



FREMANTLE
COLLEGE



Annual Report 2018

STRENGTH RESPECT SUCCESS

www.fremantlecollege.wa.edu.au



Our Vision

Fremantle College has set high expectations for academic achievement, student behaviour and staff professional development. With an explicit commitment to the Department of Education's High Performance, High Care Strategic Plan, as well as the annual Focus plan, the college is inspiring staff and students to challenge themselves and make a real difference. Interventions to support differentiation and accelerate learning success for every student are observable in every classroom, every day.

Creating a culture in which every student is known and understood as an individual, Fremantle College has introduced Positive Education to enhance students' wellbeing, empowering them to make positive changes throughout their life. Additionally, the PERMAH (Positive Education, Emotions, Relationships, Meaning, Accomplishments, Health) Framework supports staff and students, instilling a sense of belonging and genuine awareness of overall progress and wellbeing. This Framework underpins Fremantle College's values below:

Our Values

o PERSEVERANCE

We believe that resilience and persistence are important skills for dealing with challenges in both life and learning.

o LEADERSHIP

We believe all people have the capacity to lead others in positive ways to achieve their best. We define leadership as a quality that allows students to be leaders in their own lives, to self-manage and build capacity to lead others.

o ENTHUSIASM FOR LEARNING

We encourage a love of learning for life, approach every learning situation with enthusiasm and try to master new skills and knowledge in different situations. We are explicit about our teachers demonstrating enthusiasm for their own learning.

o CURIOSITY

We encourage curious learners, who ask questions, explore, inquire and seek further knowledge about the world.

o KINDNESS

We value all people in our college community; this means treating each other with empathy and care, and fostering positive emotions.



Message from the Principal

Dear Fremantle College Community

In 2018, Fremantle College opened its doors to students for the first time. Starting with over a thousand students ranging from Year 7 to Year 12, it was an exciting time. After years of planning and consultation, bringing the new college to the community was a significant occasion. Our opening was attended by the Minister and Director General of the Department of Education and special guests to mark the occasion. The first class facilities offered at the college, coupled with an amazing staff and enthusiastic cohort of students, provided every opportunity for a successful first year.

Each year group made the most of their Fremantle College experiences, from our first graduating class of Year 12s through to our brand new Year 7 cohort at the Big Days In, experiencing their first taste of high school. It was important to make sure everyone could appreciate the opportunities provided by Fremantle College and share ownership of being the first student cohorts within the new college.

Our first Business Plan had a clear focus on providing opportunities for every student to flourish and engage in something that they love or are passionate about. With over 190 of our Year 7 students in a Specialist or Gifted and Talented Education Program, it is clear that the high standard of these courses provided by staff create an outstanding learning environment for students to excel.

Our 130 foundation staff have worked together to create a wonderful college environment, delivering fantastic learning programs and a harmonious atmosphere for our students to achieve their personal best.

Whilst we are very focused on the areas we need to improve and develop, there is already much to celebrate from our foundation year, as highlighted through the pages of our first Annual Report. Thank you for taking the time as a community to support our college throughout the year.

Myles Draper, Principal

Success for All Students

NAPLAN Results

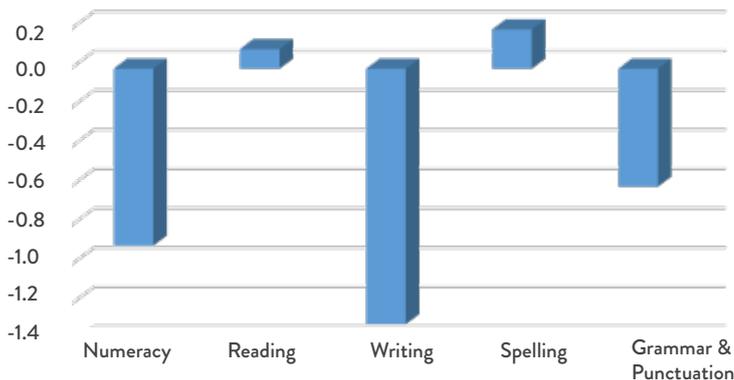
Priority Area

NAPLAN Results

Writing has been identified as requiring a whole-school focus and planning has been undertaken to support all Learning Areas with the development of students' writing skills. This planning includes:

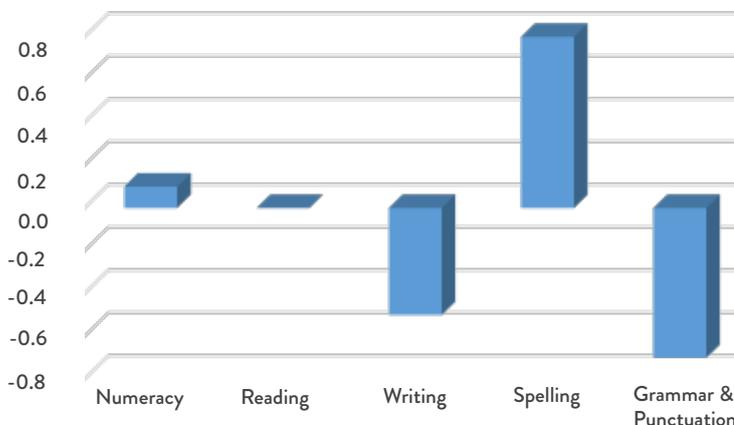
- The appointment of a dedicated Literacy Coordinator from the start of the 2019 school year to support all Learning Areas, work directly with students and lead the development of whole school literacy strategies.
- Literacy Committee formed with representation from various Learning Areas.
- Writing frameworks devised for whole school implementation, developed following analysis of current data.
- Workshops planned with Network Primary Schools to support the development of students transitioning into Fremantle College, and in recognition of the targets within Focus 2019.
- Digital literacy skills development in anticipation of NAPLAN Online in 2019.
- Implementation of Education Perfect in English and Maths.

