

# EAST FREMANTLE PRIMARY SCHOOL

*An Independent Public School*



## Annual Report 2020

# From the Principal

It is a pleasure to provide for you East Fremantle Primary School's 2020 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 2020. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2020. 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.

2020 was a year like no other. With the global COVID-19 pandemic we had to put measures in place for remote learning. It was a challenge but the staff worked closely together and taught each other the finer points of Connect. The staff were faced with maintaining the community connect that this school prides itself on, with a video the teachers made for the students and their families, well being phone call check ins, regular whole school and class teacher communications and eventually the re-introduction of the much loved Kitchen Garden program to welcome our parent volunteers back into our school. This report has an absence of NAPLAN data as these tests were cancelled and we were not able to assign grades for reporting in Semester 1. I am proud to say however, that the year 6 students were still afforded all of the activities such as camp and the whole school were still able to go on excursions and have lots of incursions.

It is with great pleasure that I present the 2020 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.

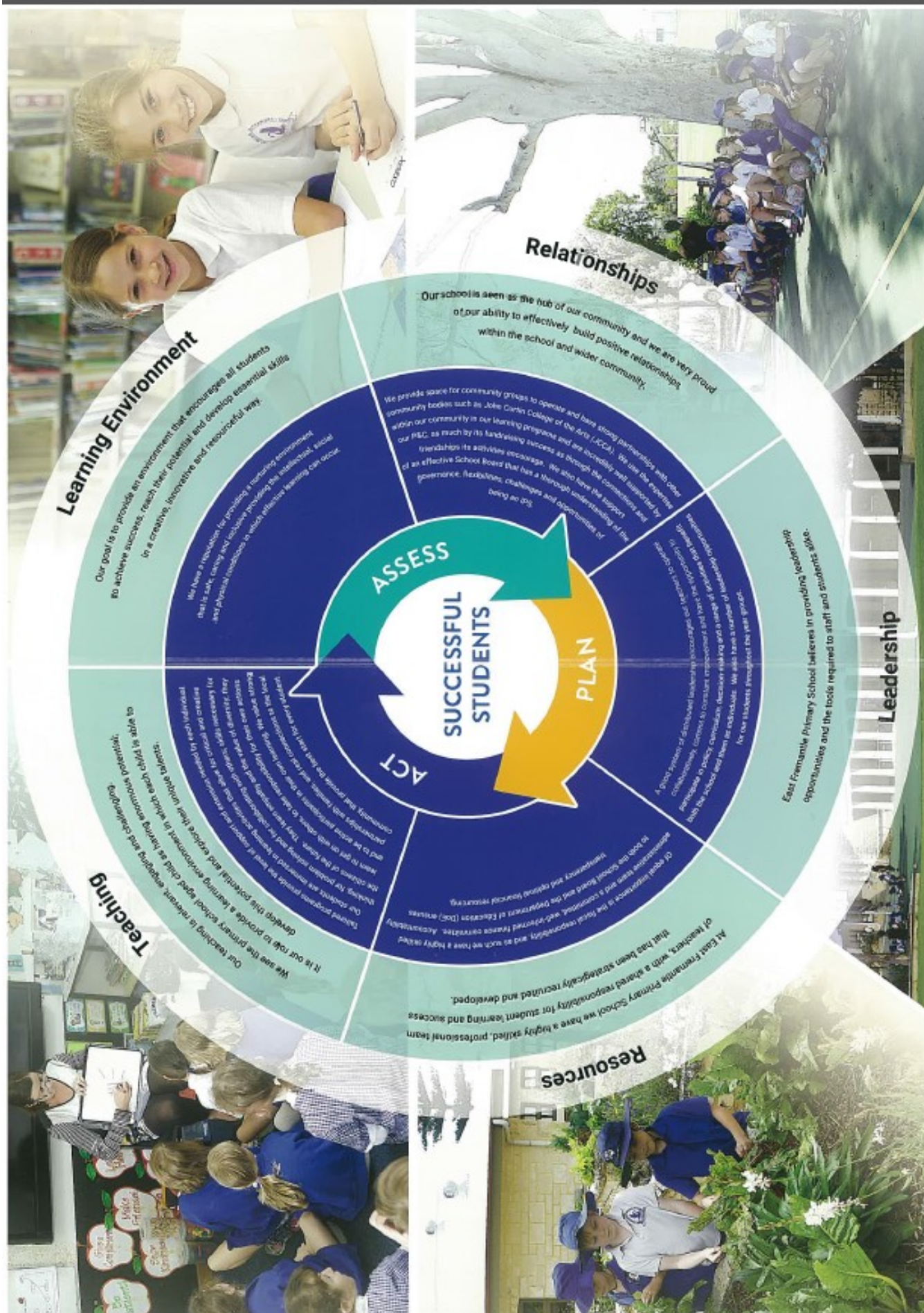
Together with our school community, we nurture and develop each child's individuality, encouraging them to achieve their personal best in all areas of academic learning and in life skills.

