

Fremantle Primary School

Inspiring creative, critical thinkers in a caring,
inclusive community



Annual Report 2023

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 2023 Annual Report.

Our teaching staff continued to provide a great range of enriching learning experiences implementing our 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 and diligent team 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 continue to ensure their voices are expressed and heard through a broad range of student leadership opportunities, from councillor roles, to Green Team-ers and our new class representative system. We meet at least twice a term to ensure admin and staff hear, reply to and co-develop ideas to improve the schools.

This year we commenced a school upgrade that includes the rebuild of our administration block. This new building allows for significant improvement of, and additions to, the spaces we have for student group work, parent meetings and health specialists. We look forward to completion in mid-2024.

We trust that this report will provide you with a snapshot of our incredible and inclusive school community. We look forward to 2024 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

Dear parents and carers

During 2023 the board has continued to provide support, advice and a voice for parents and community to contribute to the strategic direction of the school. The board would particularly like to thank Ariel Bastian for her dedication and leadership as chair of the board for 2023 and welcome Alice Turnbull into the role for 2024. The board is pleased to note the positive outcomes from the 2023 review of school performance, with particular mention of Fremantle Primary School's consistent and effective use of school self-assessment and the use of evidence to drive improved performance, both academically and culturally.

The board played an active part in a number of projects and initiatives in 2023, including:

- Sustainability initiatives including parent and student workshops on sorting waste, participating in plastic-free July and gaining the Waste Sorted Schools accreditation
- Supporting the school to review emergency procedures
- Took part in the School Review preparation and meetings
- Continued to monitor school performance, including review of data from NAPLAN and Elastik
- Commenced planning for increasing engagement initiative
- Reviewed the charges and contributions for 2024, keeping them the same as 2023.

Looking forward to 2024, the board will be focussed on understanding the opportunities to enhance engagement and communication between the school and families, as well as contributing to the development of the next school plan and continuing the ongoing program of review of policies.

As always, the Board remains dedicated to the school's vision – inspiring creative, critical thinkers in a caring, inclusive community – through positive engagement and collaboration with the Principal, school's administration, staff, students, parents and the broader community.

Alice Turnbull
School Board Chair



P&C Report

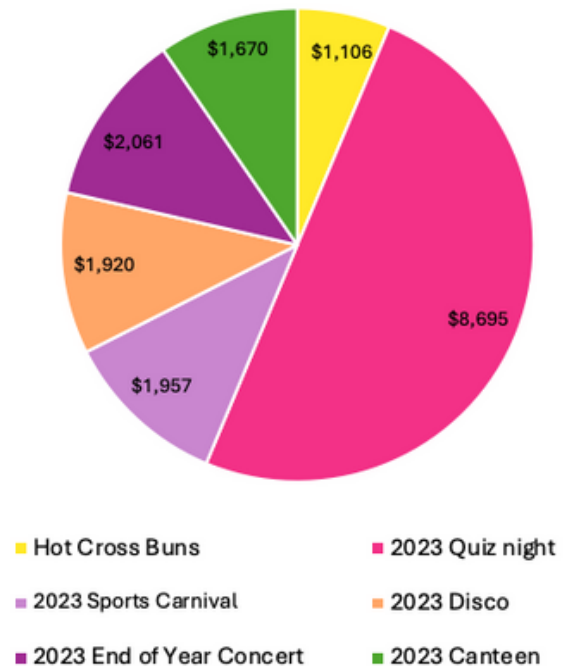
2023 was another great year for the Fremantle Primary School P&C. With the help of the school community, we managed to raise over \$32.2k in funds. The most important donation was through voluntary contributions at the start of the year which came to \$5.48k. On top of this we raised funds through events such as the quiz night, school disco, sports carnival food stalls, canteen, hot cross bun drive and our end of year concert. (See Pie Chart below). 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 (with volunteers and funds) helped support STEM nights, Book Week, NAIDOC week, Science Week, various nature/garden events, new online school tuckshop Locavora, decodable readers, 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 without you. As well as raising money, the P&C also donated over \$37.7k to programs, workshops, supplies, and facilities maintenance benefitting our school and students.

Some of them were:

- \$19.2k towards 20 new apple ipads
- \$4.5k towards decodable readers
- \$4.8k towards elastik subscription
- \$2.8k towards school supplies throughout the year
- \$2.8k towards bond blocks and numero kits
- \$1.5k towards book week & books

Fund Raising Events



These events not only raise much needed funds for the school but create a school "village" for parents, carers and children to have some fun whilst enhancing an inclusive and support network for the families of Fremantle Primary School. 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&C wouldn't be here.