COMPARATIVE PERFORMANCE FOR YEAR 7



*Expected Range: within one standard deviation of the predicted school mean

COMPARATIVE PERFORMANCE FOR YEAR 9



As the college continues to grow and develop and 'like school' data becomes more available, with trends for review, we aim to meet our targets for Year 7 and 9 NAPLAN results of: "progress achieved by the stable cohort from Year 7 to Year 9 will equal or exceed like schools in each test area" and "In Year 9, the percentage of students who are above the National Minimum Standard will equal or exceed like schools in each test area".

Success for All Students

WACE Achievements

Priority Area

It is acknowledged that Fremantle College has only been involved in the teaching of the 2018 Year 12 cohort for one year of their secondary schooling.

WACE Results - 2018	2018 Result	Business Plan Target (at end of 2020)
Median ATAR	63.1	71.6
WACE Achievement Rate	72%	85%
Attainment Rate (ATAR of 55 or more and/or Cert II)	94%	96%
ATAR Participation Rate	25%	22%
Students who met University eligibility	60%	

* WACE - Western Australian Certificate of Education

Positive Results

Positive Results were acknowledged in the Modern History course, with all courses undergoing successful syllabus audits through SCSA. There were also a number of outstanding individual results (please see page 6).

Areas of Growth

- Improved targetting of WACE risk students, providing assistance to pass OLNA (Online Numeracy and Literacy Assessment) and courses at a C level.
- Improved Period 25 program developed and implemented to support more Year 12 students to aspire to university, including university visits.
- Improved processes for course counselling to ensure ATAR participation rates remain at or beyond like schools.
- We are aiming to improve our median ATAR score and WACE achievement rates through a stronger focus across all Learning Areas on the AWES Framework below:

- A Assessment moderated, reflective of exam conditions and collaboratively developed
- W Work Ethic of students to be developed by teachers through explicit classroom strategies and parental communication
- E Examinations to be prepared for and debriefed thoroughly
- S Syllabus to be correct and fully aligned with course curriculum

Success for All Students

WACE Achievements

Priority
Area

Fremantle College celebrated the success of our first recipients of Certificates of Distinction and Merit, awarded to five of our 2018 Year 12 cohort. These students consistently achieved A grades across their final years of schooling and have gone on to university entrance to study; Law, International Relations, Teaching and Veterinary Animal Science to mention a few.

Two students achieved an ATAR of 99 and they are to be congratulated for their outstanding efforts.

Certificate of Distinction

Awarded to Kiana Ralph



Certificate of Merit

Awarded to: Jade Thompson
Freya Mitson-Clarke
Steven Foster
Riley Fisher

* Certificate of Merit and Distinction:

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards are based on the grades awarded to students by their school. A certificate of merit or a certificate of distinction is awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

- 150–189 points = a Certificate of Merit
- 190–200 points = a Certificate of Distinction



Success for All Students

Gifted and Talented Education

The Gifted and Talented Secondary Selective Academic Program was launched in 2018 with one class set of Year 7 students. This will expand each year to include students from Year 7 to Year 10. Students remain as one class set for English, Maths, HASS and Science, and had access to a dedicated classroom with collaborative IT capabilities.

In 2018 the Year 7 Gifted and Talented class was introduced to a number of different learning opportunities.

- Successfully auditioning to be part of the 8-part ABC Me television series, Project Planet, which documented the students' journey as they aimed to raise awareness of sustainability concerns within the college community
- Team building excursion to Woodman Point
- WA Debating League Year 7 Division Champions
- Collaborative project based learning tasks
- Incursion opportunities including a live performance of 'Shakespeare: As You Write It' by the Australian Playhouse, and STEM entrepreneurial workshop with Creator Kids
- Primary school visits to discuss the Gifted and Talented program, as well as additional Specialist programs, with Year 5 and 6 students
- Representation at community events, including the orientation program for students in the 2019 Gifted and Talented program

Fremantle College staff continued to be engaged in Gifted and Talented education with professional learning sessions offered in Differentiating the Curriculum, the GERRIC Mini COGE and From Gifted to Greatness. Professional Learning opportunities will continue in 2019 with additional staff undertaking the GERRIC Mini COGE and a Network Development Day offering sessions in Gifted Education for all schools within the Network.

Achievements

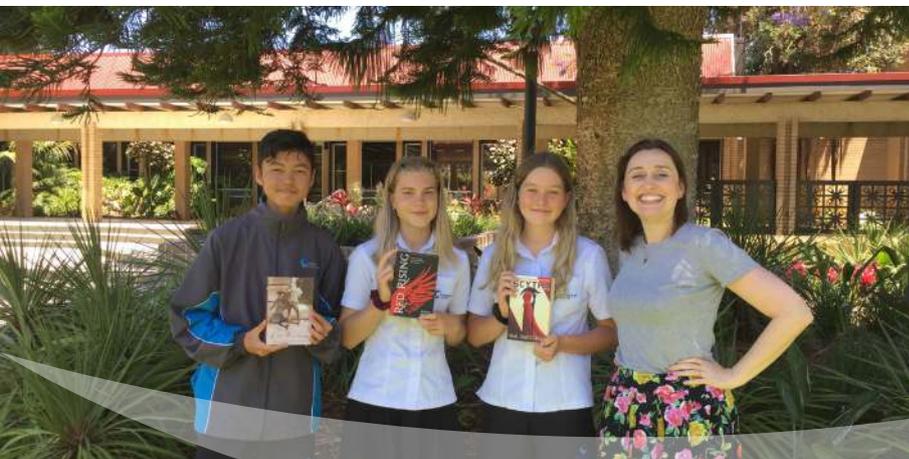
- In 2018 the highest achieving Year 7 students at the end of each semester were students within the Gifted and Talented program
- Students nominating for the 2019 Gifted and Talented program at Fremantle College increased by 60%
- Offers of acceptance for the Gifted and Talented program at Fremantle College in 2019 increased by 100%



Learning Area Highlights

English

- English students participated in a variety of creative writing competitions, including the Primo Lux poetry competition in which Shalorna Dykman-Mippy was a finalist.
- Year 12 ATAR students attended the Curtin University English Conference.
- ATAR English Year 11 students were visited by Hetty Verolme, a Holocaust survivor, to supplement their study of the graphic novel 'Maus'.
- Year 9 and Year 10 General students participated in a SLAM Poetry performance and workshop with award winning SLAM artist, Zohab Zee Kahn.
- Year 8 students had a visit from author Monty Pryor, who read excerpts from his books and shared stories from his childhood that are the inspiration for his writing.
- Year 7 and Year 10 students experienced performances from Poetry In Action.
- A number of students had the opportunity to participate in a radio interview with ABC National's The Hub on Books, discussing their love of books, their favourite book or a book that changed their life.



