

East Fremantle Primary School

An Independent Public School



ANNUAL REPORT

ACKNOWLEDGEMENT OF COUNTRY

Ngalak ana windang, yeyi wer boordakan birdiya Whadjak
Noongar moort ngiyaanga boodja ngalak nyin.

*We acknowledge the past, present and future
elders of the Whadjak people of the Noongar
Nation on whose country we sit.*

Ngalak yira ngalang maar kadak Whadjak moort wer
waangkaniny kaya ngaangk wer worl.

*We raise our hands with the Whadjak people and
say hello to the sun and sky*

Ngalak maradanginy boodja ngarda ngalang djena kadak
Whadjak moort ngalak barn Nidja boodja dandjoo naral-naral.

*We feel the ground under our feet with the
Whadjak people as we walk this country together
side by side.*

Ngalak baliny ngalang koort were maradanginy djin-djin
Whadjak moort ngalak yanginy Nidja boodja dandjoo.

*We touch our hearts and feel the good spirit of the
Whadjak people as we share this land together.*

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Leadership

From the Principal

It is a pleasure to provide you with East Fremantle Primary School's 2022 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 2022. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2022. 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.

In 2022 after a pared back first term, schooling returned to somewhat normal. We enjoyed gathering for assemblies, school events, parent events and the students went on excursions and participated in incursions. We welcomed Mr Chris Dawson as our new Deputy Principal in term 4.

It is with great pleasure that I present the 2022 Annual Report to the School Community.

Jenni Chittick

April 2023

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.



Teaching

Our teaching is relevant, engaging and challenging. We see the primary school aged child as having enormous potential; it is our role to provide a learning environment in which each child is able to develop this potential and explore their unique talents.

Tailored programs provide the level of support and extension needed by each individual. Our students are immersed in learning activities that allow for critical and creative thinking, for problem solving and for collaborating with others. Skills necessary for the citizens of the future. They learn empathy and the value of diversity; they learn to get on with others, to take responsibility for their own actions and to be active participants in their own learning. We value strong partnerships with families and real connections to the local community that provide the best start for every student.

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 resourceful way.

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

Relationships

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

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

A good system of distributed leadership encourages our teachers to operate collaboratively, to participate in policy, curriculum, decision-making and a range of leadership opportunities both within the school and then as individuals. We also have a number of leadership opportunities for our students throughout the year groups.

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

Leadership

Resources

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

Of equal importance is the fiscal responsibility, and as such we have a highly skilled administrative team and a committed, well-informed finance committee. Accountability to both the School Board and the Department of Education (DoE) ensures transparency and optimal financial resourcing.



Relationships

Chair Report 2022

The year started with high levels of uncertainty as COVID-19 continued to impact our lives. For many families it was a challenging time with delays in the reopening of the state's borders until February 5, 2022 and international borders not reopening until the start of March. I would like to commend the school for their open and transparent communication during this difficult time and ongoing support to provide stability to all students, and their families, under challenging circumstances.

In the first half of the year, the School Board welcomed three new members: James Ireland, Serife King and Tim Sawyer. Each member had an immediate impact, actively contributing to the Board in line with our remit (as outlined on the school's website).

Following the inception of the Reconciliation Action Plan (RAP) in 2021, the Board, the working group and the school have continued to make progress to address community sentiment and advance our school's contribution to reconciliation with Australia's First Nations people. In particular, I would like to express my gratitude to Ciaran Gibson who continues to take a lead on the coordination of the RAP.

In line with the global drive for net zero, it was fantastic to see the installation of solar in the main school, followed by the installation of panels on the kindy building; funded by the local community and masterfully coordinated by Leigh Nicholas.

Alignment between the Board and the School continues to go from strength to strength and it was a true honour to work with the teachers and Board member Nancy Clarke aligning the operational plans to the Strategic Business Plan.

The P&C welcomed a new President, and I would like to thank Peter Yates, and the rest of the committee, for their contribution and ongoing commitment to the school community throughout 2022.

Personally, reflecting on the year, and the recent pandemic, I believe our children are fortunate to live in such a beautiful and safe environment surrounded by an engaged community and collective of outstanding teachers invested in their wellbeing and development.

Kind regards,

Alex Micallef-Jones

Board Chair



P&C President Report

What a year 2022 was. While COVID continued to disrupt some activities in the first part of the year, the P&C were able to roll out its usual range of fantastic events to further build the school's community and contribute more than \$50,000 to support the school in providing a first-class learning experience for our children.

With renewal across all the office bearer positions in 2022, teams of experienced volunteers continued to deliver the school's biggest events. Who could forget the fantastic feel of the whole school community once again being on school grounds to celebrate the opening of Little Artex, with fantastic performances on stage and the craziest cake stall you have ever seen. Creative chaos continued with the annual quiz night yet again - a highlight for everyone, bar one's own dignity. A shift in the usual timing of Campout saw hand-built and glowstick-laden rockets take to the night sky later in the year, with questionable quantities of sleep undertaken. Our wonderful volunteers continued to run the uniform shop, provide sausage sizzles, keep the website and online shop running and ensure everyone was kept in the loop via the role of class reps.

Alongside these events, support was provided for the creation of the school's Reconciliation Action Plan, an important step forward for the school to take meaningful action to advance reconciliation.

At the end of such a successful year for such a generous school community, the P&C committed to prioritising existing and future funds to support the building of the school's grounds plan (alongside its annual contribution to key school educational initiatives). A working group made up of parents and school staff has been established to take this work forward in 2023, and we look forward to seeing the beginning of the transformation under way soon.



Teaching

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

The staff at East Fremantle Primary School are active contributors to the overall direction of the school and engage in regular professional development and curriculum initiatives. Through the flexibilities that Independent Public School status has afforded us we have been able to appoint staff that are committed to the innovative programs and directions that the East Fremantle Primary School Business Plan 2021-2024 is guiding us in.