Sam Cockle, P&C President

School numbers and characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	29	25	28	36	31	37	34	230
Part Time	20								

Our school covers a small area, so the numbers of students is limited. We have maintained numbers in 2023, so that we have enough space to continue our current programs in dedicated areas (such as Music, Art and Science) and student/teacher ratios.



	Kin	PPR	Pri	Sec	Total
Male	11	15	106		132
Female	9	14	85		108
Total	20	29	191		240



No	FTE
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Administration Staff		
Principals	1	1.0
Associate / Deputy / Vice Principals	2	1.0
Total Administration Staff	3	2.0

Teaching Staff		
Other Teaching Staff	17	11.9
Total Teaching Staff	17	11.9



Allied Professionals		
Clerical / Administrative	3	1.8
Gardening / Maintenance	1	0.4
Other Allied Professionals	18	10.3
Total Allied Professionals	22	12.5

Total	42	26.4
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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.

	Total		
	School	WA Public Schools	Like Schools
2021	93.8%	91%	94.7%
2022	87.4%	86.6%	90.9%
2023	90.6%	88.9%	92.4%

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	95%	94%	95%	93%	94%	93%	92%
2022	87%	91%	87%	86%	88%	88%	86%
2023	89%	92%	92%	90%	90%	90%	91%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%



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:

John Curtin College of the Arts (7), Fremantle College (6), Kennedy Baptists College (4), Seton Catholic College (3), Christian Brothers' College (2), Scotch College (2), Applecross Senior High School (1), Atwell College (1), Christ Church Grammar School (1), Iona Presentation College (1), Lakeland Senior High School, Perth Walford School (1), St George's Anglican Grammar School (1).

Student Learning, Achievement and Progress

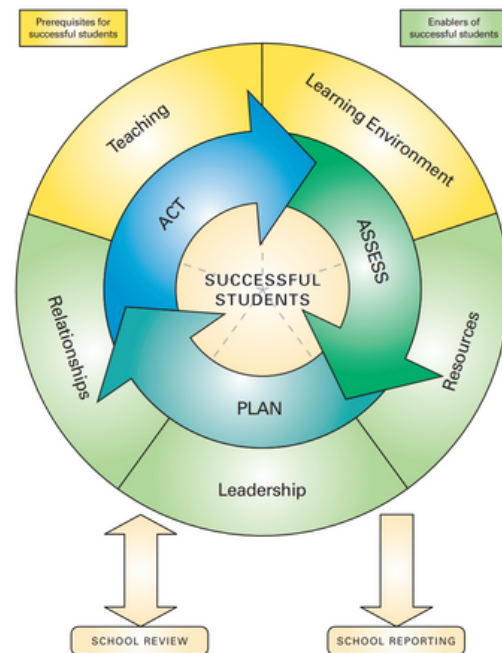


High standards of student achievement, both academic and non-academic, are our central focus. Fremantle PS seeks continuous improvement of student achievement and we use the model opposite to assess our progress and ensure accountability. The Public School Review process monitors this work and the results are summarised on page 12 below.

We ensure authentic learning experiences that foster discussion, creativity and critical thinking, and create an engaging learning environment.

This year we have implemented a number of strategies to enhance outcomes, including:

- Using Elastik to analyse and monitor student achievement. Teachers have regular 'Bubble Burster' meetings to identify gaps in student learning to inform their planning and teaching.
- Continued use of High Impact Teaching Strategies to enhance teacher practice.
- Continued to invest in quality programs and professional learning: Cracking the Code, Letters & Sounds, Talk for Writing and Lighthouse Maths.
- Resourced extra time for teachers and support staff to collaborate and focus on targeted improvement.
- Further embedding our multi-tiered system of support in numeracy (Bond Blocks) and literacy (Multi-Lit) and student wellbeing (Chaplaincy).