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, Understanding and Empathy.



# Chair Report 2020

It is hard to write a wrap-up for 2020 without using overquoted phrases like 'in these uncertain/unprecedented times', 'a year like no other', 'we're all in this together', and 'you're on mute'. What I can do, however, is run through the year that was and reflect on our response as a board, as a school, and as a community.

Our first meeting of the year was on 11 March 2020, and it was business as usual, apart from a conversation at the end of the meeting about a new phrase: 'flattening the curve'. Within two weeks, borders were closed, hard lockdown commenced, and the school had to do an incredibly fast pivot to online learning and headed into Term 1 school holidays not knowing if school would commence in person for the start of Term 2.

During this time, Jenni and I maintained regular contact, but I also made sure that she had the space that she needed to manage the competing pressures of staff, parent and student anxiety, increased workload through changed teaching methods, and the need to communicate rapidly changing, often confusing and sometimes contradictory advice from authorities.

To their credit, throughout this period Jenni and staff effectively and empathically communicated with the entire school community, managing these competing interests with grace. A highlight during this otherwise unsettling period was a video the staff put together, involving Paul Emery up a tree, some teachers getting in trouble and some pretty dodgy handball. In the interests of posterity and perhaps a late Oscar nomination, it can still be accessed at <https://www.facebook.com/groups/1890957887810225/permalink/2598087187097288>

The board did not meet again in person until halfway through Term 3, but by the end of the year was able to catch up on all required tasks including reviewing the current business plan, and approving budgets, book lists and fees and charges, which is a credit to all involved.

2020 saw the end of the tenures of two long-serving board members, Miarka Mee and Kate McAuslane. The board thanks them sincerely for their commitment and contribution to the role.

I would like to thank the entire school community for pulling together to make an incredibly difficult year that little bit easier.

Kind regards,

Tim Grey-Smith  
Board Chair



# Report from the P&C President

## P&C President Report 2020

What a year 2020! A year that we never envisaged due to the coronavirus.

Despite the disruption, the P&C managed to start the year by welcoming new and returning parents with our welcome morning tea and held our annual Dad's and Kids Camp. The uniform shop continued it's great service under the guidance of Amy Parks and her reliant team of volunteers. In addition the coordination of lunch orders with John Curtin, school banking, Scholastic book order continued.

That's where it all pretty much came to an end for the year due to the restrictions placed on the state. I think quietly many of the regular volunteers across P&C events quietly have enjoyed the break coupled despite the disappointment of not holding our legendary quiz night or any fundraising events.

We have a fantastic community of individuals that help support our students, teachers, parents and the wider community to thrive. So to all outgoing committee members, I sincerely thank you for your contribution. To incoming committee members I welcome you and look forward to us all working together to support and engage with the school, parents and the community to provide the best possible environment for our children.

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     |
|-----------------------------|-----------|-------------|----------|
| <b>Administration Staff</b> |           |             |          |
| Principals                  | 1         | 1.0         | 0        |
| Deputy Principals           | 2         | 2.0         | 0        |
| Total Administration Staff  | 3         | 3.0         | 0        |
| <b>Teaching Staff</b>       |           |             |          |
| Other Teaching Staff        | 26        | 19.2        | 0        |
| Total Teaching Staff        | 26        | 19.2        | 0        |
| <b>School Support Staff</b> |           |             |          |
| 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        |
| <b>Total</b>                | <b>46</b> | <b>33.9</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.