Learning Area Highlights

Health & Physical Education

Fremantle College participated in numerous carnivals, placing well in all:

- 1st Place - E Division Interschool Swimming Carnival
- 1st Place - Volleyball WA Alcohol Think Again Carnival
- 2nd Place - D Division Athletics
- 3rd Place - Zone Swimming Carnival

Fremantle College participated in the South Coastal Sports Association Competitions, our highlights being:

- 1st Place - Year 8 Girls Netball
- 1st Place - Year 7 Boys Basketball
- 1st Place - Year 10 Boys Basketball
- Fremantle College had teams participate in all year carnivals in Year 7 to 10 in AFL, Netball, Soccer and Basketball

The AFL Academy competed in the following competitions:

- 1st Place - Fremantle Dockers Cup
- 2nd Place - Fremantle Dockers Schoolgirls Cup
- 4th Place - Eagles Schoolboys Cup
- Simply Energy Cup
- All Saints Football Cup

The AFL Academy also participated in:

- Yr 7 Camp with South Fremantle FC/ Fremantle High Performance Camp
- Yr 8 Camp Cultural Exchange Camp to Meekathara in conjunction with South Fremantle Football Club
- Stephen Michael Foundation Lessons for all year groups



Learning Area Highlights

Health & Physical Education

Our Specialist Marine Studies students participated in activities including:

- Stand Up Paddle Boarding
- Canoeing
- Fishing
- Snorkelling
- Power boating and sailing
- SCUBA Diving

We also facilitated the following camps:

- Year 7 Woodmans Point Camp
- Year 8 Point Peron Camp
- Year 9 Rottnest Island Camp and
- Year 10 Coral Bay Camp

Students in Year 10 successfully completed their Skippers Tickets, Bronze Medallion and SCUBA qualifications. Year 8 students completed their Bronze Star and students in Year 9 gained their Level 1 Sailing Certificate.

All students in Certificate II in Sport and Recreation and Outdoor Recreation gained their Senior First Aid certificates.

Our Baseball Specialist Program students continued specialist baseball training once a week with Josh Kenelly (Perth Heat). Diamond Fitness also worked with our students on the fitness side of our baseballers with weights and conditioning training. The Fremantle College team won the Australian Schoolboys Championship, beating Darling Range College in the final.



Learning Area Highlights

Humanities & Social Sciences

- Year 7, 8 and 10 students participated in the Western Australian Debating League Competition and the Fremantle Debating Competition. Our Year 7 team were the Division Winners in the WADL Competition and undefeated Champions in the Fremantle Debating Competition. Our Year 10 team came a close second.
- ATAR Modern History students were extremely busy participating in regular before, holiday and HTAWA student revision tutorials and seminars. Here they learnt that 'practice makes progress' by working on and demonstrating their critical analysis skills and content knowledge through timed tasks.
- ATAR Geography students in Year 11 and 12 went on their semestral fieldwork and put into action all the mapping and geographical skills into real world examples.
- Our Year 10, 11 and 12 students participated in the Mock Trial Competition coordinated by the WA Law Society. The competition provided students with an opportunity to learn valuable skills in research and the development and presentation of persuasive arguments in law.
- Students in Years 7 to 10 had the opportunity to compete in the Australian History Competition and the National Geography Competition. A number of students achieved outstanding results including Annabelle O'Neill (Year 10), Sofia Hourani (Year 9) and Tugsbayar Zolboo (Year 7).
- Year 11 and 12 General Career and Enterprise students participated in Mock Interviews with VET teachers, Associate Principals and external stakeholders. All students acknowledged the relevance of such an exercise and many have used the skills they learnt in interviews outside of school.
- Over fifty Year 9 students participated in the 'Trees 4 Change' Nyoongar Experience. They rehabilitated degraded land, re-established biodiversity and offset carbon emissions, all while also learning about the importance of the lands to the Nyoongar people.



Learning Area Highlights

Mathematics

- Students in Year 7, 8 and 9 entered the University of NSW International Competitions and Assessments for schools (ICAS), with three students achieving a Distinction.
- Year 7, 8 and 9 students participated in the World of Maths Problem Solving incursion.
- Fremantle College trialled the Education Perfect (Mathematics) online program.
- The 'Maths Zone' was established, providing all students daily tutoring sessions, fully supervised by teaching staff.
- Staff attended the Maths Association of Western Australia (MAWA) Convention to upskill on teaching and learning strategies.



Learning Area Highlights

Science

- Involvement by the Year 10 group in the SUBS in Schools program.
- 2nd Place by Team Nautilus in the SUBS in Schools program, then representing Western Australia at the National Finals in Sydney.
- Year 10 female students had the opportunity to participate in the School Pathways Program, Girls in STEAM day at North Metropolitan TAFE.
- Year 10 to 12 students attended the Marine Industry School Pathways Program Career Expo held at Fremantle College.
- Year 11 Biology Camp to Dwellingup.
- Fremantle College trialled the Education Perfect (Science) online program.



Learning Area Highlights

The Arts, Visual and Media Arts

Visual Arts

- Successful inaugural Art Exhibition featuring work from Visual Arts and Media Arts
- Wednesday 'Artynoons' for students to work on special pieces for the Art Exhibition, as well as creative extension.
- Students have explored the elements and principles of design and have had an in depth introduction to colour, its moods and its emotive applications. Arts conventions have been used and manipulated to produce self portrait masterpieces.
- Upper School students explored the 'seven deadly sins' in their Vices and Virutes Project and the spiritual concept of consciousness in creator, creation, creative and the supernaturally divine.