NAPLAN Snapshots

Over the next three pages you will see bar charts of the 2023 Year 3 and 5 NAPLAN results in literacy and numeracy testing. Please note that "Like schools", which are schools with a similar socio-economic standing, are represented by the grey line on the bar charts)

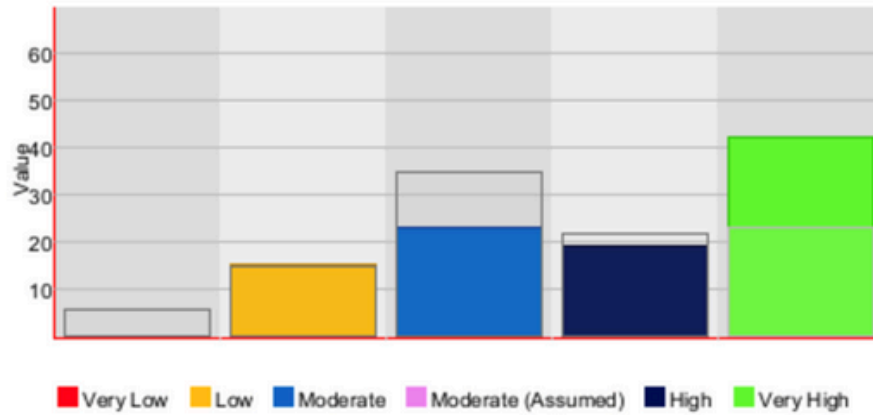
Numeracy:

- Year 3 progress above Like Schools, and proficiency above Like Schools in "Developing" category.
- Year 5 progress above Like Schools, and proficiency above Like Schools in "Developing" and 'Strong' categories.

Cohort: Year 3 FREMANTLE PRIMARY SCHOOL Y03 2023

Numeracy - Progress

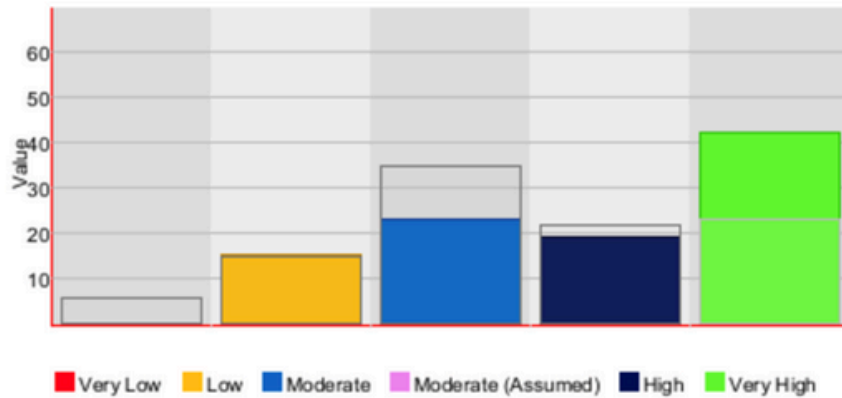
Filters : All Students



Cohort: Year 3 FREMANTLE PRIMARY SCHOOL Y03 2023

Numeracy - Progress

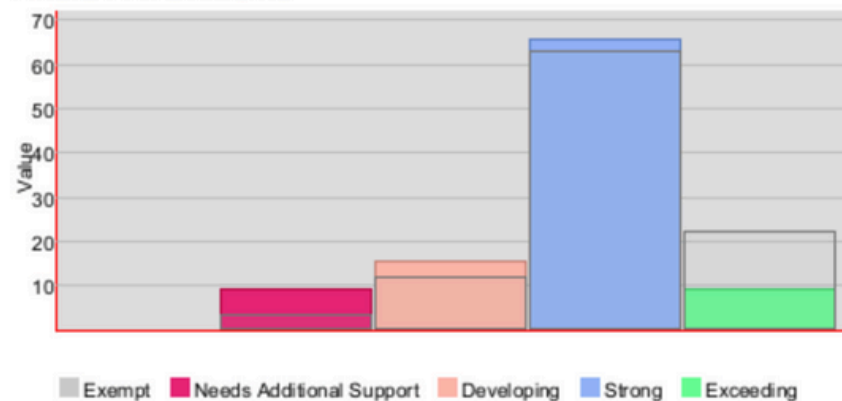
Filters : All Students



Cohort: Year 5 FREMANTLE PRIMARY SCHOOL Y05 2023

Numeracy - Proficiency

Filters : All Students



NAPLAN Snapshots: Literacy

Performing above or near Like Schools in Reading and Writing.