Staff Numbers

	No	FTE	AB'L
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	19.5	0
Total Teaching Staff	26	19.5	0
School Support Staff			
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	2	0.7	0
Other Non-Teaching Staff	14	8.4	0
Total School Support Staff	20	11.5	0
Total	49	34.0	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.

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.

Gather Data

- Through the EFPS Assessment Plan
- Through administration team developing cohesive documents

Analysis of Data

- Administration
- POL teams
- Whole School

Plan for Improvement

- Target Setting
- Review Business and Operational Plans
- Develop Year Group Plans with Associated Targets
- Allocate Resources

Teaching and Learning

- Shared Beliefs
- PoL Planning
- Professional Learning
- Link Year Group Plans and School Plans

Assessment and Reporting

- Teacher Judgements
- SAIS Reporting
- Moderated Assessments
- WA Curriculum Achievement Standards

Our Data Story in 2022

In 2022 our data paints a clear picture: high performance, high growth. We have increased or maintained excellent performance across all domains. Of merit is the exceptional growth in both reading and writing following our increased efforts in these areas. In reading, our year 3s have increased from 29% to 39% achieving in the top fifth of all students in Australia. Our year 5s have increased from 36% to 54%. In writing, our year 3s increased from 34% to 39% and our year 5s from 29% to 43%.

A more granular analysis which will be developed on the following pages has identified some key areas for improvement moving forwards; a revisiting of our existing programs in spelling and grammar and punctuation, which each showed a slight decline in year 3. Secondly, a complete inquiry into our whole school numeracy approach which showed a 10% reduction for these top performers.

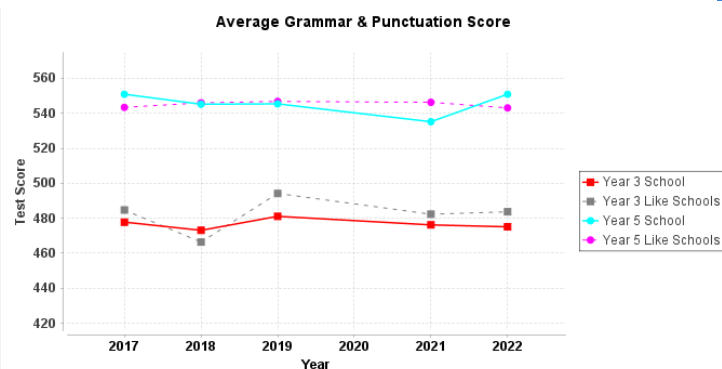
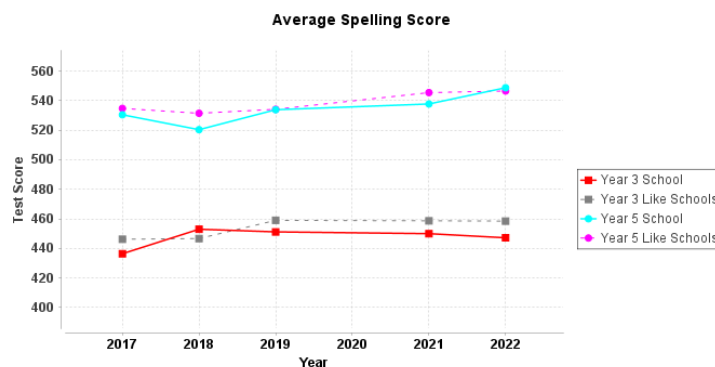
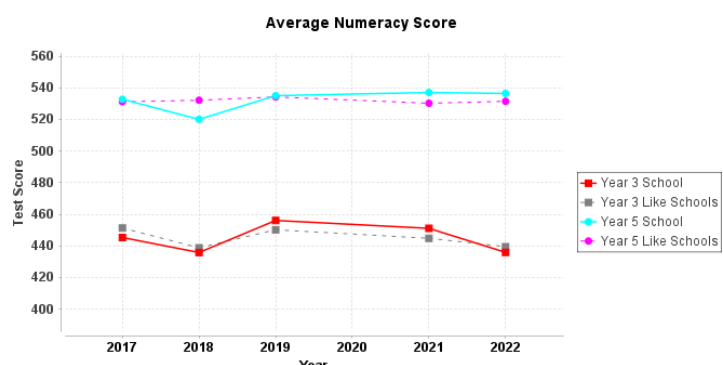
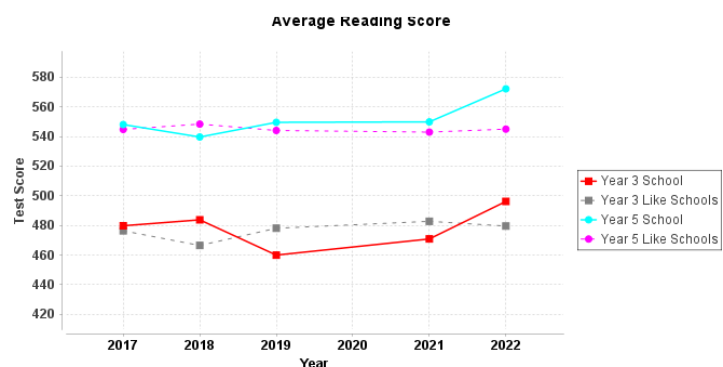
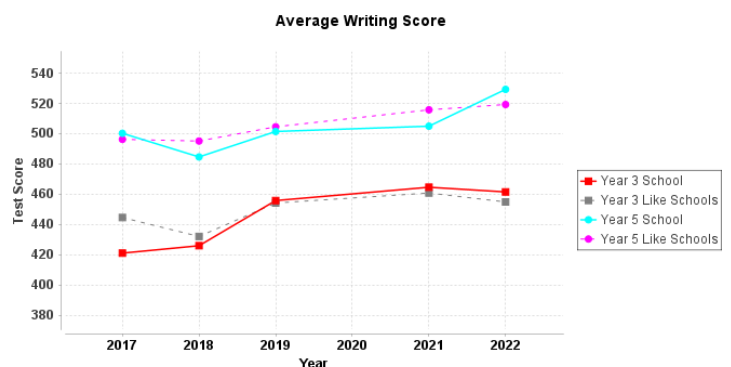
Although the picture of progress is rather complete for our Year 3 cohort, it's been difficult to compile a sufficiently detailed picture for our Year 5 students due to no NAPLAN in 2020. However, with a multi-faceted approach to establish correlations between our PAT, OnEntry and NAPLAN data it is plain to see: East Fremantle Primary School has been a highly effective school and performs above like schools in most areas, with growth above like schools in all areas.

