF & LOSS PROGRAM

Covering all aspects of grief and loss, the Rainbows program was a hugely successful program in 2017 with a record number of participants. Nine students in year 5 / 6 and six students in year 3 / 4 were supported in this area over thirteen weeks with diverse needs. The program was held on Tuesday mornings with back to back sessions. The implementation of Rainbows creates opportunities for supportive pastoral contact with parents and care givers, providing a safe and confidential setting to talk about 'difficult things'. Through this group setting, strong individual relationships are formed, giving the students a sense of ease in seeking out further peer and pastor support as well as parents requesting their children to be involved in the next programs. This will start again through Term 2 in 2017.

### AUSSIE OPTIMISM

In 2017 the chaplain attended Curtin University over six days for professional development and training as a facilitator for the Aussie Optimism program covering student developmental ages from Year 1 through to Year 6. Creation of the entire Year 5/6 program lesson plans and key message posters delivered to school administration for Teacher's future utilisation. The chaplain also facilitated the implementation of the Year 4 program for Miss Kingston and Mr Day's classes.

Additional activities included assistance with classroom support, sporting events, excursions and Kitchen Garden Program (when on the same days of service). \* P & C meeting involvement when possible and applicable.

### PROFESSIONAL DEVELOPMENT in 2017

- ◇ 5 day Annual Conference with YouthCARE January 2017
- ◇ Protective Behaviours PD Term 2
- ◇ Aussie Optimism Facilitator PD, Feelings & Friends Year 1, 2, 3
- ◇ Aussie Optimism Facilitator PD, Positive Thinking Skills Year 4
- ◇ Aussie Optimism Facilitator PD, Social Life Skills Year 5, 6
- ◇ Completion of Cert 4 Chaplaincy and Pastoral Care
- ◇ Completion of Cert 4 Youth-work and Community Service
- ◇ Continuation of Bachelor of Pastoral Care degree

Susan Hislop  
School Chaplain

Unfortunately Sue Hislop left us at the end of term 3 in 2017 and we are now actively looking for a replacement for her.





### 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 2017

## 2017

### 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.

### Organisation

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

2018 Key themes:

- Back to school breakfast ideas.
- Picnics
- Literacy—Book theme “Charlottes Web”
- The Perth Royal Show—activities and competitions
- 120 Year Anniversary of East Fremantle Primary School
- Celebrations





# Community Partnerships

As the hub of our local community, we engage, support and strengthen partnerships with others in our community. We encourage students to have a strong sense of belonging, social responsibility and connection to their environment and community.

During 2017 the school had five regular users of our facilities, mainly the hall and oval. We also had three occasional users of our facilities including use of our library.

Student Councillors have been involved in fundraising throughout the year. The money collected supports a number of charities as well as the end of year gift to the school.

Our teachers and students actively participate in excursions within our local community. In particular we utilise the Fremantle Pool for our swimming; Fremantle Library; The Children's Literature Centre, the Heritage Trail along the river front and the public transport system CAT bus.

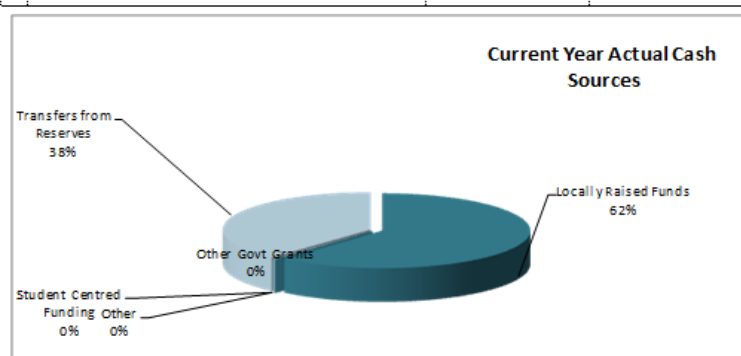
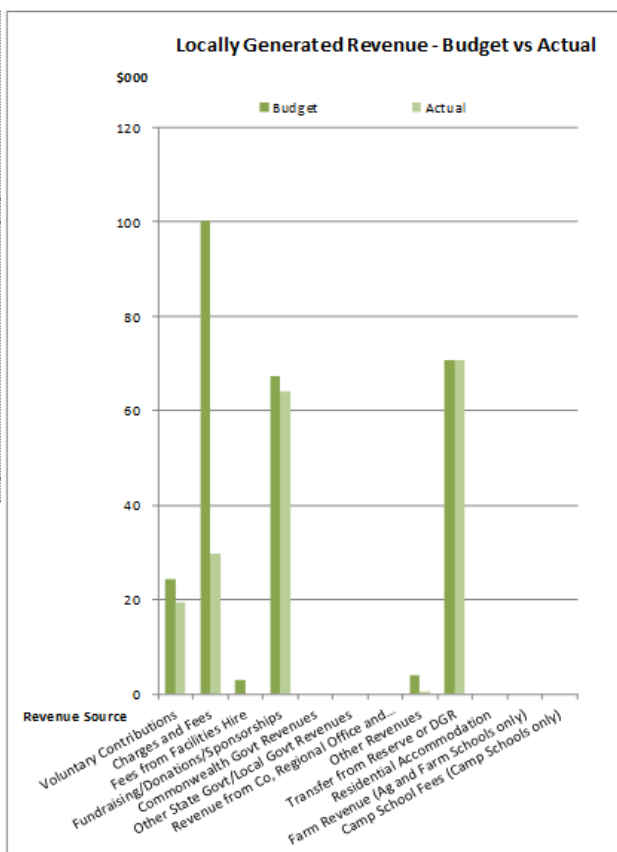
We have a number of community groups pertaining to children that advertise in our newsletter each fortnight. Our school newsletter continues to be the major source of communication with the community. It is now emailed to all families with a very small amount printed out and left in reception.