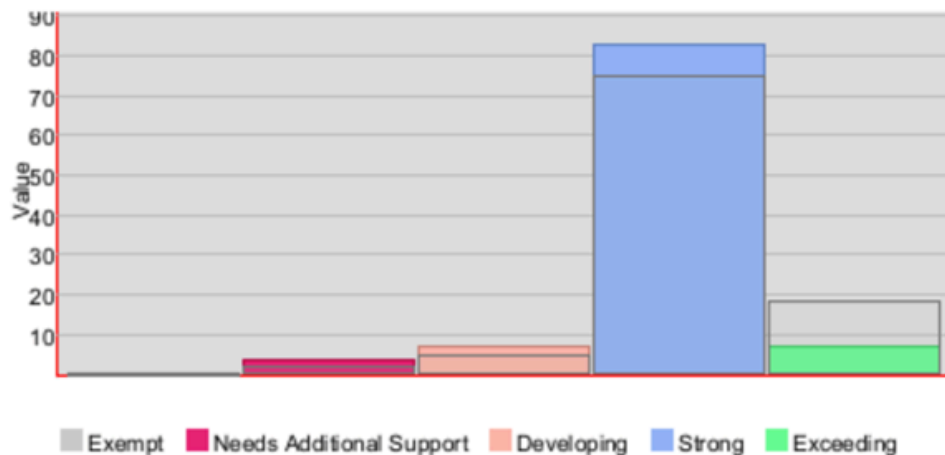
Next Steps

- Continue to develop teacher capacity to analyse data to target improvement.
- Continue to implement best practice approaches in literacy (support for spelling and 'Support a Reader' program and numeracy (multi-tiered system of support)).
- Develop extension program for high-achieving students.

