“It is a small school which creates a supportive and sensitive school community. It provides opportunities for children of all ages to engage with each other and learn off each other. I am fortunate to have hardworking, conscientious teachers who are sensitive to my child’s needs and work earnestly toward creating an environment and opportunities for him to learn.” 2014 Parent Survey Response
Principal’s Welcome

It is a pleasure to present to you the Annual Report for the 2014 School Year.

Fremantle PS is a dynamic learning community that prides itself on a sense of community and an unwavering commitment to providing the best for all students. As a collaborative learning environment the staff at Fremantle PS strive to empower all students to realise their full potential. Over recent times every effort has been made to ensure Fremantle PS is an innovative learning hub which fosters every student’s emotional, social and academic needs. As a school we benefit from the proximity to the “heart of Fremantle” and enjoy the benefits of our engagement with the broader community.

Our 2014 NAPLAN results displayed that Fremantle PS performs exceptionally well across all year levels when compared to ‘like schools’. Our strong results in Literacy and Numeracy coupled with an outstanding Arts and Sports program, ensures students are provided with a balanced, engaging and enriched curriculum.

Fremantle PS has a highly experienced and professional staff that are committed to improving the outcomes for all students. In addition Fremantle PS offers its students a wealth of extra-curricular activities and specialist teaching in the areas of Art, Music, Physical Education and Italian. The Arts are celebrated in this community and efforts are made to allow a student’s creative ability to be harnessed. With a rich and embedded values program, Fremantle Primary students show respect, honesty and responsibility in their learning and behaviour.

Parents are partners in our school and take an active and engaged approach to their children’s schooling. Community engagement is fostered at Fremantle PS with an active and highly engaged School Council and P&C. Both of these parent bodies work in partnership with the school and its staff and both contribute to the school’s physical and financial resources.

Over the 2014 school year significant work was undertaken to include Fremantle PS in the Independent Public School transition program. The outcome was immensely positive with the school being granted Independent Public School status from the commencement of 2015. The IPS status will allow far greater flexibility in the use of resources across the school, the ability to appoint staff that are contextually appropriate to the specific needs of Fremantle PS and gives increased school autonomy.

Our school’s motto of “Learning, Fun and Friendship” epitomises the whole school focus both in terms of curriculum delivery and social engagement.

As we reflect on the 2014 school year we celebrate our many achievements and uniqueness of this great school. With a strong sense of community engagement, we are certain Fremantle PS will continue to develop lifelong learners that are emotionally and academically equipped for the years ahead.

Hayden O’Mara
Principal
2014 was another fun and productive year for our P & C.

We started the year with a bang, raising $10,000 through a Lapathon. Not only did the kids love it, but it was one of the biggest fundraisers of the year. Clearly, this will be a fixture on the calendar every year from now on.

We also hosted our second annual Quiz Night at the Fremantle Town Hall. The event raised nearly $10,000, but just as valuable was the social impact of the night, with dancing going on till the early hours of the morning.

Next it was the kids’ turn to show their stuff on the dance floor at the School Disco. This event is always a highlight and raised about $2,000 which went towards funding the Year 6/7 camp.

In addition to our fundraising efforts, the P&C implemented a class representative system throughout the school, which has helped promote communication and cohesion among parents and carers.

We also continued our commitment to the improvement of the school grounds, with the installation of a fort in the Early Childhood Centre’s playground. A number of parents donated significant time and energy to the planning and building of the fort, which culminated in a ‘dads and kids’ sleep out on the weekend of the construction. Thank you to all of those involved.

On the compliance front, we tightened up our account keeping and banking procedures to improve the identification of transactions, and made enquires into engaging a bookkeeper to undertake annual audits. We expect this will happen for 2015.

After two very successful and rewarding years, all four of the P&C office holders – President, Vice President, Treasurer and Secretary – stood down at the start of 2015 to make way for a new team. We wish them well.

Felicity Clarke
President

2014 SCHOOL COUNCIL REPORT

Fremantle Primary School Council has had another busy year.

