

# Fremantle Primary School

Inspiring creative, critical thinking in a caring,  
inclusive community



## Annual Report 2021

A summary of a year of learning, fun  
and friendship





Below is the description of an artwork by Linda Loo and our Year 6 students, created as a part of our Cultural Connections program with the Stephen Michael Foundation. We acknowledge the Whadjuk Noongar Boodja our school is on.

## Acknowledgement of Country

The green background represents the colour of Fremantle Primary School. The colour green has an association with nature and also represents tranquility, balances our emotions. It also creates a sense of feeling safe and secure. Green gives us health and hope with a promise of growth, prosperity and good luck. The U shape represents the people. Coloured hands represent the school children and teachers. The designs on the children's hands represent their home, travel and love and friendship. The circle with U shapes represent meeting places, the meeting place is where the community and the school come create, and have a strong, relationship, sharing stories, based on love, kindness and respect, providing a safe and secure learning environment. The dark green and light yellow upside down U shape represents the hills around Noongar Boodja (Noongar Country). The dark blue colour represents the waterways around Fremantle area from the Derbarl Yerrigan (Swan River) to the Wind (ocean). The light blue circles and lines represent waterholes. The lines with dots represent travel, the blue, yellow, orange, purple and white dots represent the colours of sunset of each positive day.

Linda Loo, Noongar Elder and artist.







## Message from the Principal

Kaya everyone

It is with great pleasure that we present our 2021 Annual Report. 2021 was a positive and successful year where we started a new strategic cycle. We built on strengths of the past and embraced new priorities of creativity, sustainability and Indigenous knowledge and perspectives.

Our teaching staff continued to provide a great range of enriching learning experiences implementing our new school plan. Our non-teaching staff continued to provide the school with a wealth of support and their efforts on a daily basis are unsurpassed. I thank our staff for their commitment and perseverance during this unique year.

I would like to thank our School Board and P&C for their invaluable and enduring support. The respective reports in this brochure indicate their drive and commitment to our school. We are very fortunate to have such a dynamic group of parent volunteers – thanks to all those parents who give so generously of their time. The children at Fremantle PS continue to make our days a delight! They are friendly, warm and caring. They epitomise everything our School Values stand for. We trust that this report will provide you with a snapshot of our incredible and inclusive school community. We look forward to 2022 and the opportunities and experiences it will bring.

Adriano Truscott, Principal

# Our school



## Our Motto

Learning,  
Fun and  
Friendship



## Our Vision

Inspiring creative,  
critical thinkers in  
a caring, inclusive  
community



## Our Values

Care  
Inclusivity  
Excellence





## School Board Report

In addition to the delivering the usual governance outputs, during 2021 the Board was actively involved with a number of projects such as:

- Developing the new School Vision, Values and Plan 2021-24;
- Reviewing the Charges and Contributions for 2022 and keeping them at the same cost as 2021;
- Supporting the school develop and update policies, such as the Healthy Food and Drink policy, the remote learning policy and the Better Communication policy;
- Developing improved ways for parents and carers to raise questions, concerns and complaints with the school to make sure they are thoughtfully attended to by the appropriate people and in accordance with the Departmental requirements;
- Started discussions towards becoming a Carbon Neutral school;
- Supporting the principal in successfully being awarded \$1.2 million for the refurbishment of the administration building, and guiding discussions about the use of the funds;
- Reinvigorating conversations with the City of Fremantle, specifically Adin Lang, to assist us with our drop-off/pick-up parking and traffic concerns;
- Liaising with Simone McGurk's office in regard to the \$20,000 grant which enabled the purchase of 14 student notebooks and a large interactive screen.

For the Board, 2022 is planned to be a year of valuable contribution. The Board members are undertaking self-assessment to determine the areas of strength and weakness. The aim of this assessment is to inform the Board of potential improvements to the functionality, influence and effectiveness in meeting its accountability requirements within the scope of relevant legislation and policy.

We will also be preparing for triannual our school review, by the Department of Education's Public School Accountability Directorate. The review aims to give assurance that the school is operating effectively and delivering high quality education to its students.

As always, the Board remains dedicated to the benefit of the students as we collaborate with the Principal for the good of Fremantle Primary School and its community.