Comparative, Longitudinal Proficiency Bands for Reading (% of Students)									
Band	School			Like School			State		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
8	23%	28%	39%	28%	28%	28%	10%	11%	13%
7	47%	34%	41%	34%	30%	35%	22%	23%	24%
6	17%	28%	15%	24%	25%	25%	29%	28%	28%
5	13%	8%	6%	12%	12%	9%	21%	20%	20%
4	0%	2%	0%	2%	3%	2%	11%	10%	9%
3	0%	0%	0%	1%	1%	1%	7%	7%	6%
Comparative, Longitudinal Proficiency Bands for Writing (% of Students)									
Band	School			Like School			State		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
8	7%	9%	19%	10%	14%	18%	3%	5%	7%
7	22%	20%	37%	22%	25%	25%	12%	15%	15%
6	43%	44%	24%	37%	36%	33%	28%	31%	29%
5	23%	24%	19%	23%	19%	17%	32%	28%	27%
4	3%	0%	0%	6%	5%	5%	16%	13%	13%
3	2%	2%	2%	2%	1%	2%	9%	8%	9%
Comparative, Longitudinal Proficiency Bands for Mathematics (% of Students)									
Band	School			Like School			State		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
8	24%	20%	24%	22%	20%	20%	7%	7%	8%
7	29%	30%	37%	29%	29%	31%	16%	17%	17%
6	30%	42%	24%	30%	30%	30%	29%	29%	28%
5	14%	6%	13%	16%	16%	16%	28%	26%	28%
4	3%	2%	2%	2%	4%	4%	13%	14%	14%
3	0%	0%	0%	1%	1%	0%	6%	7%	5%

Ongoing Excellence

Our longitudinal achievement shows steady improvement across most domains and performance in line with or above like schools across both year 3 and 5. The line of best fit for our last five years of performance across reading, writing and numeracy closely matches our like schools. In some cases, recent trends such as the consistency and large improvement this year in our year 5 reading cohort shows our line of best fit exceeding like schools, although the significance of this will be seen in the coming years. Of note, the line of best fit for both EFPS and like schools shows a declining achievement for Year 3 mathematics – which is something we acknowledge and are making plans to address in the coming years before the end of our current 2021-2024 business plan cycle.

Each of these trends is plainly evident in the percentage of our students achieving in the top 20% of students tested nationally. In the table following the charts below, changes which are considered significant, or indicative of whole-school realities have been highlighted. The trends are further illuminated between cohort and stable cohort comparisons, which show the high comparative impact of our school, given the difference between students who made very high progress and those who have made low progress since OnEntry.



Year 3 Top 20 % Tested Nationally	2020	2021	2022
	% of students EFPS	% of students EFPS	% of students EFPS
Numeracy	No NAPLAN in 2020	43	33
Reading		29	39
Writing		34	39
Spelling		29	28
Grammar		32	26
Year 5 Top 20 % Tested Nationally	2020	2021	2022
	% of students EFPS	% of students EFPS	% of students EFPS
Numeracy	No NAPLAN in 2020	40	46
Reading		36	54
Writing		29	43
Spelling		44	41
Grammar		34	41

WA Public Schools	Year 3 Numeracy						Year 5 Numeracy					
	School			Like Schools			School			Like Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Top 20%	44%	43%	33%	41%	41%	38%	46%	42%	46%	44%	41%	43%
Middle 60%	54%	55%	61%	54%	54%	56%	49%	54%	52%	53%	54%	52%
Bottom 20%	2%	2%	7%	6%	5%	6%	5%	4%	2%	3%	5%	4%
WA Public Schools	Year 3 Reading						Year 5 Reading					
	School			Like Schools			School			Like Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Top 20%	34%	32%	43%	39%	42%	37%	47%	44%	59%	42%	39%	39%
Middle 60%	58%	63%	52%	55%	54%	57%	52%	54%	39%	53%	55%	57%
Bottom 20%	8%	5%	4%	6%	5%	6%	2%	2%	2%	5%	5%	4%
WA Public Schools	Year 3 Writing						Year 5 Writing					
	School			Like Schools			School			Like Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Top 20%	36%	34%	52%	32%	39%	46%	29%	29%	56%	33%	39%	43%
Middle 60%	60%	65%	43%	65%	56%	50%	69%	60%	43%	62%	53%	53%
Bottom 20%	4%	2%	4%	3%	5%	5%	2%	11%	2%	5%	8%	4%
WA Public Schools	Year 3 Spelling						Year 5 Spelling					
	School			Like Schools			School			Like Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Top 20%	38%	29%	28%	39%	37%	32%	29%	40%	43%	38%	40%	40%
Middle 60%	52%	62%	65%	54%	56%	61%	69%	52%	56%	55%	53%	54%
Bottom 20%	10%	9%	7%	6%	7%	6%	2%	8%	2%	7%	7%	6%
WA Public Schools	Year 3 Grammar & Punctuation						Year 5 Grammar & Punctuation					
	School			Like Schools			School			Like Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Top 20%	38%	35%	26%	41%	40%	38%	32%	30%	39%	39%	39%	39%
Middle 60%	56%	63%	63%	53%	55%	56%	64%	66%	59%	54%	55%	57%
Bottom 20%	6%	2%	11%	6%	6%	6%	3%	4%	2%	6%	6%	4%

Analysing the role and success of interventions, and year 5 progress

Our performance picture with the current Year 5 cohort becomes apparent through the analysis of our PAT for that individual cohort. Norm referenced for November; the PAT progression shows a snapshot into some of the success experienced in the years listed in the table. In short – the impact of the reading intervention is visible within the first year of intervention through the higher effect size of 0.98 (up 0.44), almost doubling the typical. This then translates into our positive year 5 reading graph: the students have made somewhat higher progress at our school than is typical, with an uptick throughout year 4, before performing exceptionally well in year 5 NAPLAN in May.