Cohort: Year 3 FREMANTLE PRIMARY SCHOOL Y03 2023

Writing - Proficiency

Filters : All Students



Cohort: Year 5 FREMANTLE PRIMARY SCHOOL Y05 2023

Writing - Proficiency

Filters : All Students

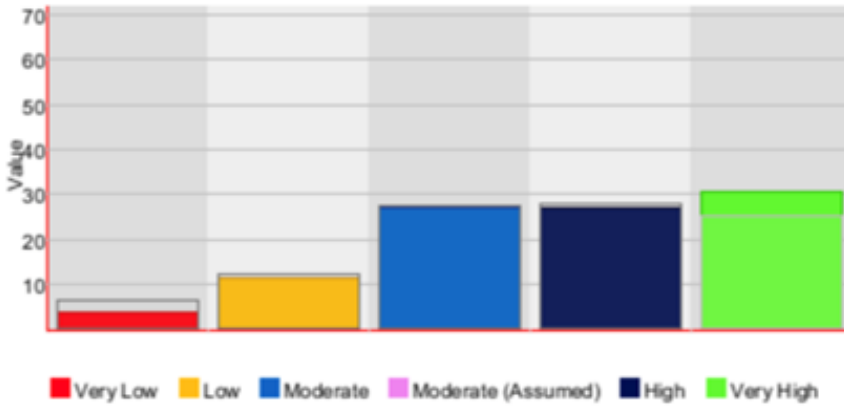




Cohort: Year 3 FREMANTLE PRIMARY SCHOOL Y03 2023

Reading - Progress

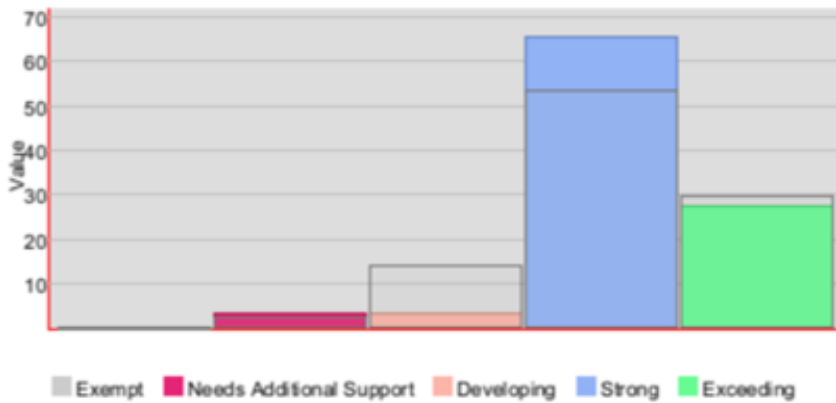
Filters : All Students



Cohort: Year 3 FREMANTLE PRIMARY SCHOOL Y03 2023

Reading - Proficiency

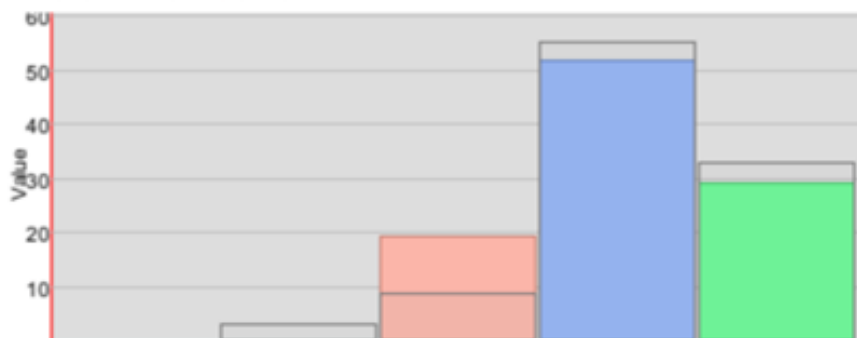
Filters : All Students



Cohort: Year 5 FREMANTLE PRIMARY SCHOOL Y05 2023 |

Reading - Proficiency

Filters : All Students



Public School Review 2023



In 2023 our school completed our school review which looked at six key domains listed below. Staff, students, parents and school partners met with a school review team to validate the self-reflection that staff had worked on for a semester. Staff had reviewed all sources of data available to the school to determine how we were operating in relation to the school “Standard”. We are proud that our process and practice have been noted by the review team as being exemplary. Well done to all involved!

Below are some of the commendations from the final report, which is on [our website](#).



Domain 1: Relationships and partnerships

“Respectful and positive relationships, fostered by the Principal, thrive due to the exemplary behaviour modelled. Collaborative efforts of staff and community reflect a cohesive commitment to students' wellbeing with feedback provided through surveys such as the National School Opinion Survey and the Be You Survey.”

The review team validate the following:

- Collaboration across the school is dynamic and authentic, featuring clearly articulated supports and behavioural expectations, including a staff voice that is both respected and valued.
- The commitment of the P&C to financially support the school's priorities, such as the provision of funds to purchase the Elastik program, contributes to student learning.
- Collaboration with a sustainability advisor is a strategic move toward integrating sustainability practices into the curriculum and supporting partnerships with the City of Fremantle...
- Significant steps have been taken to embed the Aboriginal Cultural Standards Framework throughout the school, creating greater cultural safety for students and the broader community.

Domain 2: Learning environment

“Students have a sense of belonging in the school through the setting of a positive tone aligned to the values of care, excellence and inclusivity. They can describe the expected behaviours that demonstrate these values.”



The review team validate the following:

- Staff morale is considered a high priority with a broad range of initiatives and plans in place, including staff 'check-ins' designed to enhance health and wellbeing.
- Student-led assemblies, focused on whole-school sharing provides a genuine opportunity for student agency delivering student perspective on school operations.
- Further embed the Happy Healthy Educator strategies, inclusive of allied professionals, to support staff wellbeing.
- Continue to build communication processes with external agencies, such as EdConnect volunteers to enhance impact of partnerships for students.

Public School Review 2023



Domain 3: Leadership

“The leadership team is focused on consolidating a professional, effective team culture centred on collaboration, transparent communication and evidence-based decision making that supports effective teaching practices.”

The review team validate the following:

- Change is managed through an action research approach with expectations paced according to regular reviews of whole-staff feedback and individualised coaching sessions.
- Staff are provided with opportunities to lead. Tier 1 leaders are identified through strengths and interests and Tier 2 leaders are identified through their participation in the Western Australian Future Leaders Framework cohort led by the network.



Domain 4: Use of Resources

“Accurate budgeting and the considered allocation of resources has been central to supporting teaching and learning programs. The manager corporate services and Principal have a clearly articulated picture of the future resourcing needs of the school.”

The review team validate the following:

- Regular stocktaking and monitoring of resources and assets results in targeted spending to support priorities and resource requirements.
- Student characteristics and targeted initiative funding directly supports the school’s Multi-Tiered Systems of Support (MTSS) and associated intervention programs, such as MultiLit and the school’s funding contribution toward the provision of a chaplain.

Public School Review 2023



Domain 5: Teaching Quality

“Following a reflective development process and ongoing, regular reviews, the shared beliefs and clear expectations about effective teaching and learning reflect the views of school staff. Through this, staff have a shared ownership for the success of all students.”