Ariel Bastian  
School Board Chair





## P&C Report

2021 was a good year for the Fremantle Primary School P&C. We managed to navigate COVID and all the ways it limited our events and impacted on our lives. With the help of the school community we managed to raise over \$20k in funds. The main donation was through voluntary contributions at the start of the year which came to \$6.3k. On top of this we raised funds through events such as the **Quiz Night, Mucky Duck, Lucky Oceans concert** for the ECE and our end of year concert (See Pie Chart below). We also ran produce stalls at the sports carnival and the state election. The uniform shop continues to operate with the help of a few dedicated parents who give up their time to run the shop which also generates income for the P&C.

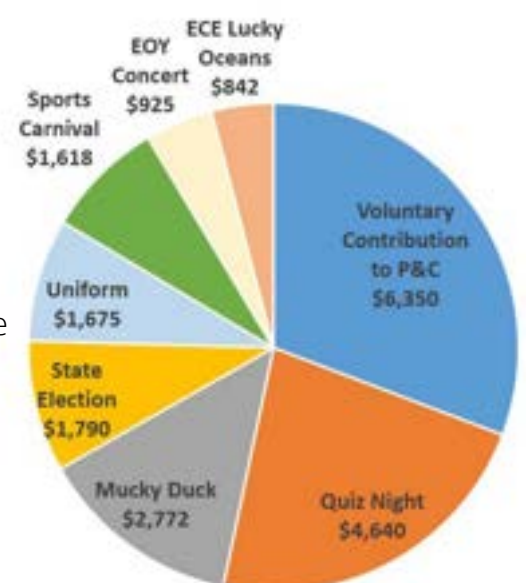
The P&C also helped support STEM nights, book week, parent conferences for protective behaviours, Science Week and the welcome picnic.

We would like to extend our thanks to all of the P&C members, volunteers and the wider community. We couldn't run these events or raise much needed funds for our school without you. As well as raising money the P and C also donated over \$27.7k to programs, workshops, supplies, and facilities maintenance benefiting Fremantle Primary School and students. Some of them were

- \$12.2k towards 20 new apple ipads
- \$5.7k towards school supplies throughout the year
- \$2.6k towards air conditioning replacement
- \$2.2k towards talk 4 writing
- \$2k towards child safety programs
- \$1.7 towards protective behaviours
- \$0.7k STEM
- \$0.6k Bookweek

The P&C continues to strive towards bringing the community together, working closely with the school board and the staff of Fremantle Primary School to create a wonderful and harmonious environment for our children. Thank you again to all of our volunteers, supporters and community for continuing to support our work. Without you the P and C wouldn't be here.

Courtney Farrell, P&C President



# School numbers and characteristics



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	41	36	44	48	32	35	26	273
Part Time	21								

We have maintained numbers in 2021, so that we have enough space to continue our current programs.



	Kin	PPR	Pri	Sec	Total
Male	14	23	126		163
Female	7	18	95		120
Total	21	41	221		283

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	1	7		9
Non-Aboriginal	20	40	214		274
Total	21	41	221		283



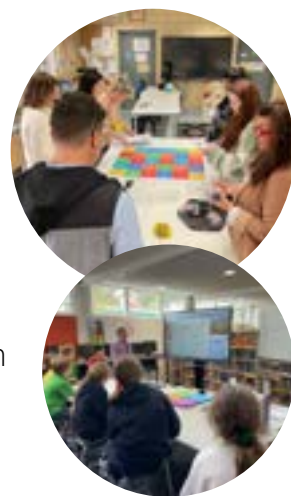
	No	FTE
<b>Administration Staff</b>		
Principals	1	1.0
Associate / Deputy / Vice Principals	2	1.8
Total Administration Staff	3	2.8
<b>Teaching Staff</b>		
Level 3 Teachers	1	0.5
Other Teaching Staff	22	16.0
Total Teaching Staff	23	16.5
<b>School Support Staff</b>		
Clerical / Administrative	3	2.0
Gardening / Maintenance	1	0.4
Other Non-Teaching Staff	20	11.2
Total School Support Staff	24	13.6
<b>Total</b>	<b>50</b>	<b>32.9</b>

# Student Learning, Achievement and Progress



Everything we do is focused on improving learning and wellbeing outcomes of our students. We ensure authentic learning experiences that foster discussion, creativity and critical thinking. This year we have implemented a number of strategies to enhance outcomes, including:

- Increased resourcing of our Multilit program to support individual students;
- Continued to invest in quality programs and professional learning: Cracking the Code, Letters & Sounds, Talk for Writing and Empowering Leaders in Mathematics.
- Resourced extra time for teachers and support staff to collaborate and focus on targeted improvement.
- Introduced Literature Reading boxes to all classrooms (supported by the P&C) to support our Talk for Writing program.
- Trialled DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to detect risk and monitor the development of early literacy and early reading skills in kindergarten to upper primary.

