

EAST FREMANTLE PRIMARY SCHOOL

An Independent Public School



Annual Report 2019

From the Principal

It is a pleasure to provide for you East Fremantle Primary School's 2019 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 2019. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2019. 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 2018-2020. The report also provides us with the opportunity to celebrate our successes, achievements, and includes information about the future actions to be taken in 2019 to improve student achievement and further enhance the school's effectiveness.

In 2019 we continued our journey as a successful Independent Public School, using the greater flexibility and authority to enhance teaching and learning. The Staff and School Board members have worked throughout the school year to ensure our Business Plan (2018– 2020) incorporated recommendations from our first IPS Review and also the recommended Education Department strategic directions and priorities for Government Schools.

It is with great pleasure that I present the 2019 Annual Report to the School Community.

Jenni Chittick
April 2020

Our School

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

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

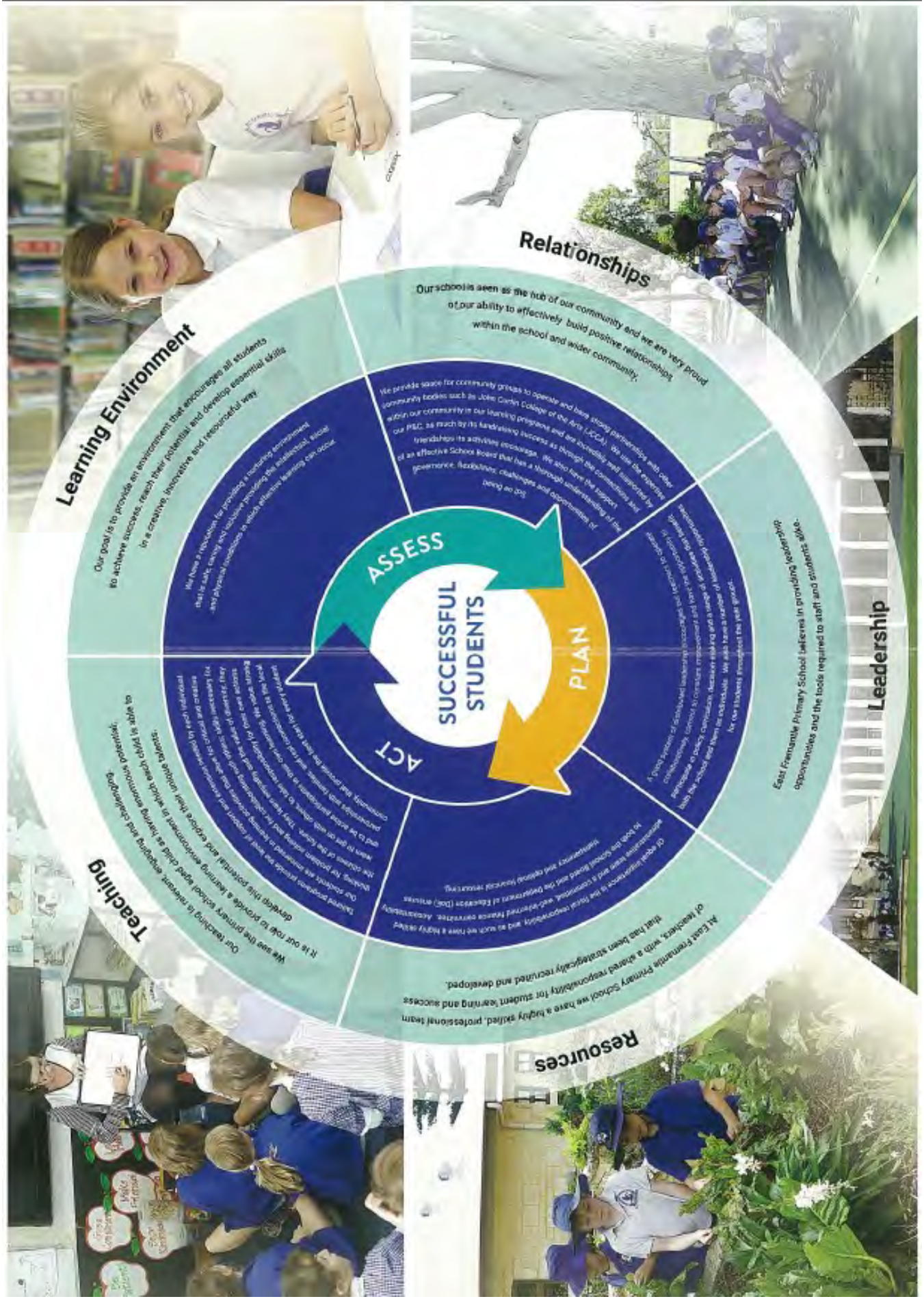
Together with our school community, we nurture and develop each child's individuality, encouraging them to achieve their personal best in all areas of academic learning and in life skills.