Media Arts

- Successful inaugural Art Exhibition featuring work from Media Arts.
- Students produced rolling footage of best pieces produced throughout the year.
- Introduction of Media Arts for Year 7 and 8 students to Fremantle College.
- Opportunity to access high-end professional cameras for live filming during the Music Extravaganza to our students.
- Year 12 ATAR students filmed and produced the college's first staff farewell for the Year 12 students.



Learning Area Highlights

The Arts, Performing Arts

Highlights for the Year 7 Performing Arts Academy:

- Setting up of the new Fremantle College Performing Arts Centre and facilities.
- Formation of the inaugural Performing Arts Academy.
- 2018 College Open Day Presentation by students.
- Semester 1 Performing Arts Night performances: Students progressed their skills in drama through the preparation and performance of short scenes, and integrated dramatic and musical skills through the preparation of musical theatre scenes, mastering their transition into vocal performance of song along with organised movement.
- Semester 2 Performing Arts Night performances: Students progressed their skills in drama through the preparation and performance of short scenes, and integrated dramatic and musical skills through the preparation of musical theatre scenes, mastering their transition into vocal performance of song along with organised movement.
- Specialist choreography incursions in the College theatre.
- 'Australia Playhouse' Shakespeare incursion performance in the College theatre.
- Performances at the Fremantle College Specialist Music 'Extravaganza' in the College Hall.
- The formation and development of the Fremantle College Lunchtime Drama Club.
- Presentations at the 2018 Fremantle College Specialist Programs Expo.



Learning Area Highlights

The Arts, Specialist Contemporary Music

Our Specialist Contemporary Music students have attended performances and workshops in our Visiting Artist Series including: The International Brass Quintet, Indian Classical Music expert Dr Sadanand Mankar, WA's premier jazz orchestra the Oz Big Band and the Fremantle based band Superego. Our lower school students also attended an open rehearsal by the West Australian Symphony Orchestra.

All Year 7 and 8 students attended an intensive rehearsal camp at Serpentine Camping Centre, taking part in photo shoots and workshops as part of a media project, team building activities and of course, lots of rehearsal and song writing sessions.

Our musicians have participated in numerous performances including 12 Family and Friends Showcases, an Autumn Concert, Assemblies and Concert Pracs.

Some of the highlights of our performance calendar were:

- College Welcome Day when students performed on our Solar Stage.
- Our Vocal Group performed at the West Australia Government Schools Choral Festival and received the highest possible 'Outstanding' from the adjudicator.
- Term 3 Concert Prac with Dr Geoff Lowe and 17 Pre-Service Teachers from Edith Cowan University, all of whom were amazed at the standard of our musicians, the WAAPA rivalling, state of the art facilities in the Calvert Music Centre and the level of engagement of our Specialist Music Students throughout a rigorous day of performances and critiques.
- Movie Hits Extravaganza! With 110 Specialist Students, 139 Primary Schools Students, 17 bands, an orchestra, a choir, 3 live video cameras, our 5m screen and lots of energy we presented two performances; a Schools Performance to 200 students from six local schools during the day and then the main event in the evening to a hall filled to standing room only, with more than 700 family, friends, community members and special guests.
- Semester 1 Performing Arts Night performances.
- Semester 2 Performing Arts Night performances.
- Presentations at the 2018 Fremantle College Specialist Programs Expo.



Learning Area Highlights

Technologies

- Engineering Certificate II students and General students experienced virtual welding in the Trade Training Centre with the latest computer simulated welding practice.
- Upper school students in Materials - Metal, welded, grinded, guillotined, hammered, forged, drilled, heated, plasma cut, painted their way to some great models, including rocket stoves for camping.
- Year 7 students made electronic and mechanical wooden models as STEM projects in the workshops. They made pencil boxes, wooden planes, wooden cars, robot people, sewed in the special materials room and cooked up a storm in the new commercial kitchens.
- Our mechatronics students made electric cars, ferris wheels, soccer-bots and programmed lego robots.
- Specialist ICT students programmed Lego ev3's to dance, entered a computer competition and experienced a Robo Girls incursion.
- Year 7 students learned about computers as tools not as gaming consoles. They learnt to log-in, email, submit work on Connect, animate, programme, and got a fundamental understanding of how computers and networking works and the parts that cause them to 'GO'.
- Year 8 students were introduced to the Trade Training Centre to complete an introductory metalwork course where they got to see and use a variety of trade machinery.
- The Trade Training Centre laser cutter was used to cut out special parts for our SUBS in Schools competition entries.
- All the workshops were fitted-out and stocked up for use at the beginning of the year with two specialist rooms created; a STEM room and a drawing/preparation room.



Learning Area Highlights

Technologies - Home Economics

Home Economics has been a busy and dynamic department in 2018, with many wonderful meals and textiles projects produced, including:

- Year 7 and 8 students learnt to cook a variety of different recipes in food technology and about both machine and hand-sewing techniques in textiles, producing pencil cases and shopping bags.
- Learning about International Foods was tackled by Year 9 classes, who had a focus on Asian and Australian techniques and flavours, designing and creating their own bento boxes. The Australian focus had students making Australian flavoured muffins with products such as wattle seed, lemon myrtle and strawberry gum.
- Year 10 Food students had the opportunity to make a range of International dishes, designing and creating their own recipes from researching different countries.
- Year 9 and 10 Textiles students developed and expanded their skills and techniques of sewing, design and decorating by creating a range of items.
- The Certificate II in Hospitality students completed units that allowed them to develop their food production and team work skills. All of these skills were put into practice for a cocktail party held for family and friends.
- Year 12 Hospitality students completed their Barista course and First Aid certificate this year.
- Year 12 students displayed their workplace skills, hosting a mocktail party for teachers and invited guests. They also prepared food and provided service (and lots of coffee) for a number of breakfast functions through the year.
- Food Science and Technology in Year 11 Students participated in “The Big Bake Off”, showcasing their baking skills. The investigation into methods of cookery aided our students to develop a variety of skills.