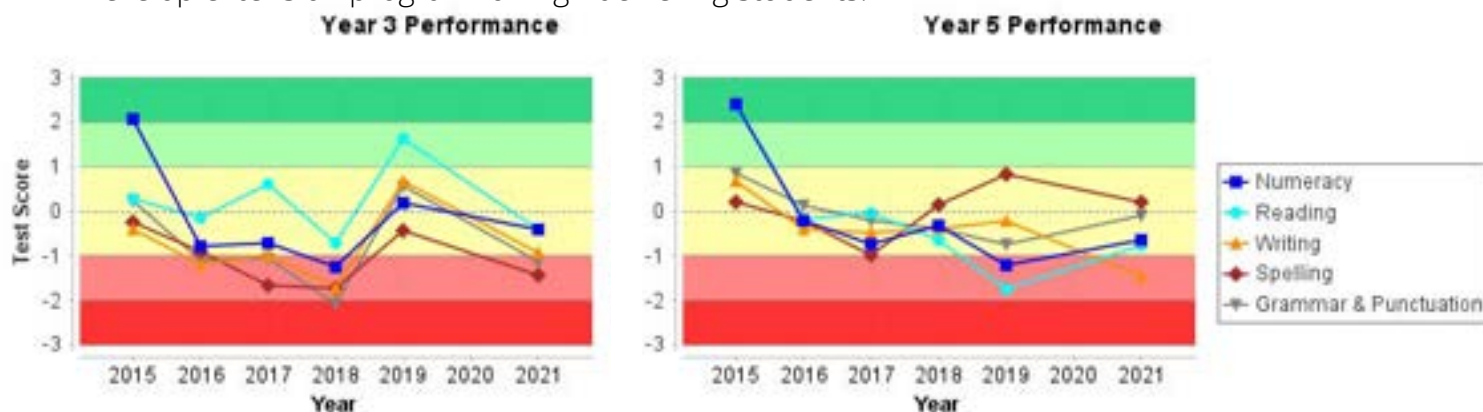


## NAPLAN Results

- Year 3 comparative performance in NAPLAN Spelling, Grammar and Punctuation is below expected.
- Year 5 comparative performance in all NAPLAN areas is as expected.
- Progress from Year 3 NAPLAN to Year 5 NAPLAN in Spelling, Grammar and Punctuation is higher than like schools. Other areas to improve.
- Progress from On-Entry in PP to Year 3 NAPLAN (stable cohort) in
  - Numeracy is above like schools in very low, moderate and high categories; and
  - Reading is above like schools in very low, low and very high categories.

## Next Steps

- Continue to develop teacher capacity to analyse data to target improvement.
- Continue to implement best practice approaches in literacy and numeracy.
- Develop extension program for high-achieving students.





# Attendance



Regular school attendance is recognised as a major factor in student success. The Department of Education recognises the importance of regular attendance and measures all schools against a minimum requirement of 90% attendance.

Our numbers reflect the movements and make up of our community. Students may record lower than average numbers for different reasons related to factors from health to holidays.

For students at educational risk, we work closely and tirelessly with families to ensure attendance is restored in a supportive, respectful and collaborative way. This work includes teaching and non-teaching staff teaming up with our Learning Support Coordinator, Chaplain, School Psychologist and external support services.

	Our School	Like Schools	WA Public Schools
2019	92.7%	94.2%	91.6%
2020	93.3%	94.8%	91.9%
2021	93.8%	94.7%	91%

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	92%	91%	92%	92%	96%	94%	93%
2020	93%	94%	92%	95%	94%	92%	93%
2021	95%	94%	95%	93%	94%	93%	92%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%



We ensure a safe and engaging learning environment that fosters school attendance by:

- implementing engaging learning activities;
- having caring and responsive staff who are sensitive to the needs of the students;
- directing our resources to student support and wellbeing as a priority whenever we can;
- working with students and families to find solutions to challenges to attendance;
- fostering opportunities for promoting and incorporating student voice;
- building the capacity of students to support each other through our Values Assemblies;
- collaborating with our School Board and P&C to involve families more in learning activities; and
- working with a range of service providers to meet a range of students needs, such as Ed Connect (Mentor Program), Story Dogs (reading program to build confidence of students through reading), neurodiversity specialists and cultural mentors (Stephen Michael Foundation).