The review team validate the following:

- The review of the literacy program is focused on aligning practice with evidence-based philosophies such as the Science of Reading.
- A Teaching Sprints model is embraced to broaden the selection of high impact teaching strategies used by teachers across the school.
- Differentiation to meet the individual needs of students is determined through the MTSS approach. Student needs are differentiated either through their classrooms, in small intervention groups or by intensive individualised attention from trained support staff.



Domain 6: Student Achievement and Progress

“Staff are united and determined to ensure every child will make continued and sustained progress. The collection of systemic and school-based data is comprehensive, with reflections on data directing targets and associated planning.”

The review team validate the following:

- Discipline dialogue processes are a key element of the school’s developing data driven culture.
- Moderation processes are formalised and support teachers to validate teacher judgements, through the use of NAPLAN and Progressive Achievement Tests.
- Elastik data is being used effectively to identify gaps in student understanding and targeting the identified concept during daily reviews.



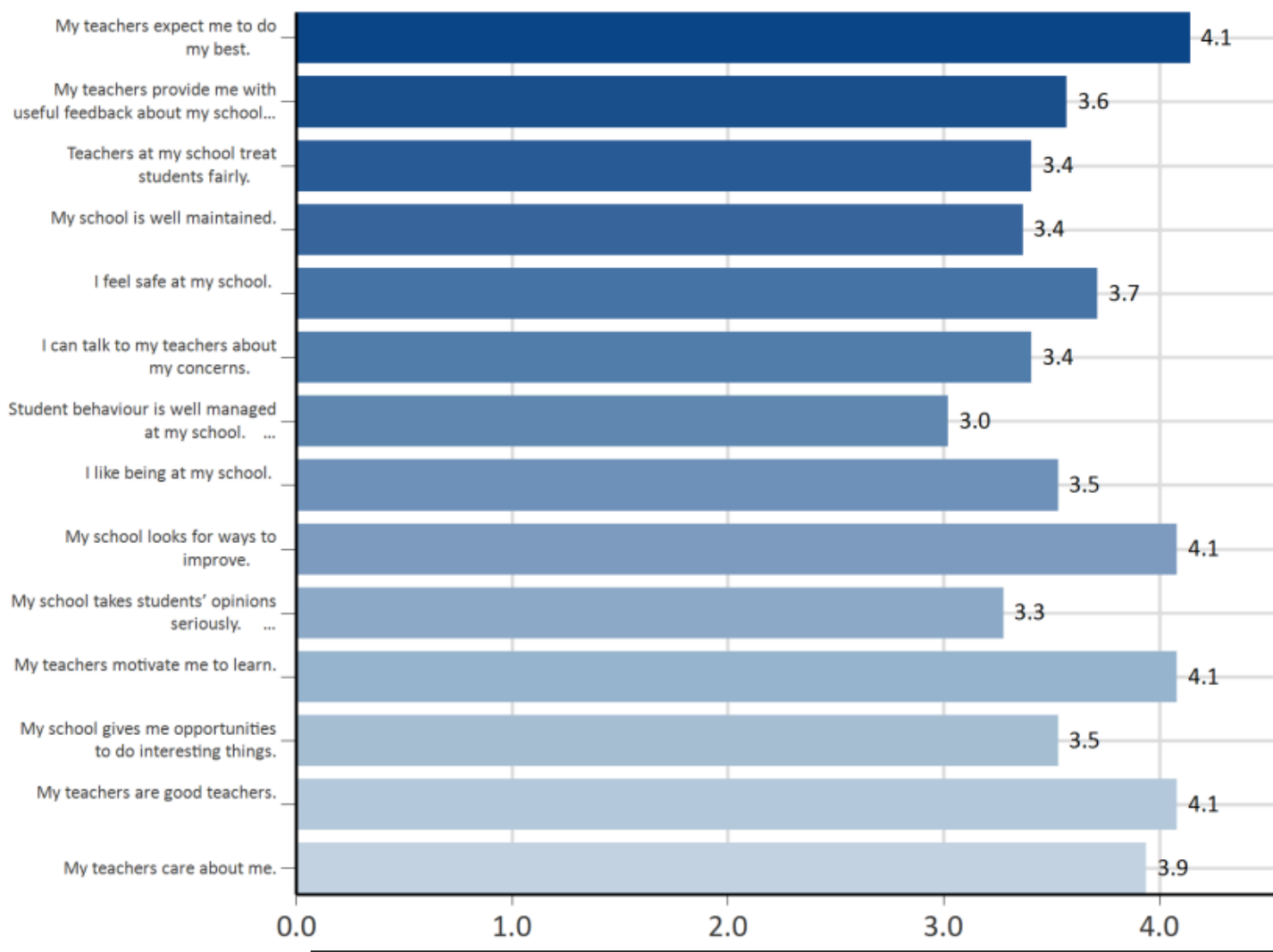
National Opinion School Survey

In September 2023, we conducted a survey of parents, staff and students (Years 4-6). The results, with guidance from staff and our School Board, will be used to define our new strategic plan (our School Plan) for 2025-2028.