Reading: Current Year 5 Cohort			
	Year 2	Year 3	Year 4
Average Score	113.02	121.80	135.14
STDEV	11.91	14.43	12.93
Effect Size		0.67	0.98

Mathematics: Current Year 5 Cohort			
	Year 2	Year 3	Year 4
Average Score	115.04	124.23	130.31
STDEV	10.10	10.54	10.21
Effect Size		0.89	0.59

Reading: Since 2019 excl. Current Y5			
	Year 2	Year 3	Year 4
Average Score	112.32	118.63	126.95
STDEV	11.45	14.95	15.75
Effect Size		0.48	0.54

Maths: Since 2019 excl. Current Y5			
	Year 2	Year 3	Year 4
Average Score	114.82	121.56	126.02
STDEV	9.87	11.04	9.78
Effect Size		0.64	0.43

Business Plan Target	2022 Action	2022 Assessment	2023 Plan
An increase in the number of students achieving bands related to the top 20 % of students in NAPLAN assessments for Years 3 and 5.	<ul style="list-style-type: none"> - Utilise resources purchased to explicitly teach skills in developing inferential understanding. (Reading) - CARS and STARS (Reading) to be implemented in Years 4, 5 and 6. - Year plans to be reviewed in POL meetings once a term. - Consider intermittent assessments for data use to reflect progress throughout the year. - Continue to implement whole school approach in Spelling using Sound Waves. - EFPS will continue the development and embedding of the 'Seven Steps to Writing' from Kindy to Year 6. - Extension Mathematics to occur two sessions a week. 	<ul style="list-style-type: none"> - Both the year 3 and 5 results demonstrate a large increase of percentage of cohort in top 20% - Slight regression in the achievement of spelling - High increase in writing and reading performance 	<ul style="list-style-type: none"> - Adapt the teaching of mathematics to align with the successful, broader strategies used in both reading and writing (for example, explicit instruction) - Provide support and manage the performance associated with the delivery of successful strategies from 2021 (e.g., CARS and STARS). -
Positive Student Progression across key learning areas as displayed in longitudinal data.	<ul style="list-style-type: none"> - Analyse data and identify students that are to be investigated and celebrated. Reflect on practices that have impacted and contributed to growth or low progress. - Teachers to action change with specific strategies for those students. To be incorporated into year plans. - Human and Fiscal Resources to support whole school approaches. 	<ul style="list-style-type: none"> - Consistent progress for children at all levels of achievement as evidenced by consistent standard deviation - 	<ul style="list-style-type: none"> - Implementation of disciplined dialogue diamonds as an approach to improve quality differentiated teaching practice using the 20/60/20 split from the NAPLAN data

Music

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

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

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

The Instrumental Music School Service continued to provide high quality lessons and performance opportunities to over 60 students from Years 3 to 6. In 2021, students at East Fremantle Primary undertook lessons on violin, viola, cello, trumpet, trombone, flute and double bass. String players in Year 5 and 6 were part of the school orchestra rehearsing before school for close to an hour on Wednesday mornings. These students performed at several events throughout the year, including the ABODA festival held at Churchlands Senior High School, and at two EFPS Orchestra assemblies.

Jordan Seinor, Music Specialist



Italian

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

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

- **Learning a language can be exciting!** There are songs to be learnt, games to be played, activities to be completed and fun to be had!
- Language learning is a compulsory component of the Western Australian and Australian curriculum (from year 3 onwards).
- We can discover all about new cultures and their history and expand on this 'worldly' knowledge, thus, enhancing greater tolerance amongst various cultures in our own community.
- Opportunities may arise to study languages overseas and/or be immersed amongst other cultures.
- It is useful to be familiar with other languages whilst travelling...even though English is widely used in most European countries, it is seen as 'favourable' if an attempt is made to communicate in the local language. Restaurants, shopping precincts and locals appreciate when tourists show interest in the language and culture (a visit to a restaurant itself, can act as a language lesson!).
- Italian speaking can commence almost immediately... approximately 30% of words in English are of Latin origin! The Italian language has the closest association with Latin (that is, of all the 'romance' languages).
- Italian is easy to pronounce...the way you see it, is normally, the way you read it. The Italian verb tenses correlate closely to the English tenses, with reference to the past, present and future.
- Learning a foreign language may help you understand more about your own language...especially when it has such a strong similarity in language structure, like those of Italian and English.

Non-verbal communication becomes part of the language course...gesticulation, posture, hand motions, body language and intonation form part of any language learning.

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

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

Visual Arts

The Visual Art program at East Fremantle Primary School offers students a diverse experience in 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 other's artwork.



2022

In Term 1 Fremantle Visual Artist Ross Potter worked on a 'patch collaboration' artwork with the Year 5s. This ethereal and sophisticated artwork was hand drawn by each student and pieced together by Ross. The original work hangs in our front office and prints are available for sale (thanks to professional photography by parent Georgina Barker).

Riding on the success of Artex 2021 and feeling the tremendous support from the EFPS community I put forward the idea of presenting student work every year in a whole school art exhibition. In Term 4 I presented EFPS' inaugural annual art show, "Dot To Dot". I aligned with our chaplain, Joan and together we themed the show to represent resilience, courage and collaboration. The name "Dot To Dot" was inspired by "International Dot Day" which in turn was inspired by Peter Reynolds book, "The Dot". The exhibition became a wonderful collaboration across the school including an Artist in Residence project with Fremantle Visual Artist Minaxxi May.