Student Services Highlights

Year 7 to 10

- Introduction of boxing for girls - helping develop fundamental movement skills, resilience and confidence.
- Ignite Mentoring program was co-ordinated over a ten week period for selected students. The program was aimed at developing resiliency in students and building communication skills. This included a day excursion to UWA, whereby a range of learning activities including extracting DNA from a fruit, computer programming and sports science activities were completed.
- ROC - Resilience, Optimism and Confidence Wellbeing Program over four weeks targetted a range of girls who were supported to develop their skills in these areas.
- Year 10 counselling evening - aiding students and parents to decide upon subject choices for Year 11.

Year 11 and 12

- Introduction of Student Representative Council (SRC) and Head Boy and Head Girl roles
- Year 12 College Ball
- Year 11 River Cruise
- Introduction of Elevate program, to aid students with study techniques
- Year 12 Presentation Evening
- Book Week activities - organised by the Year 12 Year Group

All year groups conducted Awards Assemblies, providing a wonderful opportunity to celebrate student academic and sporting achievements, attendance awards and college values awards.

A Student Voice Team was formed to work closely with Student Services to plan reward activities and assemblies.

Year group Parent Information Sessions, providing parents with the opportunity to attend and keep up to date with relevant information specific to the year of their child.



Student Services Attendance

Fremantle College use the Academy recording mechanism, to ensure attendance figures are accurate, allowing for rigorous monitoring and review of student attendance.

Attendance Figures - 2018

FREMANTLE COLLEGE

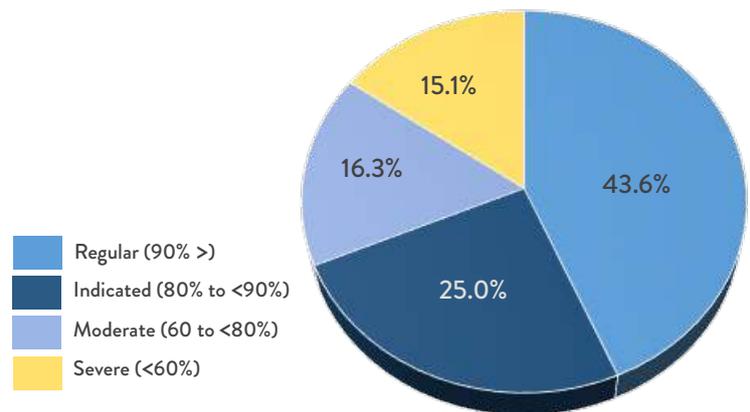
84.6%

WA PUBLIC SCHOOLS

87.6%

At Fremantle College, we have introduced the below strategies to facilitate improvement in our current attendance figures:

- Target groups of students in the “Indicated 80-90%’ range with attendance incentives and rewards.
- Streamlining of communication and documentation processes.
- Targeted follow up and case management of specific students and cohorts.
- The employment of external support agencies for specific students and cohorts, such as participation trial program managed by Imagined Futures.



Effective Teaching and Leadership

National Schools Survey

Priority Area

Fremantle College participated in the National School Opinion Survey in 2018. As this was our inaugural year, there is no current data to compare trends, however we look forward to comparing and reporting on trends in coming years and ensuring we work to meet or exceed our Business Plan targets. Three of our Business Plan Target area results are below:

National School Opinion Survey Results - 2018

Our Business Plan target is a score of 3.8 or above for the below:



QUESTION



STUDENT



PARENT



STAFF

Teachers at this school expect students to do their best

4.2

4.0

4.3

Teachers at this school motivate students to learn

3.6

3.6

4.1

Teachers at this school provide useful feedback

3.6

3.6

4.0

At Fremantle College our teaching and learning framework is based on evidence about what has the greatest impact on student learning. Two of the top five factors that have the greatest influence on student achievement are a teachers estimate of student potential and strategies that emphasise and deliver constructive feedback. The survey indicates students rate the college very highly with regard to staff expectations of students and soundly in the domain of useful feedback. This is promising in the colleges first year of operation and on track to meet targets.

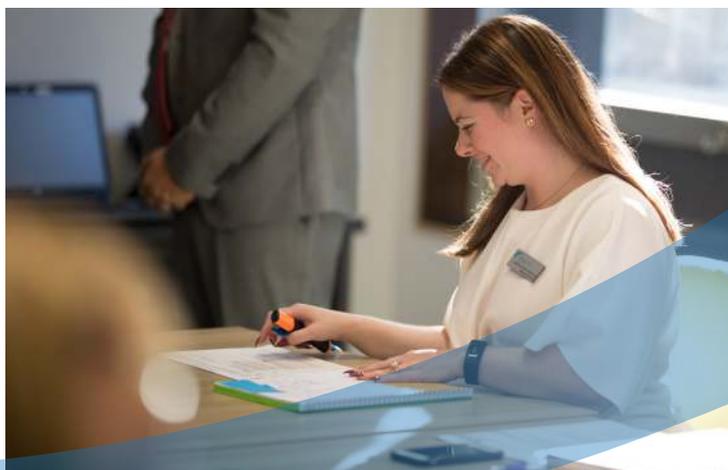
Effective Teaching & Leadership Professional Development

Priority
Area

Fremantle College is committed to ensuring that all staff receive professional development in the areas that directly compliment the aspirations outlined in our College Business Plan, as well as that meet our targets for implementing a teaching pedagogy that ensures student progress is optimised. In addition, Fremantle College complies with all mandated professional development that ensures all staff understand their responsibility in meeting Department of Education policies, guidelines and regulations.