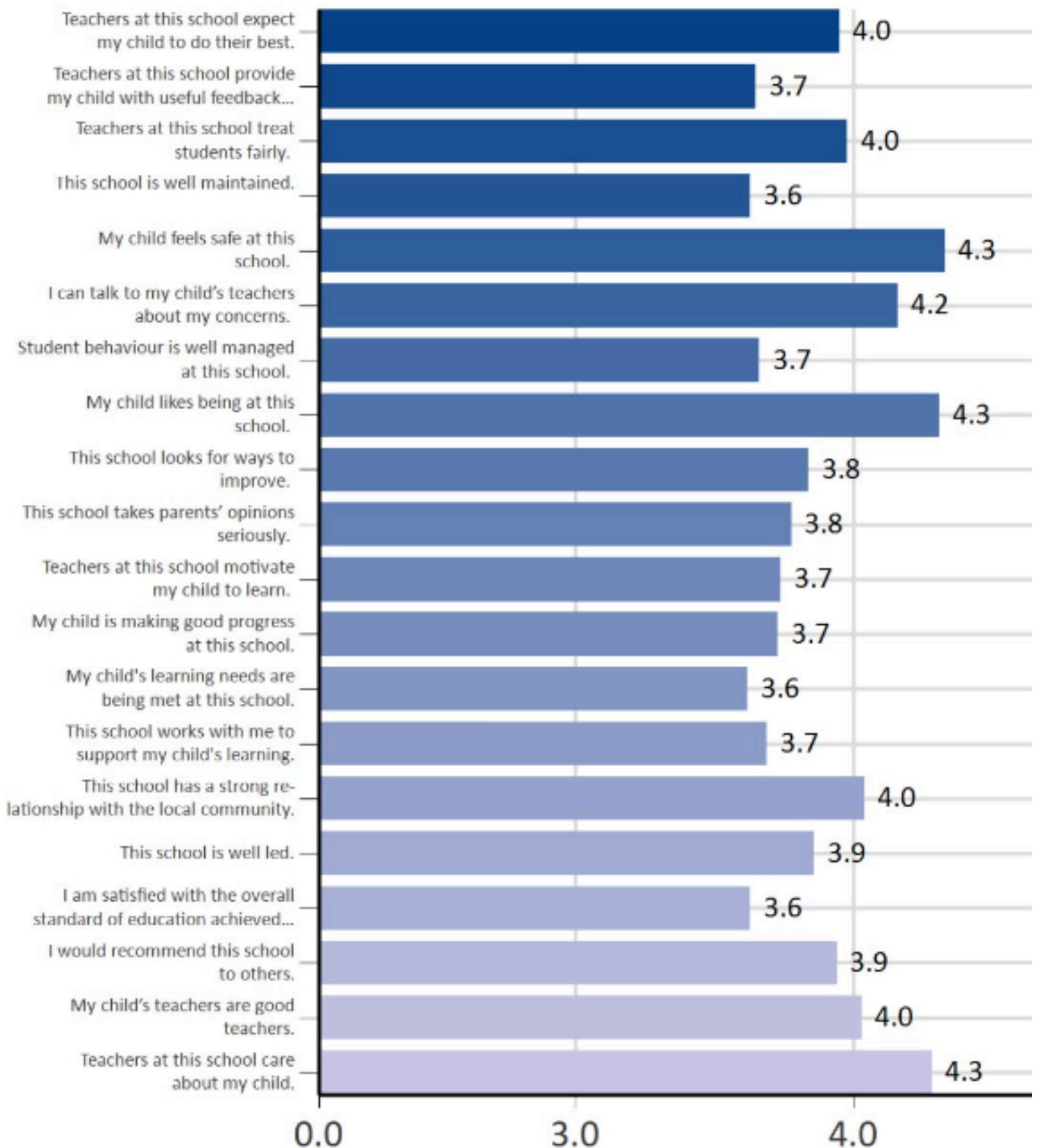
We are investigating how to get more representative data for parent by reaching more respondents.