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

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

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

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



Learning Environment

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

We have a reputation for providing a learning environment that is safe, caring and supportive, providing the intellectual, social and physical conditions in which effective learning can occur.

Teaching

Our teaching is relevant, engaging and challenging, and we ensure that each child is able to develop their potential and explore their unique talents.

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

Relationships

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

We provide space for community groups to operate and have strong partnerships with other community bodies such as the John Gorton College of the Arts (JCCA). We use the expertise of our PSC as much as its fundraising success as through the community and governance. Feedback, challenges and opportunities of being so big.

Leadership

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

Resources

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

ASSESS

PLAN

ACT

SUCCESSFUL STUDENTS

Chair Report 2019

2019 was overall a highly successful and harmonious year for the board. As tempting as it may be however, I cannot take the credit for this. Our previous chair, Nancy Clarke established rigorous systems, was instrumental in the development of the schools current Business Plan and laid the foundations of effective governance that I have been fortunate enough to inherit. I, and the rest of the board thank her for her efforts and for having the good grace to continue serving on the board and offering sound and valuable counsel.

While 2018 was focussed on the development of the schools Business Plan, (drawing in part from feedback in the 2017 Department of Education Services School Review), 2019 saw the implementation of our shiny new Business Plan. With meaningful, measurable, aspirational but reasonable targets, the new Business Plan has reached a good balance that has been rolled out with widespread support.

That said, there has been the occasional hiccup along the way. One of the deliverables of our new Business Plan was the addition of a "Community Representative" on the school board, preferably one with a sustainability or IT background, to assist in delivering some priority initiatives. While this sounded good on paper, we realised throughout the year that to appoint someone with such a specific mandate starts to wander a little too closely into the operational aspects of the school. 2020 will see a slight re-think in this regard and we will look for someone with a broader skillset that will assist in giving us a wider perspective on issues and build stronger community networks.

2020 will see the Business Plan development process start all over again, and although I can already hear the groans of my fellow board members, this process will be much faster and less complicated than the past as we start to nail down the right format and targets we set.

I would like to thank the board members who retired from their positions at the end of 2019, namely Julie Hughes, Frank Ashe and Caron Walker. We all lead busy lives and anyone that volunteers their time to assist in creating a better school (and world) deserves our heartfelt gratitude.

It is a privilege and an honour to have been the Board Chair for 2019 and to be re-elected to the same position for 2020. It is important though so have constant renewal and transitional arrangements so we will be seeking nominations for new board members throughout 2020. If you're interested in a position please don't hesitate to reach out to find out more. It's not scary I promise!

All the best, Tim.

Report from the P&C President

P&C President Report 2019

Again it was a privilege to preside over our P&C for 2019. We have a fantastic community of individuals that help support our students, teachers, parents and the wider community to thrive.

The role of the P&C is much broader than just raising money. We support and engage with the school, parents and the community to provide the best environment possible for our kids.

The P&C has had yet again, another successful and active year. We started the year by welcoming new and returning parents with our welcome morning tea, held our annual Dad's and Kids Camp, baked and sizzled up a storm, raised the bar and let our hair down at our infamous quiz night, and continued to create a space for mindfulness with our free yoga program. At the same time, we continued to provide the uniform shop also now online, coordinate lunch orders with John Curtin, offer school banking, Scholastic book orders and coding club.

If that wasn't enough, we also had our hugely successful School Spring Fair. The day was so well attended, supported and enjoyed well into the evening. A credit to everyone involved.

All the while we have continued to strengthen the collaboration between the P&C, school board and school. The major contributors to this being: the attendance of Mrs. Chittick or Mr. Robertson at all our P&C meetings reporting on the progress of the school, issues that the school faces and numerous other items; our board and P&C liaison and of course the relationship with Tim as Chair of the board.