Over the six mandated school development days, our staff completed a number of courses based around our core focus areas of:

Teaching and Learning Framework	All Teaching Staff
Aboriginal Cultural Standards Framework	All Teaching Staff
Positive Education	All Teaching Staff
Trauma Informed Teaching Practice	All Teaching Staff
Differentiating Curriculum	All Teaching Staff
GERRIC Gifted and Talented	15 Staff
Leadership Development	10 Staff
CMS - Classroom Management Strategies	12 Staff
Graduate Teacher Professional Learning	10 Staff



Effective Teaching & Leadership

Our Teaching Staff

Priority
Area

All of our 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

OUR TEACHING STAFF

- were WACE (Western Australian Certificate of Education) markers
- were on the WACE examining panels
- were on the VET (Vocational Education and Training) examining panels
- were on School Curriculum and Standards Authority (SCSA) Curriculum Advisory Committees for implementation of the Western Australian Curriculum
- were SCSA consultants re-marking descriptions and work samples for new Years 7 to 10 Western Australian Curriculum and Year 12 courses and exams.
- taught seminars preparing students for WACE exams
- wrote and moderated exams
- were guest speakers at universities
- were OLNA markers
- were NAPLAN markers
- were Level 3 classroom teachers
- evidenced portfolios for staff progressing from provisional to full registration for the TRBWA
- were Marine Biologists
- hold a Doctorate in Physics



Effective Teaching & Leadership

A Flourishing School

Priority
Area

Fremantle College participated in the National School Opinion Survey in 2018. As this was our inaugural year, there is no data to compare trends at this stage, however we look forward to comparing and reporting on trends in coming years and ensuring we meet or exceed our Business Plan targets. Three of our Business Plan Target areas are:

“Feel safe at school”, “Behaviour at the school is well managed” and “Students like being at school”. At Fremantle College we are committed to developing a safe and positive environment where all students feel welcome and respected. We have implemented a number of strategies in 2019 to create a safe and orderly learning environment.

All year groups have a dedicated Year Co-ordinator that students can access for support. The Year Co-ordinator is available to assist with conflict resolution, mediation, bullying and any other issues that arise. Our Year Co-ordinators also develop positive pro-social activities within the college for students to access. Both lower school and upper school are ably led by a Level 3 leader aligned to a Deputy Principal. This structure, as well as the school psychologist, chaplain and nurse, allows for a high level of care and concern for all students.

In addition, the college has implemented a number of evidence based programs to assist students with their resilience, mental health and social and emotional development. Some of these include the ‘Bullying No Way!’ program, ‘Be You’ mental health framework, Positive Leadership initiative and our PERMAH positive education approach.

The college values are reported on twice per year and are recognised at assemblies. These values of Kindness, Positive Leadership, Enthusiasm for Learning, Curiosity and Perseverance are shaping the college culture and are having a positive impact on our students, which will be built upon over the coming years.

The college also acknowledges the role of the positive bystander through the Hero Bystander Award. All Year 7 students completed a series of anti-bullying activities following a theatrical performance during the ‘Big Days In’ program at the start of the year, which supports the development of a positive culture from the start of their journey into secondary schooling.

STUDENT VOICE TEAM

In 2018, our Student Services staff organised the selection of our Student Voice Team. This team of 10 students was selected to form our Inaugural Student Voice Team. The team met weekly with Student Services staff to discuss student concerns, plan and organise events and organise fundraising activities on behalf of the student group. Our Year 9 Student Voice team members also participated in the Ignite Mentoring scheme. As a team, the Student Voice organised a cupcake fundraiser for Pink Hope and an End of Year Cinema experience to raise funds for worthy causes. We will be continuing with our Student Voice team and introducing Student Councillors to ensure our student group have the opportunity to collaborate and lead their peers.



Effective Teaching & Leadership

Community Partnerships

Priority
Area

COMMUNITY PARTNERSHIPS

Fremantle College has established a strong transition program, developing opportunities for primary students within the local intake area to engage with the college and high school setting prior to their shift from primary schooling. The college offers primary programs in Music, Specialist Marine Studies, Science and Gifted and Talented education.

The Year 7 Transition Program includes orientation days in Term 4 for all in-coming Year 7 students that are well attended, enabling students to familiarise themselves with the college environment and build confidence for their start to secondary schooling. A smaller, separate transition program is offered to Students at Educational Risk, wherein they are introduced to staff, programs and planning. The transition for parents is also acknowledged with a Parent Information Evening following the Year 7 Orientation Day. Transition meetings are held in Term 4 with all Network primary schools to better inform planning for in-coming students. At the start of the school year a two day Big Days In program assists new Year 7 students to settle in, with team building activities, practical sessions on using a diary and timetable, and participation in an anti-bullying program.

Additional community transition programs and events at Fremantle College include:

- Year 5 Marine Taster Day
- Specialist Contemporary Music concerts and showcases
- Gifted and Talented Transition Program
- Specialist and Academy Program Expo
- Gifted and Talented Activity Afternoon
- Parent Information Sessions
- Primary school visits – Year 5 and 6
- Primary school Science excursions to Fremantle College
- Fremantle College afternoon tours
- Community Welcome Afternoon



Student enrolments for Year 7 2018 exceeded expected numbers by approximately 20%, and enrolments continued to grow throughout the school year. Students enrolling from Network primary schools increased by 15% on previous data. Applications for 2019 Specialist Programs and Academies also increased, with applications for Specialist Marine Studies increasing by over 100%.

Fremantle College works closely with 15 local intake primary schools, and a Network for these schools has been established. Individual groups that have been formed within this Network include Principals, Deputy Principals, Managers of Corporate Services and Curriculum Leaders. Identified outcomes for this Network comprise of collaborative professional learning opportunities, resource sharing and data analysis.

Effective Teaching & Leadership

Community Partnerships

Priority
Area

Fremantle College welcomed the Clontarf Foundation into our college in Term 2 of 2018. In the short time they have been part of our college, they have had a significant influence, dramatically improving the attendance of the students participating in the Clontarf program.

Community engagement is extremely important at Fremantle College. As a new college, it has been important to communicate effectively and often with our parent group, providing opportunities for our parents to attend the college and keep them up to date with new initiatives and strategies.

We held a number of functions at the college during 2018, with attendance rates from our parent groups very high:

Event	# of Attendees
School Tours	550
ANZAC Day	100
Welcome Day	1000
Year 4 & 5 Specialist and Academy Expo	300
Parent Information Nights	700
Awards Assemblies	300



“The Clontarf Academy students have really embraced the values and culture of Clontarf, which is starting to be reflected in their school results. A significant reason for this is due to the terrific support we’ve received from the Fremantle College Principal and staff. I want to give my personal thanks to you all for being so welcoming of our staff and for being so encouraging of our students. Our combined effort is the key to giving these students the best chance at a well-rounded education and successful life post school. We have had a strong programme of activities this year that has included regular training sessions, multiple camps, excursions and community events which have built a strong base to work from in 2019. Thank you again for your support.”