Visual Arts (Cont.)

Jordan Seinor and Chris Dawson supported all the teachers to get up and sing the song, "The Dot" at assembly; Joan secured funding from Act Belong Commit to get cute little stickers made up for all students; the exhibition helped to launch our Friendly School Mascots (Kenzo, Carl and Cosmo) and Eko Pam (parent and P&C Committee Member) arranged for ECU Art students to contribute to the exhibition as part of their 'Art in The Community' unit. The students enhanced the humble school exhibition with lights, audio visuals, drone shots, beautiful didactic panels, a whole school crazy chalk day, a Yayoi Kusama 'Obliteration Room', a guess the Dot Sculpture and made a larger-than-life size costume of Kenzo, our mascot for Courage. It was a spectacular event!



A happy off-shoot was an invitation by Di Richards to exhibit the student work at the Beaconsfield District Office.

Little Artex was a huge success this year. With the support of the 'Arty Parent Team', all EFPS staff and the EFPS P&C we made approximately \$4800 which will go towards the Artist-In-Residence Program 2023. There was a slight change of format this year as we could not source the canvasses for the same price as last year – thanks to Trenna Kerr I got onto the idea of using locally made small timber squares for a fraction of the price. There were some truly stunning artworks!

Clare Perkins, Visual Arts Specialist



Health and Physical Education Program

In 2022 in Physical Education, students developed their fundamental movement skills (FMS) and sport specific skills and applied them in games and sports as individuals and in teams.

The goal for 2022 was to foster a sense of good sportsmanship throughout the school, and ensure all students learn, progress, and enjoy Physical Education.

In junior Physical Education lessons, students developed their FMS of throwing, kicking, jumping and locomotion, as well as learning minor and small sided games with a focus on following rules, staying inside boundaries, and working cooperatively with teammates. In senior Physical Education classes, students explored mainstream sports such as Cricket, AFL, Soccer and Volleyball, as well as learning alternatives sports such as European Handball, Ultimate Frisbee and Newcombe ball. Students also learnt a Traditional Indigenous game called Edor.

Many students from Pre-Primary to year 6 also participated in Fitness club before school on Tuesday mornings, increasing their fitness and playing games with students and siblings from other year groups.

Students were also given the opportunity to learn from specialised coaches funded by the Sporting Schools grant. All year 1 students participated in 4 weeks of Taekwondo lessons during their Physical Education time. Learning martial arts techniques, as well as courtesy, integrity, perseverance, and self-control. The year 6 students were given the opportunity to participate in before school Basketball sessions to refine their skills. We also had a visit from Athletics Australia, taking all our year 5 students through the technique of Athletics throws. We were also able to secure an Athletics coach for 3 sessions before school to prepare our Interschools students for the Interschools Athletics Carnival.

Throughout the year, students participated in the following Intra and Inter School carnivals

1. Eagles Cup (AFL, Soccer, Netball)
2. School Cross Country
3. Interschool Cross Country
4. School Faction Sports Carnival
5. Interschool Athletics
6. School Swimming Carnival

Parent volunteers have been an integral part of running successful carnivals at EFPS and their assistance is greatly appreciated!



Students also enjoyed swimming lessons, and Dance lessons with Dorothy. The Dance lessons concluded with a concert in the under-cover area, and lots of dancing at the year 6 dinner dance.

Physical Education at EFPS continues to be an important part of the school community and will continue into 2023.

Dominique Paskos
PE Specialist



Learning Environment

Friendly Schools Plus

Over the past year, our school has taken significant steps towards creating a more positive and inclusive learning environment. One of the key initiatives we have adopted is the Friendly Schools Plus program, which has helped to promote positive relationships and improved our support of children. We have also reinvigorated the behaviour policy, which reflects our child-friendly environment and focuses on uplifting all children. The approach has been very successful, with student voice directly reflected within our policy and each nook of our school – from the classroom to the office – being a place of learning and community.

Our approach employs three waves of support and prominently features mascots who show how to act and live in the East Fremantle Primary School way; Courageous Kenzo, Collaborative Carl and Creative Cosmo.



Our approach features three waves to support each learner

Committed and engaged leadership

Administrative team present and engaged with all aspects of the behaviour management policy and procedures.
The office environment adapted to reflect reinforcement of positive behaviours and supports.
Regular check-ins with staff, students and parents.
The development of staff and policy to deliver more effective social and emotional education.

Compatibility between school and community needs

Direct Communication through connect, newsletters, meetings and phone calls
Direct Collaboration through volunteer opportunities such as class helpers, kitchen garden and dad's campout
Information on programmes and expectations available to parents

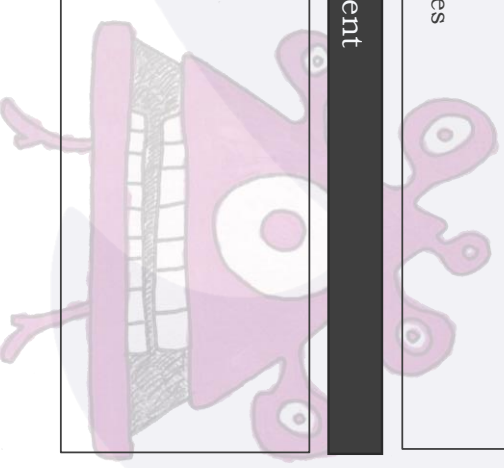
Positive whole school culture

Development of Friendly Schools Plus, Friendly Schools Mascots
Student voice represented in school values, decision-making and all areas of the curriculum
Events to regularly praise success for all students: performance opportunities, values awards, letters of commendation
Collaborative work and play environments through cross-setting and shared times

Effective classroom practice and environment

Classroom expectations established in consultation with students
Structured explicit teaching following the gradual release of responsibility
Whole-school reporting schedule and designated teaching blocks
Friendly Schools Strategies