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

As is regularly said in our circles, it takes a community to raise a child and I can say it has been both fun and an honor being part of this amazing P&C community, the board and school team.

With thanks

Jodie Payne

Teaching

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

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

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	26	19.2	0
Total Teaching Staff	26	19.2	0
School Support Staff			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	12	8.6	0
Total School Support Staff	17	11.7	0
Total	46	33.9	0

Note:

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

ANNUAL REPORT 2019

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

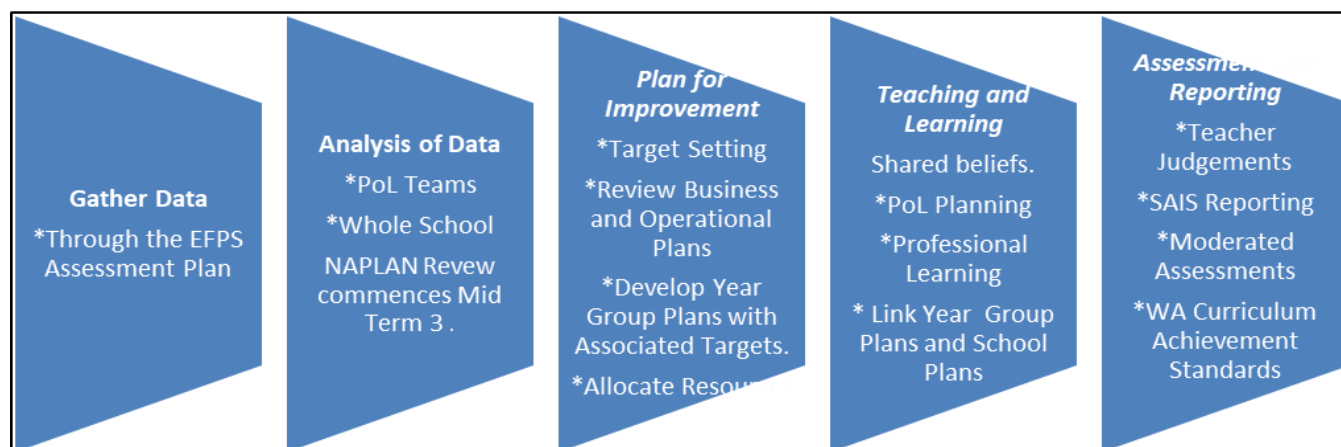
The teaching team at EFPS go through a structured and exhaustive review of available Student Performance Data, including NAPLAN results and class reporting data.

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

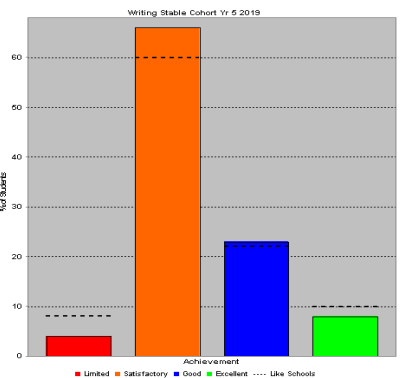
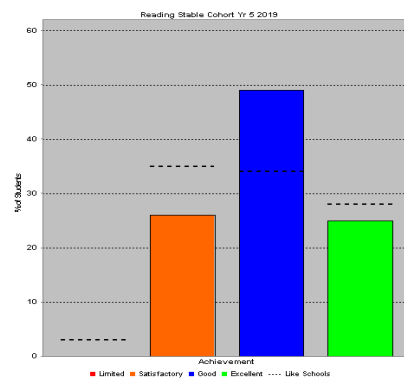
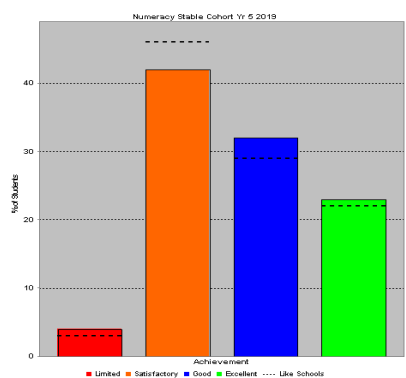
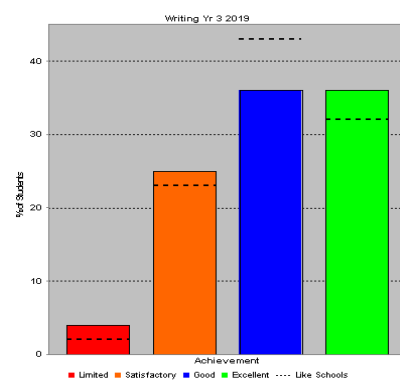
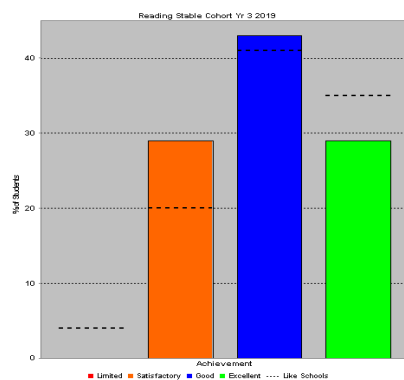
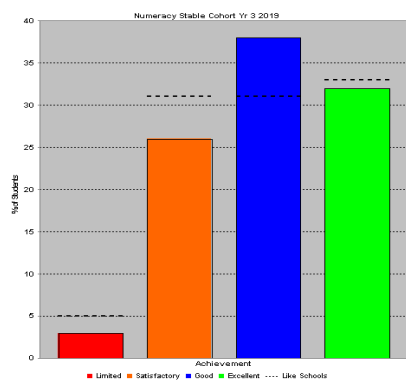
Our students consistently perform above NAPLAN averages for Australian schools. When reporting the NAPLAN data the Australian Government compares individual school performance against averages for all Australian schools as well as averages for schools that share similar socio-economic characteristics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