– Phil Gilbert, Academy Director

Student Characteristic Funding Autism Extension Program

Fremantle College, in its inaugural year, has facilitated an Autism Extension Program (AEP) that formally caters to 8 students with Autism in the mainstream secondary setting. This foundation program is built on the success of the highly regarded program at South Fremantle Senior High School. Informally, the AEP has supported the individual needs (academic, social, emotional and behavioural) of over 30 students with a diagnosis of Autism Spectrum Disorder at Fremantle College across Years 7 to 12, with the aim of ensuring success for all students at Fremantle College.

The purpose of the Autism Extension Program is for high-functioning Years 7 to 10 students with a diagnosis of Autism Spectrum Disorder (ASD) and significant social and emotional challenges to have the opportunity to participate in mainstream educational programs and other school based activities while being supported in Autism specific areas.

Each program consists of 6 to 8 students and is supported by one specialist teacher and two Education Assistants. A designated homeroom is also a key feature of the program. The program targets academic engagement and achievement, organisational skills, social cognition development, positive peer relationships, emotional self-regulation and resilience, with a view to increasing student confidence and independence. Along with the College's PERMAH Framework and commitment to Positive Education, the provision of the Specialised Learning Program significantly contributes to a sense of belonging and overall wellbeing for students with ASD in our mainstream public secondary school.



100% Achievement of SEN AEP Personal Goals



Student Characteristic Funding Autism Extension Program

Outcomes and highlights of the AEP in 2018:

- Positive attendance at school
- Enhanced participation in a range of mainstream subjects
- Strong emotional resilience and self-regulation through a sustained, quality homeroom program
- Positive peer engagement
- Development of skills that will support them in upper secondary and the post school environment
- Participation in a broader curriculum where there is a match with their interests and capacity
- Meaningful prospects for vocational and further education

Mainstream Achievements:

Year 7 participant attended Year 7 AFL camp

Year 8 participant member of debating team

Year 9 and 10 participants attended all subject specific excursions (including specialist programs such as Marine Science)

Year 10 participant competed in School Swimming and Interschool Swimming carnivals



Outstanding Academic Achievement Award for Semester 2, 2018 results awarded to AEP Participant, Lucy Kell, Year 10

Student Characteristic Funding

Aboriginal Education

At Fremantle College every student has the ability to succeed and we aim to prepare our students to thrive in the workforce and in their journeys through life. To support this goal for our students with Aboriginal heritage, we run the Department of Education funded program Follow the Dream (FTD).

FTD is a tutoring and mentoring program for high achieving students with Aboriginal heritage and runs for one hour after school, four days a week. FTD participants enjoy afternoon tea while catching up with friends in a relaxed environment before having access to experienced tutors from each of the core learning areas. FTD students are able to access support with their homework, study for upcoming assessments and prepare for part time employment, university entrance or further training. As well as tutoring and mentoring after school, students have access to special excursions to universities, work places, reward activities and cultural enrichment experiences. FTD is a fantastic community to be a part of for students wanting to further themselves through education and strive to achieve their very best.

The highlights of the FTD program in 2018 were:

- Primo Lux Poetry Prize Winner - Shalorna Dykman-Mippy, 3rd prize for her poem "The Lost Girl"
- Australian Government Work Exposure in Government Program Scholarship awarded to Alkira Gamble
- NAIDOC Week Celebrations, including production of Six Seasons Mural
- Reconciliation Day Walk
- Notre Dame Walyalup Day visit
- Murdoch University's Deadly Dreaming Day
- UWA Year 8 Discovery Day
- UWA and St Catherine's College Visit
- Chevron Scholarship - seven of our FTD students received the Chevron Scholarship. This scholarship included \$3500 to be used for school purposes, as well as a unique opportunity to take part in a careers based mentoring program held at Chevron three times throughout the year. The ASSP Chevron visits are designed to expose students to the Oil & Gas industry
- WEX 2018 Scholarship awarded to Alkira Gamble - this Australian Government Work Exposure in Government Program Scholarship is an interactive five day program of learning, leadership career planning and cultural mentoring
- FTD students volunteered at the East Hamilton Hill Primary School Fete



Student Centred Funding Funded Improvements

Other than the new purpose built buildings completed in 2017, the grounds of Fremantle College are now over 50 years old, requiring ongoing maintenance and refurbishment to ensure we are able to provide modern learning spaces for all students and staff. Our College continues to actively pursue much needed funds from lobbying governments and the Department of Education.

We made a significant number of improvements in 2018, including:

- Installation of CCTV cameras in and around the college exterior
- Installation of beach volleyball courts
- Construction of spectator zone in pool area
- Demolition of derelict caretaker's house
- College Cafe refurbishment
- Access vehicle for grounds staff
- Painting of various external areas

Fremantle College received special purpose grants from:

- SUBS in Schools for Sydney competition
- PALS grant for Aboriginal Education
- Local Projects for Local Jobs for Hall painting

The Department of Education funded refurbishment at Fremantle College of the:

- E Block Autism rooms
- J Block
- Recreation Centre change room facilities



Student Centred Funding Targeted Initiatives

Targeted Initiative is one of the components of annual Student Centred Funding provided by the Department of Education. Fremantle College receives funding for the following programs:

Targeted Initiatives

Program

Program	Salaries	Cash
Graduate Teacher Support	\$14,888.80	\$1,023.80
Level 3 Classroom Teachers	\$22,052.00	\$0.00
Autism Program	\$244,700.00	\$95,308.00
Autism Program	\$323,813.00	\$0.00
Maritime Industry Pathways	\$16,500.00	\$9,500.00
Gifted and Talented Academic	\$166,219.00	\$6,150.00
National School Chaplaincy	\$20,000.00	\$1,012.50
Delivery of Mental Health	\$11,096.00	\$0.00
Follow the Dream	\$196,393.00	\$17,521.00
VET - Vocational Education Training	\$197,082.26	\$0.00
Local Projects Local Jobs Grant	\$0.00	\$23,000.00