**Destination Schools** for this year's graduating Year 6 students:

Fremantle College (14), Christian Brothers' College (6), Aranmore Catholic College (2), Iona Presentation College (2), Applecross Senior High School (1), Christ Church Grammar School (1).

## School Targets:

By working together and consistently applying the selected strategies, we foster the conditions to ensure we are inspiring creative, critical thinkers in a caring, inclusive community:



### STUDENTS WHO ARE CREATIVE & CRITICAL THINKERS

To increase the percentage of students who 'strongly agree' or 'agree' with the following statements in the National School Opinion Survey: <ul style="list-style-type: none"> <li>'I can talk to me teachers about my concerns'; and</li> <li>'Teachers at my school treat students fairly'</li> </ul>	- Engage in Positive Partnerships as a whole school approach to Inclusivity.	Achieved
	- Trial evidence-based wellbeing program in two classrooms. - Coordinated approach to internet safety and protective behaviours.	In progress
To achieve at or above like schools in all standardised assessments.	- Engage with Creative Schools program. - Continue to embed current literacy programs. - Develop readiness for online learning. - Consistent data collection and review cycle in place. - Investigate intervention and extension programs to compliment additive and multiplicative thinking.	In progress
To ensure K-2 students are achieving year appropriate targets in Cracking the Code & Letters and Sounds.	- All staff have received PL in L&S - Review impact of programs, including Cracking the Code. - Consistent data collection and review cycle in place.	In progress





# School Targets



INSPIRING TEACHING, LEARNING & LEADERSHIP

To increase teachers' knowledge and professional understanding as measured by the Aboriginal Cultural Standards Framework.	<ul style="list-style-type: none"> <li>- Develop Aboriginal advisory group to develop school Reconciliation Action Plan.</li> <li>- Elders continuously consulted.</li> <li>- All staff carried out ACSF PL (Completed)</li> <li>- Stephen Michael Foundation partnership (2021→)</li> <li>- Caring for Country Project with Perth NRM</li> <li>- City of Fremantle Artist in Residence program (2021)</li> </ul>	In progress
To develop more opportunities for student voice.	<ul style="list-style-type: none"> <li>- Develop Student Parliament Structure.</li> <li>- Continue to support student-led clubs during school time.</li> </ul>	In progress
To increase the number of staff participating in leadership development initiatives and programs.	<ul style="list-style-type: none"> <li>- Distributed leaderships framework (Action Team)</li> <li>- Future Leaders Framework (2021): 1 staff</li> <li>- FLF Mentors PL (2021): 4 staff</li> </ul>	Achieved
To embed a Sustainability Plan across learning areas (Including STEM) and in school practices.	<ul style="list-style-type: none"> <li>- Waste Wise audit</li> <li>- City of Fremantle partnership (2021→)</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>- Develop a Sustainability Framework for the school.</li> <li>- Continue to integrate learning and perspective on country.</li> <li>- Build on current sustainability initiatives in school and local community.</li> </ul>	In progress
To align classroom practice in years K-2 with the FPS Early Childhood Policy.	<ul style="list-style-type: none"> <li>- K-2 Policy developed</li> </ul>	Achieved
To establish a whole school approach, based on a Digital Technologies scope and sequence.	<ul style="list-style-type: none"> <li>- Technologies Scope &amp; Sequence approved by staff</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>- Stephen Michael Foundation InDigital+Minecraft project (Grant)</li> </ul>	Achieved
To develop a whole-school approach to engaging students through creative practices and the Universal Design for Learning.	<ul style="list-style-type: none"> <li>- UDL introduced through whole staff PL (Positive Partnerships)</li> </ul>	Achieved
To create an academic extension program for identified students that engages students in critical and creative thinking.	<ul style="list-style-type: none"> <li>- Implement intervention and extension programs to compliment whole school approach.</li> </ul>	To commence
To enhance student achievement outcomes through improved reporting and planning practices.	<ul style="list-style-type: none"> <li>- SEN Reporting for SAER students implemented.</li> <li>- Level 3 teacher conducting data meetings with staff.</li> <li>- Transition documents developed to monitor longitudinal individual data</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>- Maths team established. 5 days ELM PL completed.</li> <li>- Roll out PL in ELM to staff.</li> <li>- Create Maths leader position.</li> </ul>	Achieved