Wave 1 Positive behaviour support for all learners

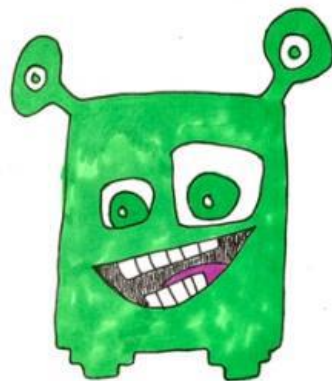


Friendly Schools Mascots

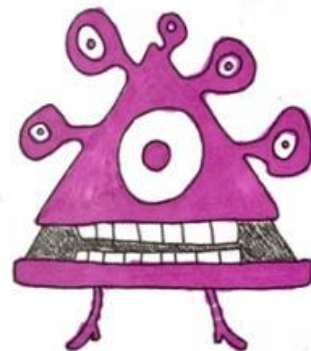
We are excited to introduce our three Friendly Schools mascots, Kenzo, Carl and Cosmo. Each was created with the input of our students to embody our school's values and spirit. Kenzo represents courage, embodying the bravery and determination that our students strive for every day. Carl symbolises collaboration, as we believe that working together is the key to going forward. Finally, Cosmo embodies creativity and innovation, reminding our students that imagination and originality can lead to original results. Below, some of our mascot's identities are explained by students.



Courage



collaboration



Creativity

"Creative Cosmo walks around the school, inspiring all the children. He likes to draw without looking at the lines and prefers to see the emotions on the canvas. He helps children paint and speak with expression, with feelings and most of all, with heart. Where he comes from, everyone believes that anyone can make something beautiful if they believe in themselves." – Cate, Year 5

Courageous Kenzo was not always known as courageous Kenzo, in fact most of his friends and other school mates called him clumsy Kenzo. Kenzo did not like this at all so when one of the people that made up 'clumsy Kenzo' he told them to stop calling him that and that he didn't like the bully was surprised and wandered away to pick on someone else, when Kenzo saw what was happening to that young kid he came over and told the bully to stop. after all of the years he had been called clumsy Kenzo his name was changed to courageous Kenzo. Kenzo was terrified of performing and had horrible stage fright so it took a lot of courage to stand up on stage. – Jemima, Year 6



Reconciliation Action Plan (“RAP”)

The school’s first RAP was endorsed by Reconciliation Australia and the Board in June 2022. It was developed by the RAP working group using Reconciliation Australia’s Narragunnawali framework. Our RAP includes 15 Actions, and details deliverables to be completed for each. The cycle of a RAP is typically 1 year (June 2022 – 2023).

As we enter the final quarter of the first RAP, many of the deliverables have been successfully completed, including:

- Forming a student Ministry of Reconciliation.
- Installation of new flag poles flying the Aboriginal and Torres Strait Islander Flags
- Updating the School’s emblem to include the Noongar translation for ‘Go Forward’; ‘Kolbang’.
- Dual Noongar-English signage around the school.
- Establishment of a Bush tucker garden and using those ingredients in our kitchen garden menus
- Student lessons and activities during National Reconciliation Week and NAIDOC Week.
- Attendance of working group members at the City of Fremantle Walyalup Elders meetings to assist building connections with the local community.
- Development of a program of visual art activities with Noongar and other First Nations artists.
- Interactive mural painted at Kindy in collaboration with an Indigenous Artist

As outlined by Narragunnawali, a School’s RAP requires 14 Actions. Our first RAP included a 15th Action: Reconciliation Projects. The deliverable associated with this Action included engagement with local Elders to update the Schools faction names in celebration of Noongar Culture. Over the last 6 months, the working group has engaged with, and sort advice from, Walyalup Elders: Freda Ogilvie, Professor Leonard Collard, Neville Collard and Betty Garlett. Several options to determine the name change have been discussed and investigated. Key considerations have been student engagement in a respectful and consultative process. This is an exciting phase that we are looking forward to enacting in 2023.

Ciaran Gibson

RAP Working group Chair and Board member.



Reconciliation Action Plan (cont.)

2022 has been an important year for EFPS' Reconciliation Action Plan. Early in the year I joined the EFPS RAP Working Group as I believe the Arts are a powerful place to make connections. I attended an information session held at Palmyra PS where their RAP is well under way. At this meeting I met Betty Garlett, an Elder of the Whadjuk Noongar people. Later in the year, in June at an Elders meeting held at Walyalup City Council Chambers I connected with Whadjuk Noongar visual artist Turid Calgaret. Betty and I met up later in the year to record a video of Betty where she talks about the significance of the Tuart Tree. This video link will be linked to a QR code placed next to the Rainbow Tuart Tree mural I painted at Kindy in 2021. Turid and I met to make plans for 2023. She is booked for creating a sand painting in Term 1 and has agreed to work on a painting commission of the six seasons which is part of the longer term vision and may end up being a part of the new undercover extension project. Turid also put me in contact with Julianne Wade who is part of a whadjuk noongar collective of artists who may be interested in participating in the noongar art and culture program I am developing for integration in the annual Visual Art program.