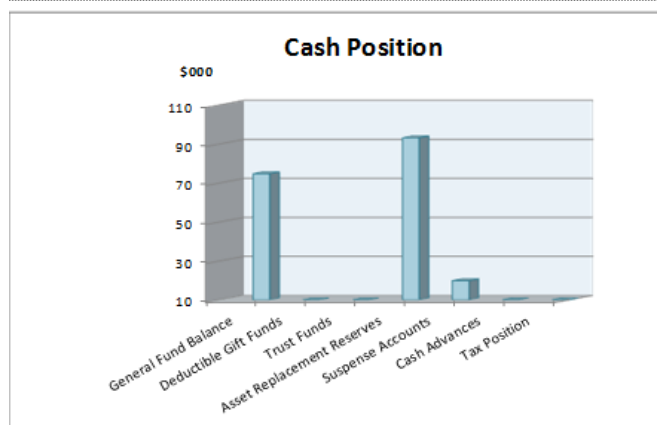
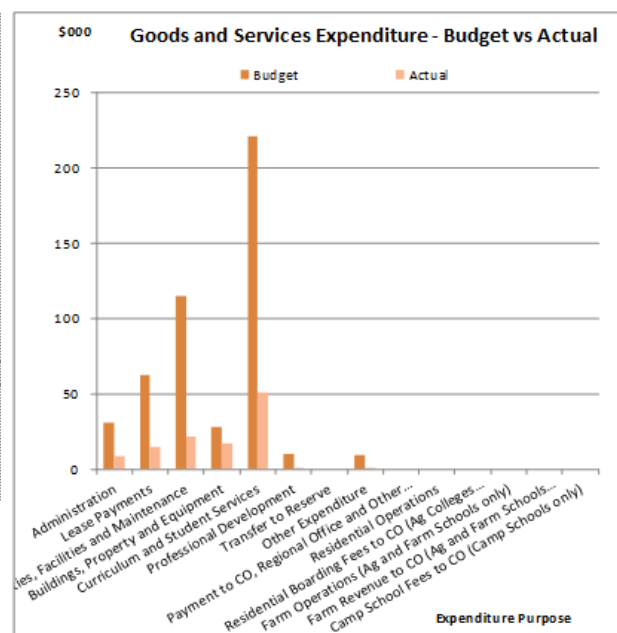


# **East Fremantle Primary School** Financial Summary as at 28 March 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,282.00	\$ 19,455.00
2	Charges and Fees	\$ 100,351.00	\$ 29,733.14
3	Fees from Facilities Hire	\$ 3,000.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 67,393.00	\$ 64,041.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,000.00	\$ 464.49
9	Transfer from Reserve or DGR	\$ 70,700.00	\$ 70,700.00
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>\$ 269,726.00</b>	<b>\$ 184,394.13</b>
	Opening Balance	\$ 2,530.00	\$ 2,530.92
	Student Centred Funding	\$ 171,568.00	\$ -
	<b>Total Cash Funds Available</b>	<b>\$ 443,824.00</b>	<b>\$ 186,925.05</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 443,824.00</b>	<b>\$ 186,925.05</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,760.00	\$ 8,128.98
2	Lease Payments	\$ 62,500.00	\$ 14,369.96
3	Utilities, Facilities and Maintenance	\$ 115,000.00	\$ 21,477.09
4	Buildings, Property and Equipment	\$ 27,700.00	\$ 17,027.61
5	Curriculum and Student Services	\$ 220,985.00	\$ 50,792.27
6	Professional Development	\$ 10,000.00	\$ 381.49
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,310.00	\$ 0.24
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>\$ 476,255.00</b>	<b>\$ 112,177.64</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 476,255.00</b>	<b>\$ 112,177.64</b>
	Cash Budget Variance	\$ 32,431.00	



<b>Cash Position as at:</b>	
Bank Balance	\$ 181,294.01
Made up of:	
1 General Fund Balance	\$ 74,747.41
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 93,122.81
5 Suspense Accounts	\$ 19,828.21
6 Cash Advances	\$ -
7 Tax Position	\$ 6,404.42
<b>Total Bank Balance</b>	<b>\$ 181,294.01</b>