Comparisons to like schools

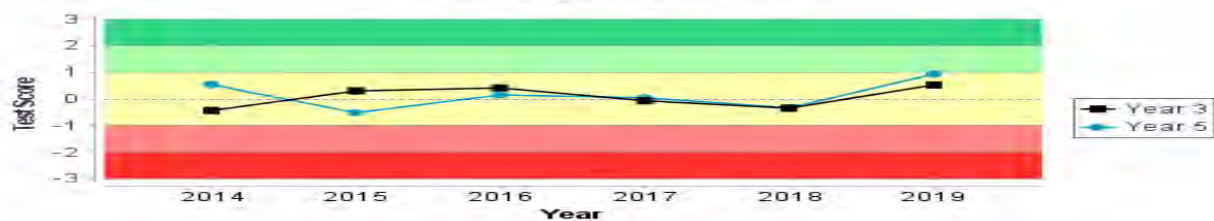
Comparisons to like schools is a useful tool for ongoing improvement in teaching areas which may require additional focus. Slight fluctuations in the data on an annual basis makes it difficult to draw definitive conclusions in any one year, however, over time both our school and our like schools have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

2019 NAPLAN Data

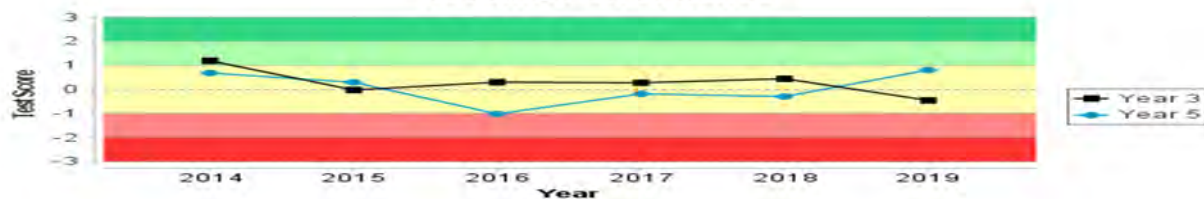
NAPLAN Comparative Performance for Year 3 & 5 **Graphs not available in Spelling and Writing.