## CARING & INCLUSIVE COMMUNITY

<p>To increase the percentage of parents who 'strongly agree' or 'agree' with the following statements in the National School Opinion Survey:</p> <ul style="list-style-type: none"><li>- 'Teachers at this school provide my child with useful feedback' from 63% (2020) to 80% (2024).</li><li>- 'This school works with me to support my child's learning' from 68% (2020) to 80% (2024).</li></ul>	<ul style="list-style-type: none"><li>- Review Communication Policy.</li><li>- Increase opportunities to engage with parents/carers around learning.</li><li>- Review use of current tools: Newsletter, Facebook.</li><li>- Review effectiveness of Parent Information sessions.</li><li>- Investigate other online options for early childhood.</li><li>- Involve Board and P&amp;C more in staff meetings.</li></ul>	In progress
<p>To increase National School Opinion Survey data average 3.5 (2020) satisfaction rate for student, parent, and staff to 4 (2024).</p>		
<p>To ensure School Board Effectiveness Survey data indicates effective leadership and promotion of the school vision in the agree or strongly agree range.</p>	<ul style="list-style-type: none"><li>- Board to undertake self-reflection survey.</li><li>- Investigate contacts for community representative position in line with school priorities.</li></ul>	In progress
<p>To continue to develop community partnerships to align with Focus Areas and priorities such as Aboriginal and Torres Strait Islander Knowledge and Perspectives.</p>	<ul style="list-style-type: none"><li>- City of Fremantle (Sustainability)</li><li>- Stephen Michael Foundation (ACSF, QT,</li><li>- Creative Schools (Integrated learning, QT)</li></ul>	In progress





# Meeting School Targets



Key Programs, Partnerships and Events

## Culture, Care & Wellbeing: Stephen Michael Foundation

We continued our partnership with SMF by trialling the Cultural Connections Program where Year 6 students spent 6 weeks working with local Noongar Elders on language, culture and history. Students all reported enjoying the program and feeling more confident in their knowledge of Aboriginal history and culture. Thank you to SMF and to Linda and Bruce Loo for all their care, knowledge and sharing.

*"I loved working with Auntie Linda. It's important for all Australians to learn (about culture)." Luccas.*



## Quality Teaching: Creative Schools

FPS was selected to take part in the Creative Schools program because of our commitment to developing creative and critical thinkers. Working with creative practitioners, student voice is the focus to create engaging projects designed to improve the academic attainment, and psychological and social wellbeing.

*"I've learned how to be persistent and imaginative. So basically Creative Schools has taught me to think outside of the box and be more imaginative. I'm more persistent too, like some people have been different to work with but I've learned to be persistent and deal with it" (Y6 Student).*

## Our Value of Inclusivity: Positive Partnerships

After looking at our student survey feedback, we sought to be better at being responsive to, and inclusive of, students of all needs. Supported by the Department of Education, we had 3 days (face to face on through online modules) on working more inclusively as a school. We learnt together how to understand neurodiversity, and look at Universal Design for Learning as a means to run classrooms that cater for the needs of all students.