This group comprises staff and parents from our school community. Throughout 2014 we provided valuable oversight, guidance, scrutiny and assistance to the school with planning and policy development.

Some of the things we have been involved with this year are:

- Review and approval of the 2013-15 Strategic Plan;
- Input into and endorsement of the 2013 Annual Report;
- Capacity building about Independent Public School (IPS) status and what it could mean for the school;
- Authorisation to pursue IPS and assistance with IPS assessment presentations;
- Participation in IPS training upon award of IPS status to enable preparation and transition to a School Board to happen smoothly;
- Preliminary work on a new school vision, mission statement and strategic priority areas for IPS and the development of a new 2015-17 Business Plan;
- Analysis of NAPLAN results and other performance data;
- Chairperson’s participation in the recruitment and selection of a new Principal;
- Endorsement of the development of a whole school strategy to improve spelling outcomes including on entry testing in years P to 2 to further inform planning;
- Approval of the purchase of iPads;
- Agreement of the school budget and participation in briefings regarding Student Centred Funding Model and One Line Budget;
- Approval of 2015 class structures;
- Agreement of the 2014 dates for pupil free days;
- Endorsement of the 2015 Contributions and Charges schedule;
- Approval of new school uniform hoodies with the school logo and dresses;
- Selection of the booklist provider for 2015.

Genuine thanks to all parents and staff who have given up their precious time to be members of the School Council.

As a result of our Independent Public School status, the School Council will be dissolved at the start of 2015 and a new School Board created. I have every confidence that this new group of committed and conscientious parents and staff will continue to provide valuable support, and help Fremantle Primary School build on its solid foundation and embrace the opportunities provided though IPS.

Emma Herrick, Chairperson
School Profile

Fremantle Primary School is a unique learning community nestled in the heart of Fremantle, Western Australia's bustling and vibrant port city. With a rich diversity of cultural, artistic and sporting facilities within walking distance, students are privy to an array of options uniquely available for an inner-city school. Our school grounds host new and challenging play equipment suitable for all ages and we also enjoy a shared play facility with the City of Fremantle that is to be upgraded in 2015. Students make the most of the open areas playing a variety of sports in an all-encompassing manner.

Fremantle Primary School has a deep history that is celebrated, shared and taught. The school built in 1904 was originally located on a site in South Terrace, now occupied by the Fremantle Hospital; this original school still exists within the hospital buildings. The current buildings were constructed in 1962. Ongoing infrastructure developments ensure Fremantle Primary provides all families with up-to-date facilities and a welcoming learning environment. With the planned rejuvenation of our Undercover Area in 2015 our community will enjoy first class facilities at our school.

Student Leadership Team

Fremantle PS places great emphasis on its student leaders to be role models in the playground, work alongside staff and community members to improve our school and to offer support to younger students in the playground.

Student Councillors

Jazzy, Lilliana, Ebine, Patrick, Oskar & Ollie

Faction Captains

Phoebe, Shamira, Brandon, Ethan, Joshua & Sarah

Student Profile

Fremantle Primary School has seen a decline in student population over the last 5 years. A change in demographic within the Fremantle town may have contributed to this decline. The school has flagged student population as an area in need of addressing over the coming years. The school continues to perform well in its attendance rates in comparison to WA Public School and all year levels returning attendance rates above 90%.

Student Population

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Student Numbers (Sem 2, 2014)</td>
<td>209</td>
</tr>
<tr>
<td>Students with a disability (Sem 2, 2014)</td>
<td>31</td>
</tr>
<tr>
<td>AB'L Students (Sem 1, 2013)</td>
<td>2</td>
</tr>
<tr>
<td>PT Student Numbers and FTE (Sem 2, 2014)</td>
<td>20 (10)</td>
</tr>
</tbody>
</table>

Table 1 - these figures do not include Kindy enrolments – ABL = Aboriginal / PT = Part-time
Attendance Overall Primary