Clare Perkins, Visual Arts Specialist



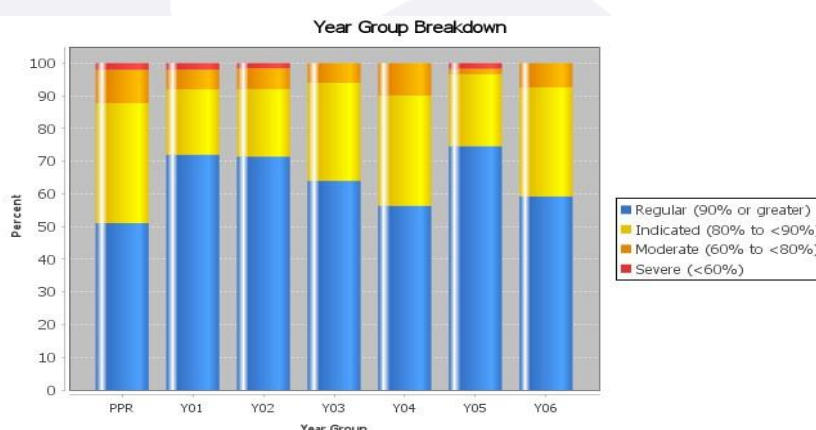
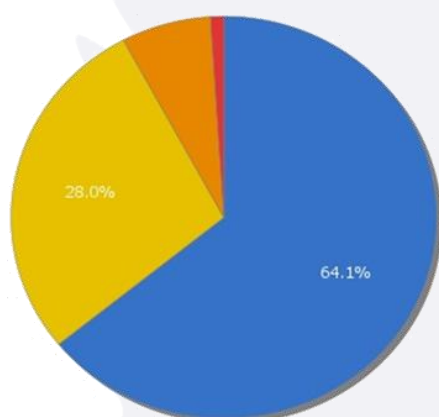
Betty Garlett, Whadjuk Elder and person of the Noongar Nation



School Attendance

Our attendance has shown gradual improvement over the past year but has yet to reach pre-COVID levels. We are closely monitoring attendance on a case-by-case basis and implementing measures to encourage a return to regular (>90%) attendance including regular communication and other community supports. Our total attendance rate for Semester 2 in 2022 was 90.6%.

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
Regular	50%	48%	50%	51%	53%	52%	61%	53%	49%	51%	57%	51%	52%	49%
At Risk - Indicated	27%	33%	40%	32%	38%	32%	37%	31%	42%	32%	32%	32%	37%	33%
At Risk - Moderate	19%	14%	6%	13%	7%	12%	2%	12%	8%	12%	9%	13%	6%	13%
At Risk - Severe	4%	5%	4%	5%	2%	5%	0%	5%	1%	5%	2%	5%	6%	5%



Destination Schools for our Year 6 “Class of 2022”

John Curtin College of the Arts	29
Fremantle College	1
Iona	6
Melville SHS	1
St Hilda's	1
CBC	4
Scotch College	4
SIDE	1
Aquinas	4
Corpus Christi	1
Leeming ESC	2

Resources

SAER (Students at Education Risk)

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

- Documented Planning (Individual Education Plans, Group Plans, Behaviour Plans and Risk Management Plans to support students' needs).
- Disability Resourcing – additional resourcing in the form of Educational Assistants is used to support students with diagnosed disabilities. Individual Education Plans are also adopted to cater for students' curriculum differentiation.
- Multi Lit Program (Years 2– 3) – a highly successful program to assist students in the areas of reading and spelling using 1:1 tutors. Group Plans are developed to support these students.
- Support teacher – two days a week to support students in extensions and those students who are at risk.
- Student Profile and Tracking Sheets – each teacher records information based on parent meetings and/or specialist reports which may impact on students' academic and/or social emotional needs. This information is formally passed on to subsequent year level teachers at the end of each academic year and informs subsequent teaching strategies as appropriate.
- Our SAER Policy outlines identification strategies for SAER students and strategies adopted as a school
- Our School Psychologist,
- Our Chaplain

Sonya Roberts
Deputy Principal

Developing our Library Space

Our school's library has had a complete refresh of the learning space, with the addition of new couches, books, and a suite of all-in-one computers. The implementation of these standardised AiO computers has transformed the ways students access and utilise information. With this technology, they are better equipped to engage in self-directed learning and engage directly with the digital technologies strand of the curriculum.



Chaplaincy

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

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

Chaplaincy services

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

Programs

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

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

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

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

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

At East Fremantle Primary we want to see our students thrive in all areas of life and provide opportunities to create a hero out of them. The school is pleased that Chaplaincy services will continue to be provided in 2022.

Joan Huang

EFPS Chaplain

Kitchen Garden

This wraps up another amazing year with the SAKG (Stephanie Alexander Kitchen Garden programme). Term 4 was filled with lots of different kitchen garden experiences.



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.

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. All the year 6 students, some parents that helped over the years at EFPS and staff that have taught the students, sit down to enjoy a formal meal together.

The Year 5 students made excellent waiters and did a wonderful job cleaning up after the event. Next year they will get to enjoy being waited on.

Sally and Jo prepared a fabulous menu with many of the ingredients sourced from our garden. The menu included vegetarian lasagne with homemade pasta, freshly baked focaccia and Italian salad to start followed by chocolate pots. All these delicious meals were washed down comfortably with some homemade lemonade.



Kitchen Garden (cont.)

Year 6 Celebration Lunch (cont.)



Paella

The students had the opportunity to enjoy paella at the beginning of term. This was cooked in our giant paella dish, which had been a gift from year 6 students a couple of years ago. Mr Pember kindly made the paella paddle for us. The paella was delicious!

Thank-you morning tea

The year 6 students prepared a morning tea and wrote letters thanking all the staff members that have contributed to their experience at EFPS. The morning tea included pork sausage rolls, warrigal green pasties, and lemon curd muffins.



Kitchen Garden (cont.)

Dot-to-Dot Exhibition

Scrumptious butter biscuits dotted with smarties, were made by the year 5s and 6s for every student and parent that attended the amazing Dot to Dot exhibition run by Ms Perkins. Dots in all their colours and forms were to be found everywhere.

Year 4 and 5

The year 4s and 5s enjoyed making potato and rosemary pizzas with potatoes picked straight from the ground.



Juniors

The junior classes learnt how to make Japanese pancakes with a pickle using our home-grown carrots and daikon.

To celebrate Halloween, they made pumpkin scones and loquat jam with loquats from our tree at school.

Sustainability Market

Throughout the year we have held Sustainability markets before and after school. This has been run by the year 6 Sustainability Ministry selling produce from our kitchen garden as well as beeswax wraps, meringues, lemon curd and jams. Over \$2000 has been raised which goes back to into kitchen garden and sustainable initiatives within the school. Thank you for your support of this.