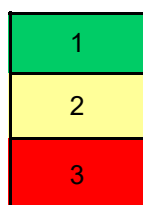
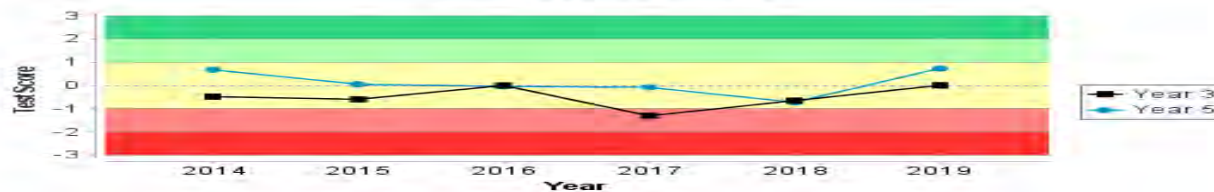
Numeracy Performance



Reading Performance



Writing Performance



Above Expected -

more than one standard deviation above the predicted school

Expected -

within one standard deviation of the predicted school mean

Below Expected -

more than one standard deviation below the predicted school mean

2019 NAPLAN Data



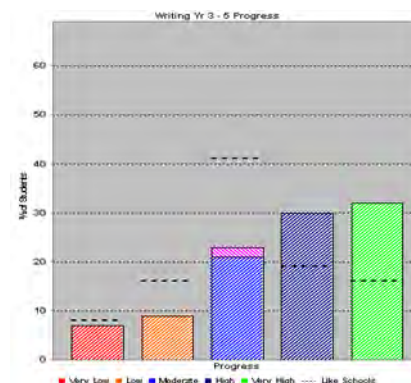
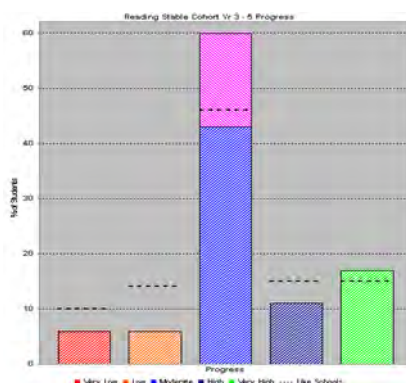
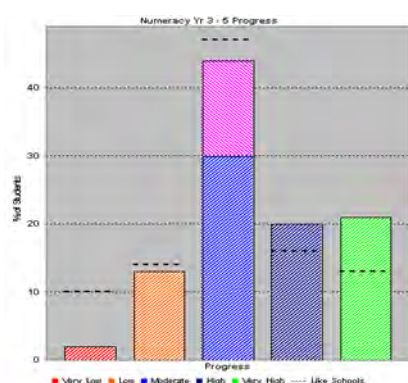
Business Plan Target;	Findings;	Response;
<p>Year 3 and 5 Student cohort achieving scores 'At or Above Like Schools Performance.'</p>	<p>Data shows a very positive trend line in eight of the ten learning strands assessed across the two year groups.</p> <p>Particularly pleasing were the results in the focus areas of Numeracy, Spelling and Writing.</p> <p>Two areas; Grammar, Punctuation and Reading in Year 3 had trend lines that were below the Target, however longitudinal data (6 years) does not reflect this as a negative 'trend.'</p> <p>Both areas will be listed as areas to be reviewed in 2020.</p>	<p>EFPS will continue the development and embedding of the * 'The Seven Steps to Successful Writing' from PP to Year 6 – A Whole School Approach as a reflection of the of the positive writing results achieved.</p> <p>EFPS also implemented whole school approach to Spelling; *Soundwaves. This year's results have been encouraging.</p> <p>Human and Fiscal resources to support Whole School approaches</p> <p>This includes continued Professional Learning in each of the above programs. The EFPS Operational Plan in English has more detail regarding the above.</p> <p>Continue to develop Year Group Plans that support both the Operational and Business Plans.</p> <p>Continue emphasis on Explicit teaching, enrichment and engagement of students and use of whole school approaches. This includes the use of Curriculum Leaders to support the implementation of these programs.</p> <p>Year 3- 6 Group to use specific Grammar and Punctuation resources to support learning.</p> <p>Continued support of the SaER Program and specific student needs. Eg Year 4 – 6 Remedial Programs. **Provide a Targeted Needs Based Support timetable that reflects data eg Year 4 Cohort 2020.</p> <p>*A full review of Whole School Programs programs will be carried out in 2019 following the NAPLAN Review and that of other school specific data. Staff review Weeks 1, 3 and 5; Term 4.</p>

2019 NAPLAN Data

Year 3 Top 20% Tested Nationally	2018	2019	2020
	% of Students EFPS	% of Students EFPS	% of Students EFPS
Numeracy	29	44	
Reading	45	34	
Writing	16	36	
Spelling	30	38	
Grammar	35	38	