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Aboriginal School</th>
<th>Non-Aboriginal Like Schools</th>
<th>Non-Aboriginal WA Public Schools</th>
<th>Aboriginal School</th>
<th>Aboriginal Like Schools</th>
<th>Aboriginal WA Public Schools</th>
<th>Total School</th>
<th>Total Like Schools</th>
<th>Total WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>93.9%</td>
<td>95%</td>
<td>93.3%</td>
<td>null%</td>
<td>null%</td>
<td>null%</td>
<td>93.9%</td>
<td>94.9%</td>
<td>92.3%</td>
</tr>
<tr>
<td>2013</td>
<td>93.5%</td>
<td>95.2%</td>
<td>93.7%</td>
<td>47.5%</td>
<td>91.2%</td>
<td>80.7%</td>
<td>93.3%</td>
<td>95.2%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>94.2%</td>
<td>94.7%</td>
<td>93.2%</td>
<td>null%</td>
<td>null%</td>
<td>null%</td>
<td>94.2%</td>
<td>94.7%</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

Figure 1 - 2012-2014 Attendance Rates

Attendance % - Primary Year Levels

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>WA Public Schools 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>Y02</td>
<td>93%</td>
<td>92%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Y03</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Y04</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Y05</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>Y06</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>Y07</td>
<td>93%</td>
<td>96%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Figure 2 - % Attendance Yrs. 1-7

<table>
<thead>
<tr>
<th>Year</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Y07</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>WA Public Schools 2014</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Figure 3 - % Attendance Numbers

2015 School Destinations of the 2014 Student Cohort

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1368 Seton Catholic College</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4045 South Fremantle Snr High School</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4025 John Curtin College Of The Arts</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4034 Melville Senior High School</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4168 Shenton College</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4049 Como Secondary College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 4 - Destination Schools
2014 Student Suspension Rate

With such terrific behaviour at Fremantle PS throughout all years it is a pleasure to include this figure.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students Suspended</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5 – Suspension

Staff Profile

Fremantle Primary School has a group of dedicated and highly professional staff. Many staff at Fremantle PS have offered the school many years of continued service which gives indication of an enjoyable work place. All staff meet the professional requirements to teach in Western Australian public schools and can be found on the Teachers Registration Board (TRB) of Western Australia. Staff are offered a variety of leadership tasks and professional learning opportunities throughout the year and with a number of staff at Senior Teacher status their expertise and knowledge is highly valued.

<table>
<thead>
<tr>
<th>Administration Staff</th>
<th>No</th>
<th>FTE</th>
<th>AB’L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Total Administration Staff</td>
<td>2</td>
<td>2.0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>No</th>
<th>FTE</th>
<th>AB’L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Teaching Staff</td>
<td>15</td>
<td>9.9</td>
<td>0</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>15</td>
<td>9.9</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Support Staff</th>
<th>No</th>
<th>FTE</th>
<th>AB’L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical / Administrative</td>
<td>2</td>
<td>1.4</td>
<td>0</td>
</tr>
<tr>
<td>Gardening / Maintenance</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Other Non-Teaching Staff</td>
<td>4</td>
<td>2.8</td>
<td>0</td>
</tr>
<tr>
<td>Total School Support Staff</td>
<td>7</td>
<td>4.7</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>No</th>
<th>FTE</th>
<th>AB’L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>16.6</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2 - No = Number / FTE = Full time equivalent (eg. 0.2 = 1 day) / AB’L = Aboriginal
## HIGHLIGHTS AND CELEBRATIONS 2014

### INCURSIONS AND EXCURSIONS
- Year 6/7 Camp to Ern Halliday Recreation Camp
- Year 5 Perth Zoo Camp
- Scitech / Science Week Incursion
- First Aid Focus – St John’s Ambulance first aid training for K-7
- Coastcare Project and South Beach excursion
- Fremantle Literature Centre Excursion
- Australian Animals Incursion
- The Gruffalo excursion
- Maritime museum and Cicerello’s excursion