# ANNUAL REPORT 2020

**EFPS Business Plan Targets and NAPLAN— *please note that this data is from 2019.***

***Due to COVID-19 there was no NAPLAN testing in 2020.***

**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.

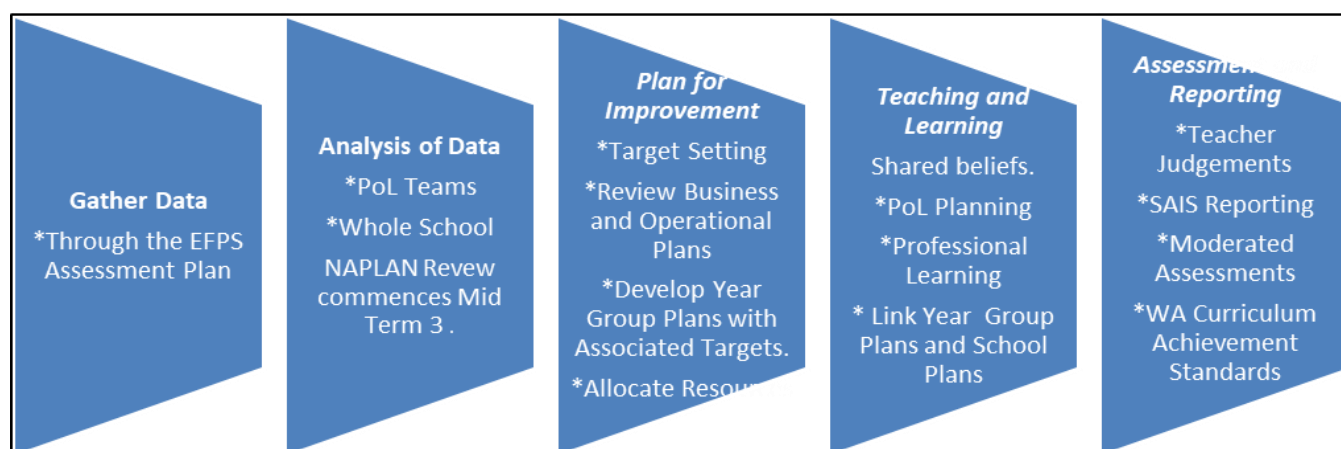
## **NAPLAN Review Process**

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**

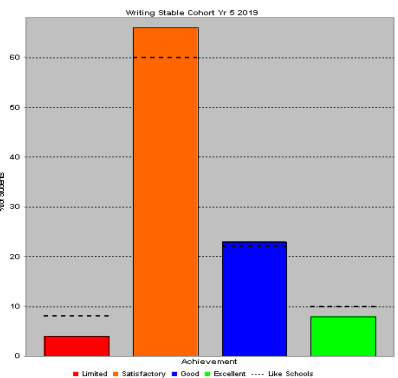
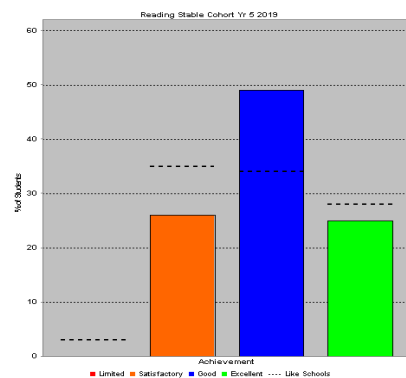
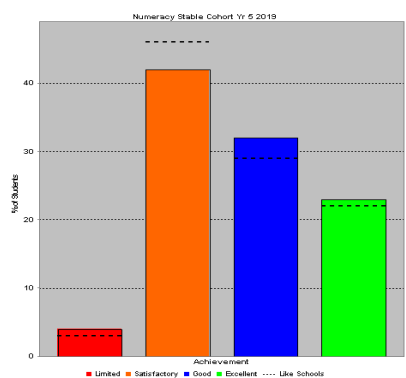
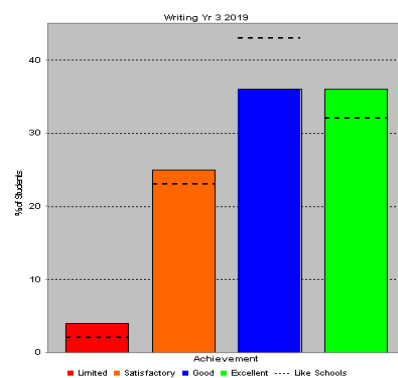
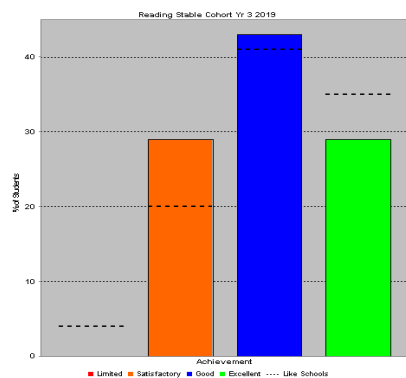
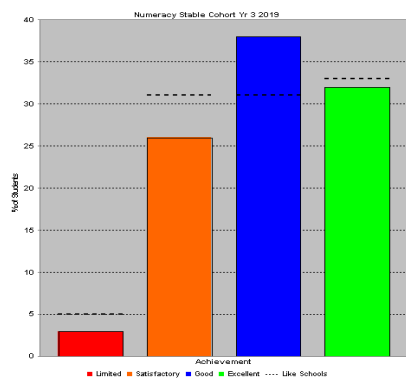
Our students consistently perform above NAPLAN averages for Australian schools. When reporting the NAPLAN data the Australian Government compares individual school performance against averages for all Australian schools as well as averages for schools that share similar socio-economic characteristics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