Year 5 Top 20% Tested Nationally	2018	2019	2020
	% of Students EFPS	% of Students EFPS	% of Students EFPS
Numeracy	25	46	
Reading	37	47	
Writing	22	29	
Spelling	25	29	
Grammar	27	32	

Business Plan Target;	Findings;	Response;
<p>Increasing the number of Year 3 and 5 students achieving scores in the top 20% nationally compared to recent data.</p>	<p>Very positive data. Particularly in Numeracy. Target achieved in 90% of the strands assessed.</p>	<p>Continue focus on whole school approaches to Spelling and Writing.</p> <p>Continue focus on Professional Learning in the use of explicit instruction in problem solving.</p> <p>Resources to support the aims of Maths Operational Plan and related Targets eg Human Resources- Extension maths classes in Years 5 and 6.</p> <p>Year Plans to support Operational Plan and focus on providing an enriching and engaging maths program.</p>



Business Plan Target;	Findings;	Response;
<p>Add value to student performance using First Cut progression tables.</p>	<p>Positive results achieved. Particularly strong results in the High and Excellent progress categories.</p>	<p>Continue focus on whole school approaches within Operational Plans.</p> <p>Analysis of PAT Data from Years P – 2 to support Targeted Teaching and analysis of progression tables.</p>

Learning Environment

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
2017	95.7%	95.3%	93.8%	87.9%	88.2%	81.2%	95.5%	95.3%	92.7%
2018	95.9%	95.4%	93.7%	93.3%	88.6%	80.8%	95.9%	95.3%	92.6%
2019	95.1%	94.2%	92.7%	84.9%	85.6%	79.5%	95%	94.1%	91.6%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	96%	95%	95%	96%	96%	95%	95%
2018	94%	97%	97%	95%	96%	96%	97%
2019	93%	95%	94%	96%	94%	96%	96%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Destination Schools for Year 6 Students, 2019

John Curtin College of the Arts	33
Shenton College	2
Fremantle College	2
Iona	3
PLC	2
Santa Maria	3
MLC	1
St Hilda's	1
Steiner School	1
CBC	7
Scotch	2
Aquinas	3
Christchurch	3
Kennedy	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 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– 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.
- 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. 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 of three songs by graduating Year 6s.

The Instrumental Music School Service continued to provide high quality lessons and performance opportunities to over 60 students from Years 3 to 6. In 2019, students at East Fremantle Primary undertook lessons on violin, viola, cello, trumpet, trombone, flute and double bass. String players in Year 5 and 6 were part of the school orchestra rehearsing before school for close to an hour on Thursday mornings. These students performed at several events throughout the year, including the ABODA festival held at Churchlands Senior High School, and at our EFPS Orchestra assembly in December.

In 2019 the school choir involved approximately 60 students from Years 4 to 6. A major highlight for the year was taking part in the Western Australian Government Schools Music Concert Series held at Crown Theatre. Choir students also performed at East Fremantle Primary's annual Open Night, and at our final school assembly.

Jordan Seinor—Music Specialist

Excellence in Learning

Languages: Italian

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

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

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

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

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

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

Franca Sargant
Language Teacher

Excellence in Learning

Visual Arts

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

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

In 2019 students from Year 3 to Year 6 were exposed to a variety of media and techniques that included; collage, clay, print, line and sketching skills whilst also allowing time for individual creative development. As the students transition to Middle Primary they enter the Historic Plympton Block and their fine art skills become more precise with further focus on skills and art appreciation.

Colour theory is always a strong focus in the Art room and in 2019 the students completed many excellent pieces providing proof of their understanding of colour. The senior students used a variety of media that included portfolio and oil pastels, water paints and edicol dye.

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



Excellence in Learning

Health and Physical Education Program

In 2019, East Fremantle Primary continued its collaboration with the wider community, including its relationship with the local high school John Curtin College. Year 3 and 4 students were taught soccer skills from the Year 11 Physical Educational students during Term 2. East Fremantle Primary also continued to develop strong relationships with the wider sporting community, with school clinics run by Cricket Australia, East Fremantle Football Club & Hot Shots Tennis.