### SCHOOL REJUVENATION AND PARTNERSHIPS
- Completion of new toilets and storerooms
- Installation of new playground apparatus
- Nature based play equipment
- Grounds Busy Bee and planting
- Grounds improvement and new playground and fort in ECE site
- University of Notre Dame ICT parent workshop and e-learning classroom workshops
- K/PP Camp Out and Busy Bee
- Class set of Microscopes donation from Rotary Club of Mill Point

### MUSIC AND THE ARTS
- WA Primary Schools Massed Choir at Winthrop Hall
- Artist in Residence (Pottery) from Curtain University
- SFSHS Instrumental Music program
- Gweneth Ewen Art Competition
- Musica Viva Incursion – Adam Hall and the Velvet Players
- Cockburn Sing Festival
- Growers Green Farmers Market music performance
- Fremantle Parade
SPORT
Skateboarding Australia skateboarding clinics
K-7 Edudance program and concert
Welcome to Freo – Fremantle Football Club player visits and excursion to Fremantle Oval
K-1 Soccer clinics
T20 Blast Cricket Cup and cricket clinics
P-7 swimming lessons
Faction and Interschool Athletics Carnivals
Interschool Cross-country Running Carnival
Interschool Winter Carnival (netball, AFL and soccer)
Before school tennis and tennis clinics

OTHER SPECIAL EVENTS AND PROGRAMS
Waterwise Schools program
Bookweek Parade and incursion
Australian Maths Competition
Primary Extension and Challenge (PEAC) program
ANZAC Commemoration service
Rock and Water program
Graduation concert
‘Alter Ego’ themed Disco
P & C Quiz Night
City to Surf Fun Run (Run for Reconciliation Team)
ANZAC Heritage Train Re-Enactment at Fremantle Station
Lapathon fundraiser
Wear Purple Day
National Ride to School Day
Dismantle Bike Swap Meet and workshops
Weetbix Triathlon
The Learning Environment

Fremantle Primary School offers a highly engaging teaching and learning environment to all students. Students enjoy specialist subject areas in modern, purpose built Art and Music Rooms while the school grounds remain aesthetically pleasing.

Specialist support teachers provide programs in the areas of:

- Music – including a choir in both Junior and Senior levels of the school
- Physical Education
- Arts – our visual Art program is highly valued by both parents and students alike
- Languages Other Than English – Italian is taught and enjoyed by students in years 2-7.

Further extension opportunities are provided through Primary Extension and Challenge (PEAC) for selected year 5-7 students.

Fremantle Primary School has endured several months of significant building upgrade and demolition throughout the 2014 school year as a result of......Preliminary planning is already well underway for a newly upgraded Undercover Area and related facilities. Coupled with this building is the Fremantle City play-space adjacent to the school that is also set for a marked improvement.

Key Focus Areas for 2014

1. **Every student is a successful student**

The success of a school is dependent on the success of every individual student. For every student to be successful, Fremantle Primary School has implemented strategic initiatives in literacy, numeracy and science. These initiatives are based on curriculum objectives and resources, include whole school and individual approaches and focus on enhancing the potential of the individual student. As these initiatives are also the Student Performance Improvement Targets, they will be discussed in this section.

2. **Fremantle Primary is a distinctive school**

Fremantle Primary School is responsive to and supports the needs of all students with diverse needs and diverse learning styles. The school seeks to create an environment that:

- Provides an inclusive education and a welcoming school community
- Promotes a positive and shared vision for students and staff, which is reflected in the ethos and purpose statements of the school
- Promotes staff sharing of common philosophies about teaching, and learning, and this is promoted through school development and professional development sessions, and curriculum committees
- Uses a student-centred approach that provides a range of programs for students at risk and
- Plans for and models the effective use of ICT as a learning tool for students and staff.
3. **High quality teaching and leadership**

Excellence in teaching and leadership is achieved through the focus areas of learning and thinking, building staff capacity for excellence in teaching, accountability and standards, and leadership.

4. **Fremantle PS is a safe, caring and sustainable environment.**

A safe, caring and sustainable environment is accomplished through attention to the effective management and development of the school’s human, physical and natural resources. The key focus areas for this strategy include student and staff health and well-being, the school community, and resources and sustainability.