## **Comparisons to like schools**

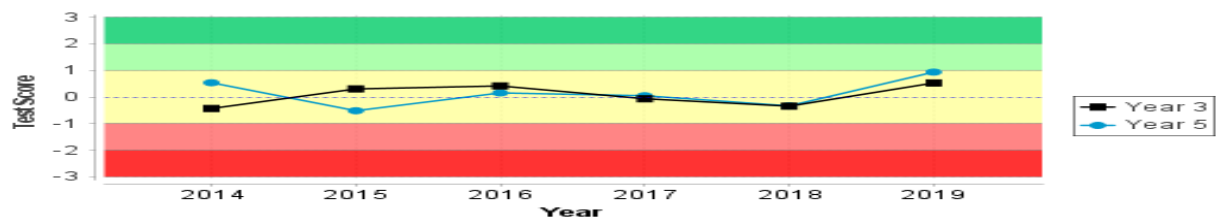
Comparisons to like schools is a useful tool for ongoing improvement in teaching areas which may require additional focus. Slight fluctuations in the data on an annual basis makes it difficult to draw definitive conclusions in any one year, however, over time both our school and our like schools have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

# 2019 NAPLAN Data

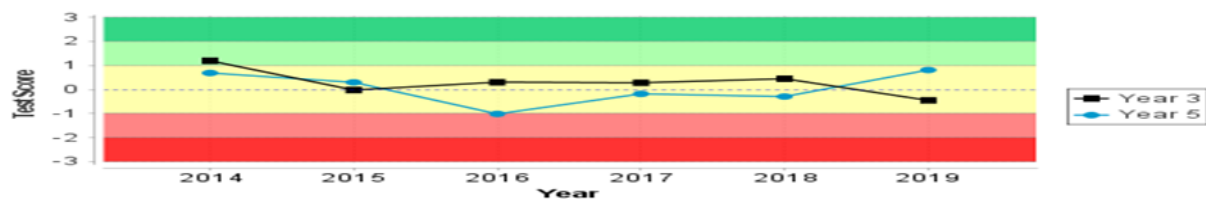
**NAPLAN Comparative Performance for Year 3 & 5** \*\*Graphs not available in Spelling and Writing.