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

The students were provided with opportunities to participate in extracurricular physical activity with before school Athletics, Swimming and Cross Country training held at the school oval and local swimming pool. The students were able to develop and demonstrate their skills in a variety of sporting contexts with Softball, Touch Rugby, Athletics, Swimming, Cricket, Volleyball and Dance some of the sports covered throughout the year. The winter sport competition gave students the opportunity to compete against other schools in Soccer, AFL and Netball. Furthermore, high achieving students were given opportunities to compete against other schools in Cricket, Basketball, Athletics, Swimming and Cross Country. The highlight of the year was our Year 6 girls Cricket team finishing 4th in the state after winning their local and regional competitions, only to miss out on the state finals by 4 runs. Other highlights of the year include 2nd position at the Interschool Swimming Carnivals and an honourable effort of 3rd place after moving into the A division of the Interschool Athletics divisions. 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. Year 5 students also participated in a 3-week Ballet program at the JCCA dance studios.

East Fremantle continued to utilise available funding from the Australian Government. The funding was used for professional Tennis coaches who ran programs within the Physical Education timetable.

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

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

Mr Paul Emery

Physical Education specialist

Safe and Caring School

Chaplain's Report 2019

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 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 by helping them find coping strategies.

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 from pre-primary to Year 6. Some topics covered:

- Feelings
- Body Signals
- Bullying
- Body Parts & Privacy
- Social Media & Cyber safety
- Values & Identity

In 2019, the Rainbows program was reintroduced to the school. Rainbows is a peer support group for children experiencing a significant life altering transition. 17 students took part in this program and there was great feedback from both teachers and parents about the confidence, help and support that Rainbows was to their child/students.

At East Fremantle Primary we want to see our students thrive in all areas of life and provide opportunities to create a hero out of them. The school is pleased that Chaplaincy services will continue to be provided in 2020.

Joan Huang

EFPS Chaplain



Safe & Caring School

Dads & Kids Camp

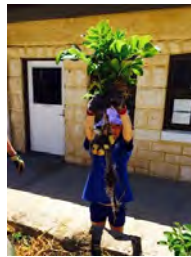




Philosophy

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

Stephanie Alexander Kitchen Garden Foundation 2016



2019 Committee

Sally Ashbrook- Kitchen Specialist

Siobhain Wyatt & Jo Hankin Garden Specialists

Anita Albones- School Co-ordinator

Budget

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

2019 identified several themes we incorporated into our program.

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

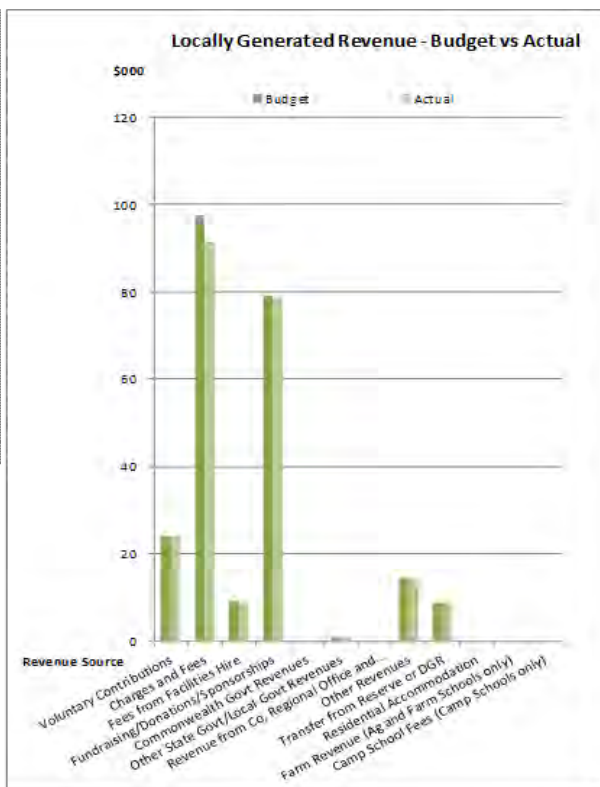
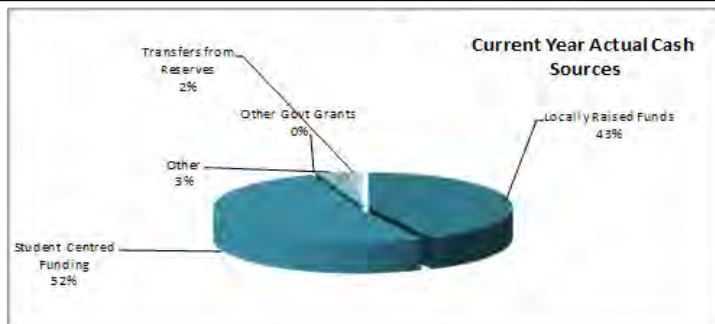
Financial summary