**Student Academic Achievement**

**Teacher Judgements**

The tables below represent the grade allocated to students in years 3, 5 & 7 in Semester 1 (left hand column) in comparison to the grade equivalent from their result in the NAPLAN tests (right hand column). This data indicates teachers at Fremantle PS certainly have high expectation on all children in their respective classes and were arguably cautious allocation an “Excellent” grade to students in their first semester.
Student Performance

Student academic performance is collected and analysed in an ongoing cyclical manner throughout the school year. NAPLAN data provides key evidence of teaching successes as well as highlighting areas of need. Student performance in 2014 was overall, sound. Fremantle PS performs well across all tested areas in comparison to ‘like schools’. Strengths were highlighted in years 3 & 5 cohorts with two assessed areas in year 7 below expected school mean. This may have been the result of a particularly small cohort in this year level.

Figure 8 – Comparative Performance Data shows a pleasing result across most tested areas with the year 5 cohort showing exceptional progress from 2012-2014.

Figure 9 – Displays student progress with a large percentage of assessed areas within the “higher-progress” range.

Figure 10 – Data from the MySchool website that shows an overall school average that is very pleasing across year 3, 5 & 7.
## Comparative Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td>-2.0</td>
<td>-0.4</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>-0.7</td>
<td>0.0</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>-1.6</td>
<td>-0.8</td>
<td>-0.7</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>-1.6</td>
<td>-0.1</td>
<td>-0.3</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>-1.1</td>
<td>-0.5</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

**Figure 6** - The Comparative Performance Graph compares a school’s performance to a modelled expected performance across the NAPLAN assessment areas for year 3, 5, 7 and 9. The school’s performance is measured in Standard Deviations with the modelled expected performance represented as zero.

## NAPLAN Progress and Achievement

**Figure 7** - Student Progress from 2012-2014 for Years 3-5 & 5-7 in all assessed areas.

**Figure 8** - Data from the MySchools website comparing student performance at FPS with all Australian schools and "similar" schools.

---

### How to interpret this chart

- **SIM** schools serving students from statistically similar backgrounds
- **ALL** Australian schools’ average
- **Student population below reporting threshold**
- **Year-level not tested**

Selected schools average is:
- **substantially above**
- **above**
- **close to**
- **below**
- **substantially below**

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)
Attitude Behaviour and Effort

The tables below give indication of teacher judgements of student’s attitude, behaviour and effort across all fields required as seen in semester reports. The high level of consistencies again gives credit to our students’ outstanding behaviour.

Recommendations for 2015 – Future Development

Fremantle Primary School will work toward developing their Business Plan 2015-2017 as an Independent Public School and ensure they are compliant with all requirements determined in the Delivery Performance Agreement (DPA).

Areas of need identified in 2014:

- An embedded school vision, mission statement and school set of values.
- Community connectedness – A need and desire of the school to further engage with the community.
- Excellence in Teaching and Learning – An unwavering commitment to provide the very best opportunities for all students.
- Building the “brand” of Fremantle PS and market the school better to combat the small decline in student population.
**School Survey – Parents, Staff and Students**

In 2014 a comprehensive survey was conducted of parents, staff and students. The tables and charts below give indication to the feedback received. The following are actual parent responses taken from the 2014 school survey:

**Parent Survey**

- "The community of parents working hard to bring every advantage to our beautiful school."
- "Great community of children, parents and teachers."
- "Sense of community and every person’s place in it."
- "The location of the school is very convenient being close to public transport and walking distance from residential areas of Fremantle."

**Staff Survey**

- "Because it is a small school children across the years get to know each other. This is important for developing children’s social skills. The younger children can seek role models in older children and the older children learn skills of acceptance and caring for young children."
"I am appreciative of the openness with which they (school) engage with external support to facilitate my child’s education.”

“A strong parent and carer community, a small size which allows children to feel safe and comfortable among all age groups.”

“FPS has a strong sense of community and belonging and it is aware of the importance of the Arts in the curriculum. It is a friendly local school.”

“Students have good friendships and feel safe at school”