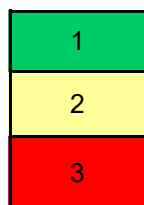
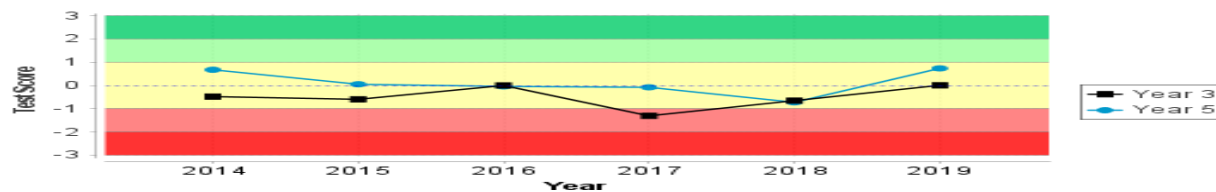
## Numeracy Performance



## 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



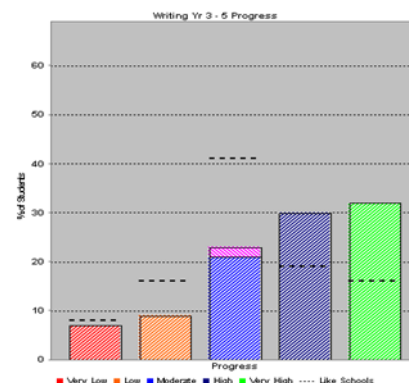
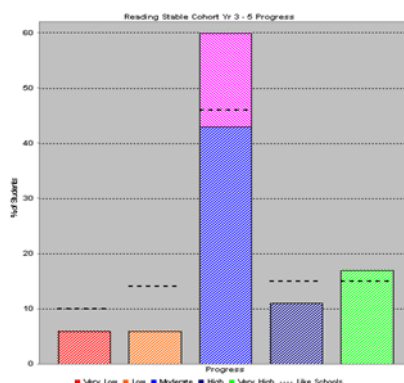
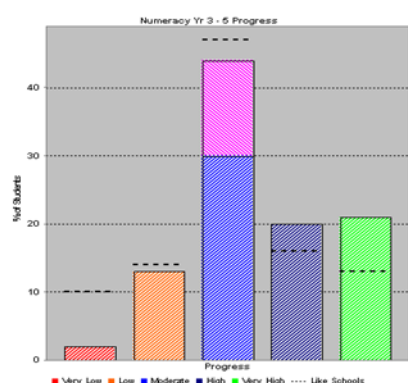
| Business Plan Target;   | Findings;  | Response;   |
|---|--|---|
| <p>Year 3 and 5 Student cohort achieving scores 'At or Above Like Schools Performance.'</p> | <p>Data shows a very positive trend line in eight of the ten learning strands assessed across the two year groups.</p> <p>Particularly pleasing 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.<br/>Eg Year 4 – 6 Remedial Programs.<br/>**Provide a Targeted Needs Based Support timetable that reflects data eg Year 4 Cohort 2020.</p> <p><b>*A full review of Whole School Programs programs will be carried out in 2020 following the NAPLAN Review and that of other school specific data. Staff review Weeks 1, 3 and 5; Term 4.</b></p> |

# 2019 NAPLAN Data

| Year 3 Top 20% Tested Nationally | 2018               | 2020               | 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               | 2020               | 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

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic are not comparable to previous years.

## 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 our Year 6 students

|                                 |    |
|---------------------------------|----|
| John Curtin College of the Arts | 36 |
| Fremantle College               | 1  |
| Iona                            | 3  |
| PLC                             | 2  |
| Perth Modern                    | 1  |
| Melville SHS                    | 2  |
| St Hilda's                      | 4  |
| Perth Waldorf                   | 1  |
| CBC                             | 6  |
| Scotch                          | 3  |
| Seton                           | 1  |
| Christchurch                    | 1  |
| Bob Hawke College               | 1  |
| Atwell 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 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. 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.

The graduation ceremony included performances of three songs by graduating Year 6s and our assemblies later in the year included whole school songs.

The Instrumental Music School Service continued to provide high quality lessons and performance opportunities to over 60 students from Years 3 to 6. In 2020, 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 our EFPS Orchestra assembly in December.

Jordan Seinor—Music Specialist

# Excellence in Learning

## Languages: Italian

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 '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.

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 has the closest association 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 correlate closely to the English tenses.

Learning a foreign language helps you understand more about your own language...especially when they have such a strong similarity in language structure, like that 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 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, 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!

At the beginning of the year, children create Carnevale masks (maschere di Carnevale), which has become somewhat 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 Arts

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.