Insert your School
Logo Here or
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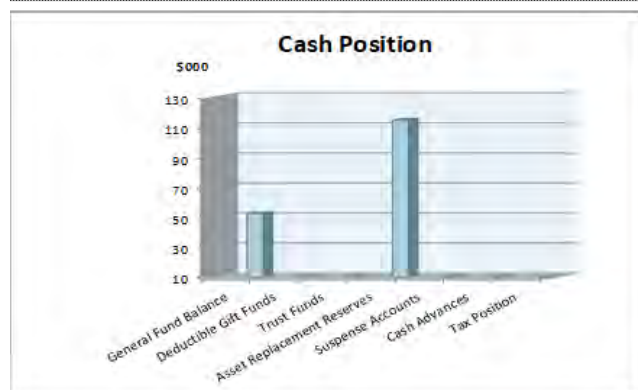
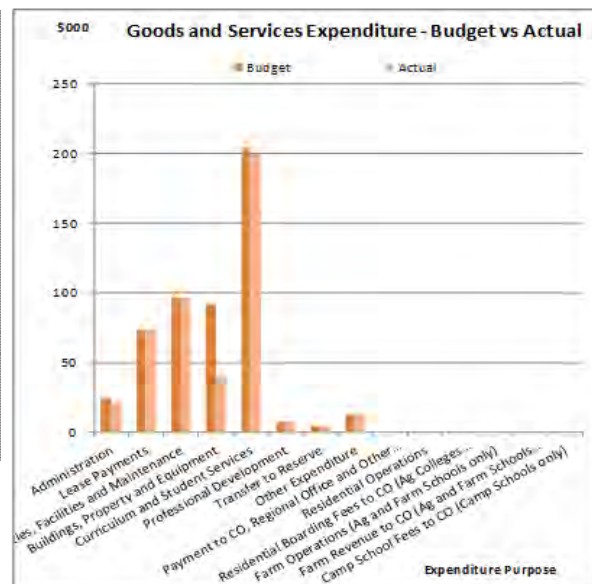
East Fremantle Primary School

Financial Summary as at
29 January 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,134.00	\$ 24,133.50
2	Charges and Fees	\$ 97,558.00	\$ 91,417.16
3	Fees from Facilities Hire	\$ 9,050.00	\$ 9,010.01
4	Fundraising/Donations/Sponsorships	\$ 79,034.00	\$ 78,699.12
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 14,415.00	\$ 14,400.29
9	Transfer from Reserve or DGR	\$ 9,000.00	\$ 9,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 234,191.00	\$ 227,660.08
	Opening Balance	\$ 29,909.17	\$ 29,909.17
	Student Centred Funding	\$ 247,357.00	\$ 247,356.65
	Total Cash Funds Available	\$ 511,457.17	\$ 504,925.90
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 511,457.17	\$ 504,925.90



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,787.00	\$ 21,726.09
2	Lease Payments	\$ 72,950.00	\$ 72,949.80
3	Utilities, Facilities and Maintenance	\$ 95,871.00	\$ 95,871.58
4	Buildings, Property and Equipment	\$ 91,634.00	\$ 39,633.76
5	Curriculum and Student Services	\$ 204,123.00	\$ 199,221.66
6	Professional Development	\$ 6,769.00	\$ 6,768.53
7	Transfer to Reserve	\$ 4,000.00	\$ 4,000.00
8	Other Expenditure	\$ 12,219.00	\$ 12,211.56
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 511,353.00	\$ 452,382.98
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 511,353.00	\$ 452,382.98
	Cash Budget Variance	\$ 104.17	



Cash Position as at:	
Bank Balance	\$ 162,075.24
Made up of:	
1 General Fund Balance	\$ 52,542.92
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 114,633.31
5 Suspense Accounts	\$ (991.99)
6 Cash Advances	\$ -
7 Tax Position	\$ (4,109.00)
Total Bank Balance	\$ 162,075.24