*"The best professional learning I've ever done" Classroom teacher.*



## Other programs and events

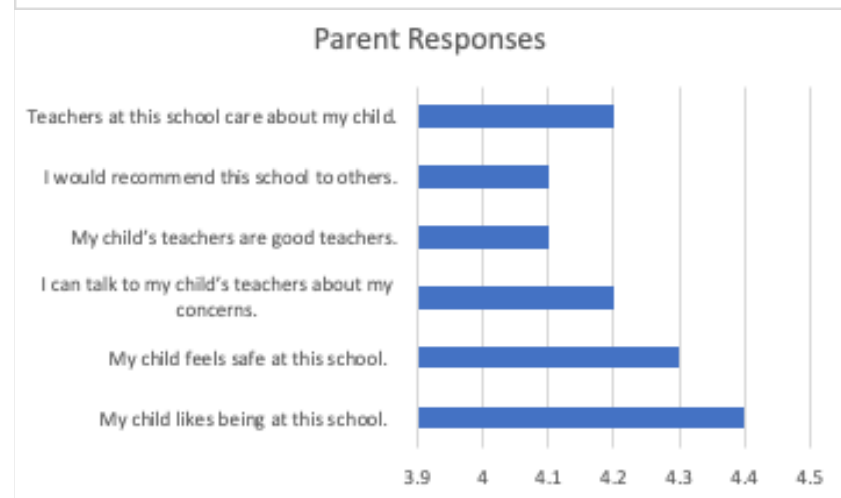
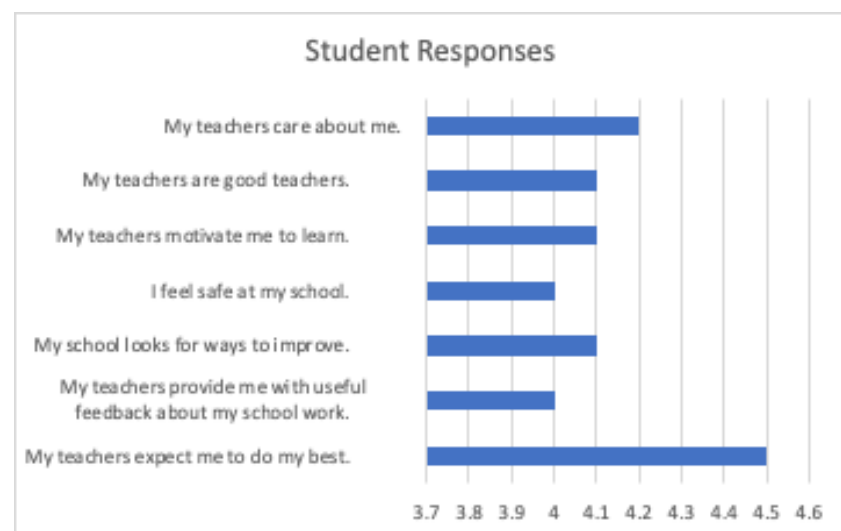
Noongar and local artists in residence (for 10 Night in Port cultural exhibition), Massed Choir Festival, Edu-Dance, School Disco, Science Week, Book Week, Protective Behaviours Week (inc. parent workshop), Noongar Astronomy Night with Noel Nannup, Parent/Carer STEM Nights, Lucky Oceans and Friends Concert, Cultural excursions to Kaarta Koomba (Kings Park), Waste Incursion (and audit), ANZAC Service, Yr 5 & 6 Camps, Christmas Concert, sport clinics and carnivals, and more.



## National Opinion School Survey

In September 2020, we conducted a survey of parents, staff and students. The results, with guidance from staff and our School Board, were used to define our new strategic plan (our School Plan) for 2021-2024.

This work informed all we did in 2021.



### Areas for focus

#### Students:

- My school takes students opinions seriously. (3.4)
- I can talk to my teachers about my concerns. (3.4)
- Student behaviour is well managed at my school. (3.5)

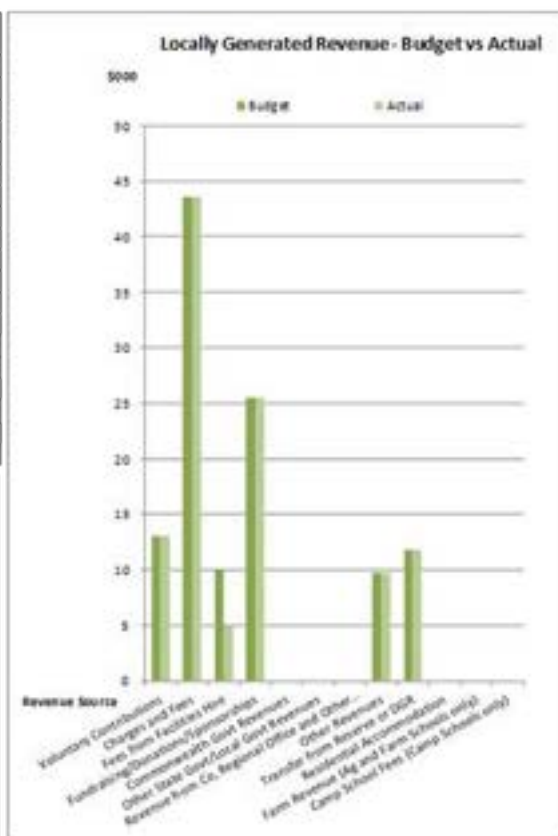
#### Parents:

- Teachers at this school provide my child with useful feedback about their school work. (3.6)
- This school works with me to support my child's learning. (3.6)

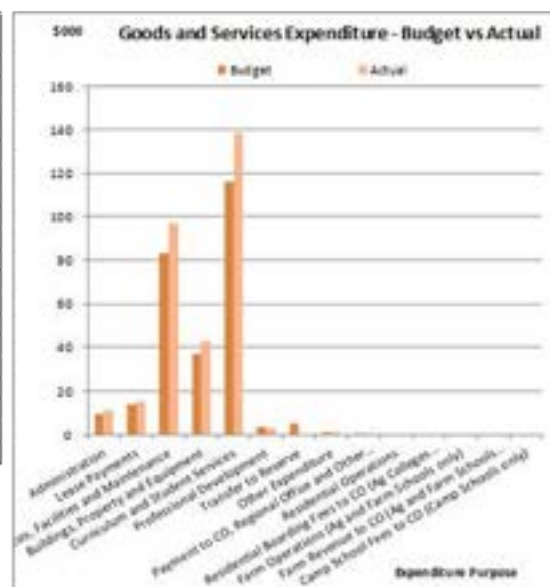
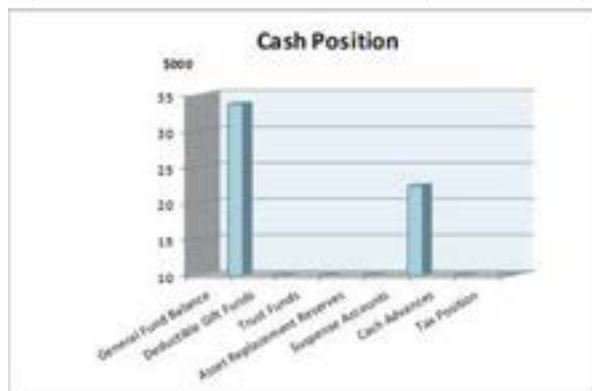


# Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,010.00	\$ 13,009.70
2	Charges and Fees	\$ 43,570.00	\$ 43,568.68
3	Fees from Facilities Hire	\$ 9,932.00	\$ 4,931.82
4	Fundraising/Donations/Sponsorships	\$ 25,547.00	\$ 25,547.02
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 9,757.00	\$ 9,757.60
9	Transfer from Reserve or DGR	\$ 11,806.00	\$ 11,806.00
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>\$ 113,622.00</b>	<b>\$ 108,620.82</b>
	Opening Balance	\$ 32,990.00	\$ 32,990.12
	Student Centred Funding	\$ 201,633.00	\$ 201,632.67
	<b>Total Cash Funds Available</b>	<b>\$ 348,245.00</b>	<b>\$ 343,243.61</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 348,245.00</b>	<b>\$ 343,243.61</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 9,584.00	\$ 11,542.80
2	Lease Payments	\$ 13,890.00	\$ 15,357.32
3	Utilities, Facilities and Maintenance	\$ 83,120.00	\$ 97,080.35
4	Buildings, Property and Equipment	\$ 36,804.00	\$ 42,747.52
5	Curriculum and Student Services	\$ 116,199.00	\$ 138,463.66
6	Professional Development	\$ 3,272.00	\$ 2,851.41
7	Transfer to Reserve	\$ 5,000.00	\$ -
8	Other Expenditure	\$ 993.00	\$ 1,213.84
9	Payment to CO, Regional Office and Other Schools	\$ 200.00	\$ 287.85
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>\$ 269,062.00</b>	<b>\$ 309,544.75</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 269,062.00</b>	<b>\$ 309,544.75</b>
	Cash Budget Variance	\$ 79,183.00	



<b>Cash Position as at:</b>	
Bank Balance	\$ 63,066.40
Made up of:	
1 General Fund Balance	\$ 33,698.86
2 Deductible Gift Funds	\$ 6,686.28
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 938.76
5 Suspense Accounts	\$ 22,401.50
6 Cash Advances	\$ -
7 Tax Position	\$ (659.00)
<b>Total Bank Balance</b>	<b>\$ 63,066.40</b>

 [www.fremantleps.wa.edu.au](http://www.fremantleps.wa.edu.au)

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 Proudly on Whadjuk Noongar Boodja