After a turbulent start to 2020, the focus of Term 2 across all Year levels was drawing and colour theory. Years 1-6 recorded a repertoire of ways to make interesting lines and marks from which final artworks evolved. Years 1 and 2 made observation drawings of a favourite soft toy after examining the artwork from Maurice Sendak's popular children's book, 'Where the Wild Things Are'. Years 3 and 4 practiced creating the illusion of space in tonal drawings of surreal 'shape landscapes' after observing how light and shadow help to define that spatial illusion. Year 5 and 6 practiced two approaches to making an artwork about local Fremantle architecture (expressionist or linear perspective) and developed their preferred method into a final artwork submitted to the Gwyneth Ewan Art Award. Unfortunately, the Award didn't go ahead due to COVID, but the City of Fremantle accepted digital versions of the Artworks for their archives.



During the Winter months of Term 3 our focus was on 3D Visual Arts. We began the term with modelling clay (ceramics) across all Year groups and ended the term with Installation, Textiles and Construction.

With adjustments to the timetable and cooperation from all teaching staff, students were offered a special 2-hour clay lesson so they could properly complete their clay projects. The results were wonderfully unique and varied. In collaboration with our School Chaplain, Joan who was looking for a creative project to acknowledge Mental Health Week, we had a whole school exhibition of the ceramic work.

In the latter part of Term 3, Year 1 and 2s learnt about Installation Art through the art of Japanese artist Yayoi Kusama; Year 3 and 4s collaborated in a textile wall mural using the weaving techniques of Aboriginal Artists, 'Tjanpi Desert Weavers'; and Year 5 and 6s made amazing Steam Punk Robots from recycled objects.

Reflection felt like an appropriate theme for the end of 2020. All students worked on self-portraits developing observation drawings into final artefacts that were quite varied across the year levels. Year 1 and 2s constructed low-relief cardboard portraits; Year 3 and 4s made a collage of 'happy thoughts' and Year 5 and 6s distorted their self-portraits digitally to make a fun representation of themselves. The Year 6 portraits were hung in the John Curtin College of the Arts Theatre Gallery where their Graduation ceremony was held.



Clare Perkins  
Art Teacher

# Excellence in Learning

## Health and Physical Education Program

2020 was obviously different to previous years, as the Covid restrictions heavily impacted the Sporting Calendar. This meant there was little opportunity for collaboration with the wider community, including our relationship with local universities. Luckily, we were able to continue our relationship with John Curtin College of the Arts. Year 3 & 4 students were able to continue their connection with the Soccer Academy students at JCCA during 2020. Furthermore, Year 6 students also participated in a 3-week Ballet program at the JCCA dance studios.

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. 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. 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. 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. Undoubtedly, the highlight for 2020 was our Year 5/6 girls cricket team being crowned the State Champions for the year. The girls journey involved winning 3 carnivals on the way to making the State Finals. The commitment and hard work the girls put in was incredible and it was a very proud moment for the girls, the school and myself personally.

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 2020

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 with coping strategies that works to their situation.

2020 was a year unlike any other and so chaplaincy services extended to include in class support, which helped to establish greater collaboration between teachers and the chaplain in looking after the wellbeing of students. Having the support and presence in classrooms also meant that students had more accessibility to connect with the chaplain.

### 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

Bullying and friendships

Body Parts & Privacy

Social Media & Cyber safety

Values & Identity

Other highlights in the school calendar was Mindful May and Active August which is part of our school's partnership with Act Belong Commit (a mentally healthy school program), celebrating Harmony Week and WA Mental Health Week. Students participated in WA Mental Health Week with a theme for each of the day of the week.

Thoughtful Tuesday

Why Wednesday

Terrific Thursday

Funny Friday

As part of Terrific Thursday, the chaplain collaborated with Ms Perkins, the Art teacher to put up an exhibition displaying all the clay works from Grades 1 to 6.

## Safe and Caring School (cont'd)

As part of Terrific Thursday, the chaplain collaborated with Ms Perkins, the Art teacher to put up an exhibition displaying all the clay works from Grades 1 to 6.



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 2021.

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



What a year it has been for Kitchen Garden. So lucky that the Kitchen Garden programme could recommence in Term 3 and continue for the rest of the year.

In Term 4 our theme was Celebrations! There was a lot to celebrate.