Ratings are from 1-5, where 5 is Strongly Agree, 3 is Neither Agree or Disagree:

Student responses:



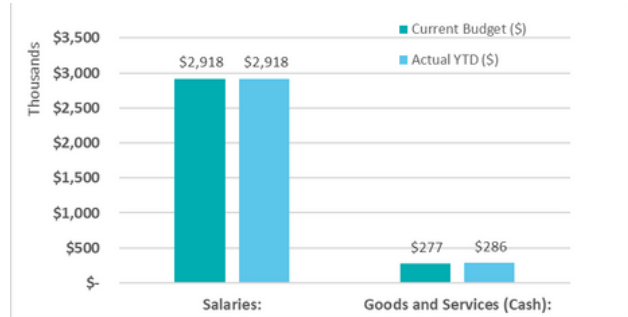
Parent responses



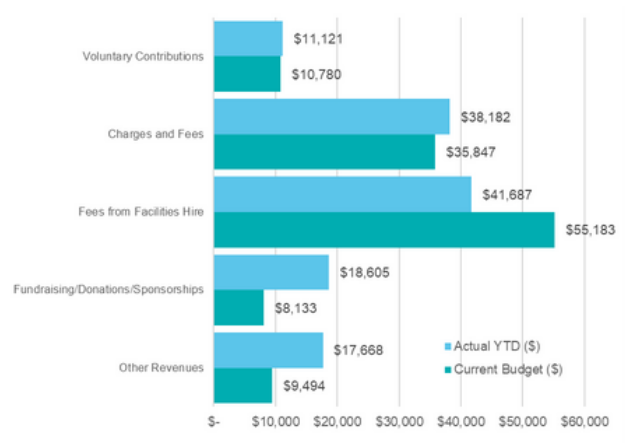
Financial Summary



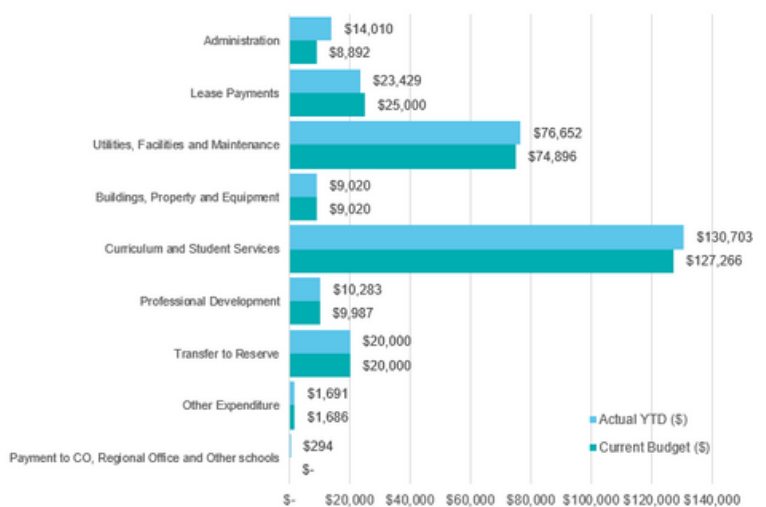
ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	67,033	67,033
Carry Forward (Salary):	165,226	165,226
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,979,663	2,979,663
Locally Raised Funds:	119,437	127,262
Total Funds:	3,331,360	3,339,185
EXPENDITURE		
Salaries:	2,918,254	2,918,254
Goods and Services (Cash):	276,747	286,084
Total Expenditure:	3,195,001	3,204,338
VARIANCE:	136,359	134,847



INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	10,780	11,121
Charges and Fees	35,847	38,182
Fees from Facilities Hire	55,183	41,687
Fundraising/Donations/Sponsorships	8,133	18,605
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	9,494	17,668
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	119,437	127,263
TOTAL	3,331,360	3,339,186



EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	8,892	14,010
Lease Payments	25,000	23,429
Utilities, Facilities and Maintenance	74,896	76,652
Buildings, Property and Equipment	9,020	9,020
Curriculum and Student Services	127,266	130,703
Professional Development	9,987	10,283
Transfer to Reserve	20,000	20,000
Other Expenditure	1,686	1,691
Payment to CO, Regional Office and Other schools	0	294
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	276,747	286,082
TOTAL	3,195,001	3,204,336



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 Proudly on Whadjuk Noongar Boodja