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





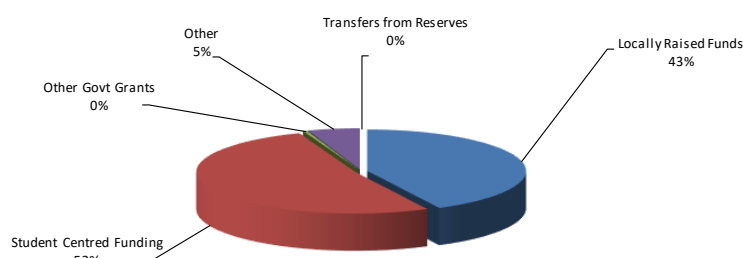
Thank You - to everyone that has volunteered their time throughout the year. This programme could not go ahead without you. A very special thank you to all the parents that take home the washing of tablecloths, tea towels and aprons. This a huge task and we truly appreciate it. We are hoping for some new parents to take on this task next year.



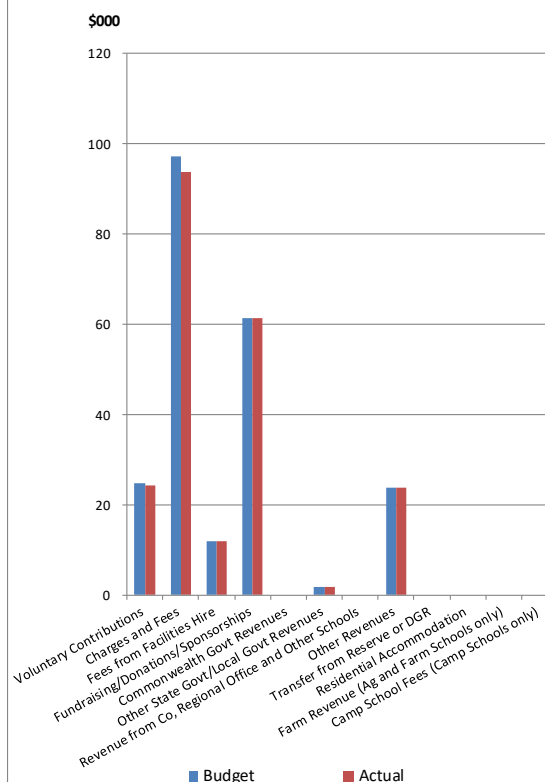
Financial Summary 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,825.30	\$ 24,309.00
2	Charges and Fees	\$ 97,176.00	\$ 93,740.77
3	Fees from Facilities Hire	\$ 11,955.00	\$ 11,954.57
4	Fundraising/Donations/Sponsorships	\$ 61,270.00	\$ 61,279.32
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,877.00	\$ 1,877.27
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 23,902.00	\$ 23,902.36
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 221,005.30	\$ 217,063.29
	Opening Balance	\$ 111,427.95	\$ 111,427.95
	Student Centred Funding	\$ 232,700.00	\$ 232,699.81
	Total Cash Funds Available	\$ 565,133.25	\$ 561,191.05
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 565,133.25	\$ 561,191.05

Actual Year to Date by funding sources

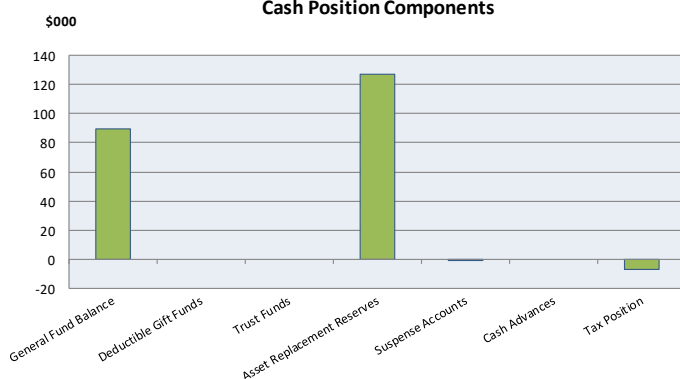


Locally Raised Revenue - Budget vs Actual

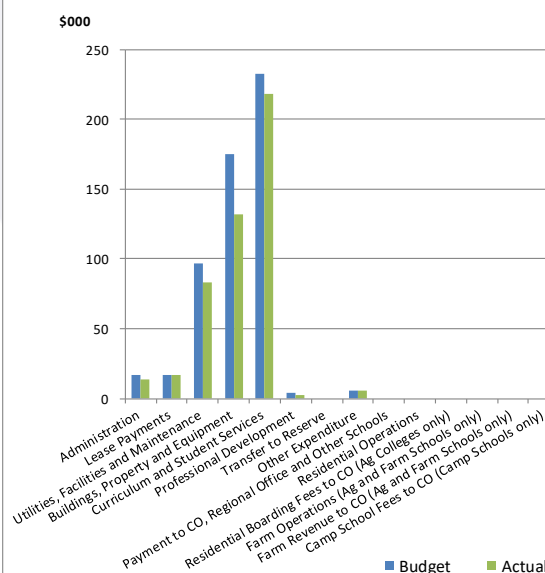


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 16,628.00	\$ 13,875.04
2	Lease Payments	\$ 17,209.00	\$ 17,208.56
3	Utilities, Facilities and Maintenance	\$ 96,970.00	\$ 83,430.77
4	Buildings, Property and Equipment	\$ 175,009.00	\$ 131,661.37
5	Curriculum and Student Services	\$ 232,306.00	\$ 217,983.77
6	Professional Development	\$ 4,000.00	\$ 2,356.98
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5,921.00	\$ 5,418.87
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	\$ 548,043.00	\$ 471,935.36
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 548,043.00	\$ 471,935.36
	Cash Budget Variance	\$ 17,090.25	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 208,278.97
Made up of:	
1 General Fund Balance	\$ 89,255.69
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 126,791.68
5 Suspense Accounts	\$ (949.40)
6 Cash Advances	\$ -
7 Tax Position	\$ (6,819.00)
Total Bank Balance	\$ 208,278.97