Book Week and in particular "Possum Magic". Aussie Pumpkin scones were made and devoured.

Halloween Gruesome bleeding eyeballs were made from lychees and home grown blueberries. Pumpkin pancakes were also on the menu.

NAIDOC Week – We all tried delicious Roo Ragu with homemade bush tomato pasta, damper and Wattle seeds with warrigal greens.

Spring Harvest – This was celebrated with a broad bean and ricotta cannelloni, accompanied by a spring salad with fresh ingredients from the garden including fennel and herbs.

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. The Menu included an assortment of crostini salad, paella and mini berry cheese cakes. The paella burner and pan was a school gift from previous Year 6 students.

Thank you – We would like to acknowledge the amazing Sally Ashbrook and Siobhian Wyatt 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, this a huge task and we truly appreciate it.

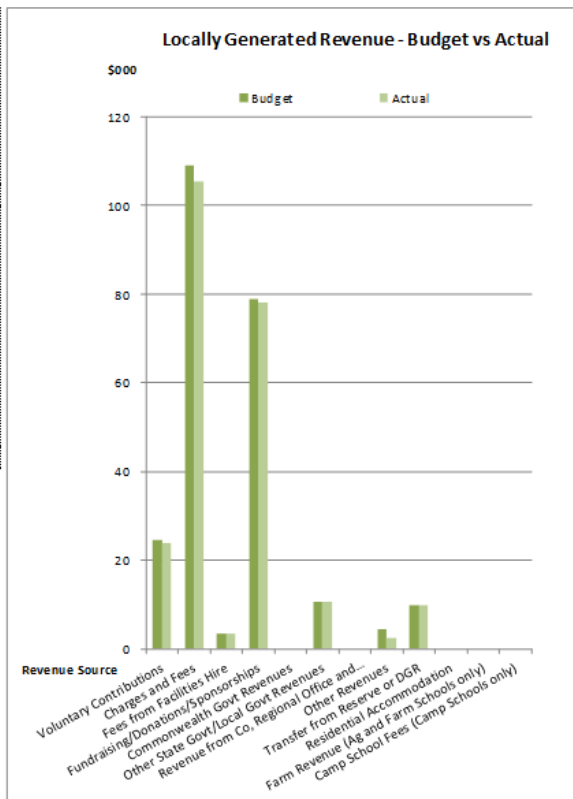
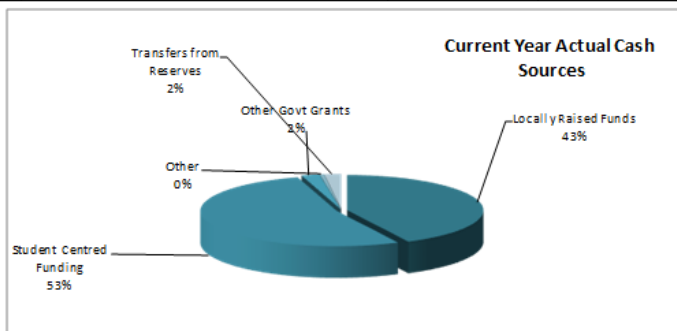
**Kelly Carder & the Kitchen Garden Team**

# Financial summary 2020

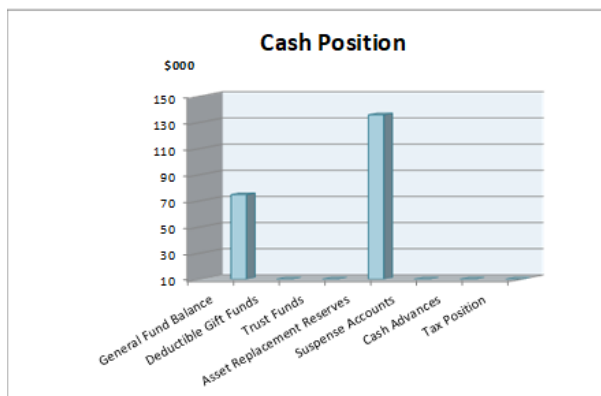
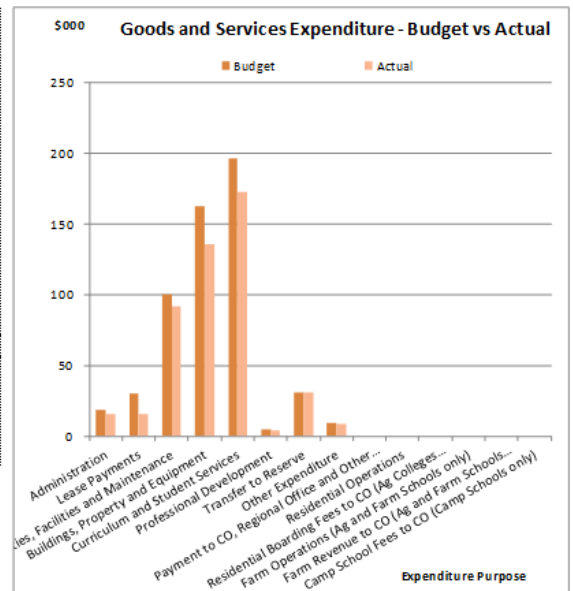
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## East Fremantle Primary School Financial Summary as at 10 March 2021

|    | Revenue - Cash & Salary Allocation                 | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Voluntary Contributions                            | \$ 24,662.80         | \$ 23,764.50         |
| 2  | Charges and Fees                                   | \$ 109,175.00        | \$ 105,319.58        |
| 3  | Fees from Facilities Hire                          | \$ 3,481.00          | \$ 3,481.82          |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 78,787.60         | \$ 78,169.80         |
| 5  | Commonwealth Govt Revenues                         | \$ -                 | \$ -                 |
| 6  | Other State Govt/Local Govt Revenues               | \$ 10,631.00         | \$ 10,630.68         |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ -                 | \$ -                 |
| 8  | Other Revenues                                     | \$ 4,347.00          | \$ 2,421.05          |
| 9  | Transfer from Reserve or DGR                       | \$ 9,901.00          | \$ 9,901.00          |
| 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>\$ 240,985.40</b> | <b>\$ 233,688.43</b> |
|    | <b>Opening Balance</b>                             | <b>\$ 52,542.92</b>  | <b>\$ 52,542.92</b>  |
|    | <b>Student Centred Funding</b>                     | <b>\$ 261,022.75</b> | <b>\$ 261,022.75</b> |
|    | <b>Total Cash Funds Available</b>                  | <b>\$ 554,551.07</b> | <b>\$ 547,254.10</b> |
|    | <b>Total Salary Allocation</b>                     | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Funds Available</b>                       | <b>\$ 554,551.07</b> | <b>\$ 547,254.10</b> |



|    | Expenditure - Cash and Salary                      | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Administration                                     | \$ 18,550.00         | \$ 15,179.66         |
| 2  | Lease Payments                                     | \$ 30,000.00         | \$ 15,653.17         |
| 3  | Utilities, Facilities and Maintenance              | \$ 99,779.00         | \$ 91,229.32         |
| 4  | Buildings, Property and Equipment                  | \$ 162,161.00        | \$ 135,068.01        |
| 5  | Curriculum and Student Services                    | \$ 196,186.35        | \$ 171,928.99        |
| 6  | Professional Development                           | \$ 4,641.00          | \$ 3,923.48          |
| 7  | Transfer to Reserve                                | \$ 31,000.00         | \$ 31,000.00         |
| 8  | Other Expenditure                                  | \$ 8,953.60          | \$ 8,620.38          |
| 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>\$ 551,270.95</b> | <b>\$ 472,603.01</b> |
|    | <b>Total Forecast Salary Expenditure</b>           | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Expenditure</b>                           | <b>\$ 551,270.95</b> | <b>\$ 472,603.01</b> |
|    | <b>Cash Budget Variance</b>                        | <b>\$ 3,280.12</b>   |                      |



|                              |                      |
|------------------------------|----------------------|
| <b>Cash Position as at:</b>  |                      |
| Bank Balance                 | \$ 205,860.41        |
| Made up of:                  | \$ -                 |
| 1 General Fund Balance       | \$ 74,651.09         |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 135,732.31        |
| 5 Suspense Accounts          | \$ (631.99)          |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ (3,891.00)        |
| <b>Total Bank Balance</b>    | <b>\$ 205,860.41</b> |