Financial Summary as at 15 January 2019

REVENUE - Cash and Salary Allocation

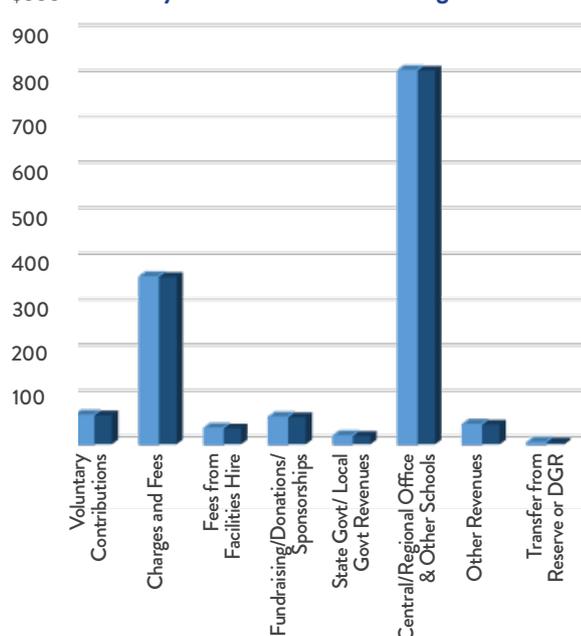
	Budget	Actual
Voluntary Contributions	\$63,533.00	\$63,533.25
Charges and Fees	\$366,737.00	\$366,734.78
Fees from Facilities Hire	\$34,871.00	\$34,870.94
Fundraising/Donations/Sponsorships	\$59,364.00	\$59,363.77
Other State Govt/Local Govt Revenues	\$18,440.00	\$18,440.00
Central/Regional Office and Other Schools	\$818,647.00	\$818,647.41
Other Revenues	\$43,190.02	\$43,191.63
Transfer from Reserve or DGR	\$4,330.00	\$4,330.00

Total Locally Raised Funds	\$1,409,112.02	\$1,409,111.78
Opening Balance	\$1,233,123.91	\$1,233,123.91
Student Centred Funding	\$676,418.00	\$676,417.83
Total Cash Funds Available	\$3,318,653.93	\$3,318,653.52
Total Salary Allocation	\$12,017,072.00	\$12,017,072.00
Total Funds Available	\$15,335,725.93	\$15,355,725.52

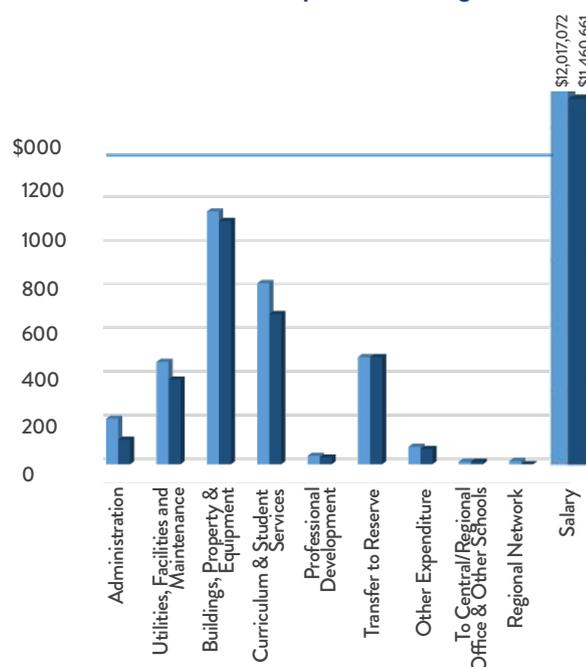
EXPENDITURE - Cash and Salary

	Budget	Actual
Administration	\$208,741.00	\$111,954.37
Utilities, Facilities and Maintenance	\$468,088.00	\$387,483.80
Buildings, Property and Equipment	\$1,156,325.00	\$1,113,129.42
Curriculum and Student Services	\$828,712.00	\$687,404.44
Professional Development	\$38,500.00	\$30,332.08
Transfer to Reserve	\$490,268.00	\$490,268.00
Other Expenditure	\$79,048.00	\$69,807.53
To Central/Regional Office & Other Schools	\$12,207.00	\$12,206.55
Regional Network	\$15,089.00	\$431.82
Salary	\$12,017,072.00	\$11,460,661.00

Locally Generated Revenue - Budget vs Actual



Goods & Services Expenditure - Budget vs Actual

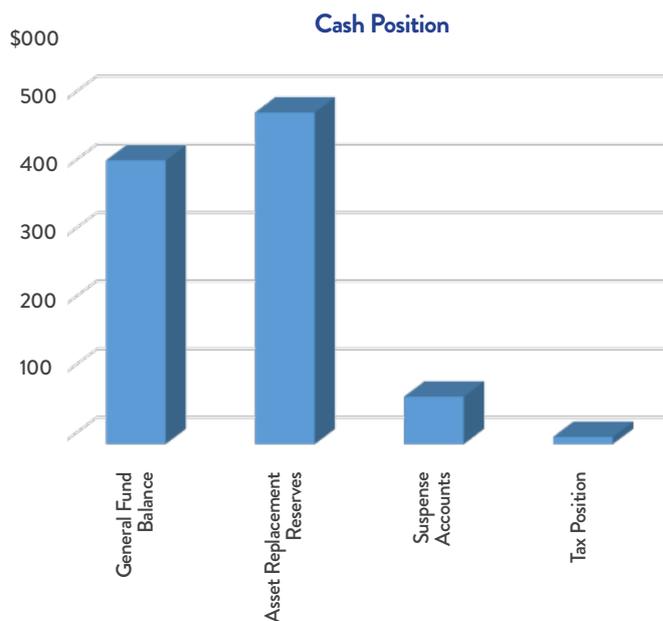


■ - Budget
■ - Actual

Financial Summary as at 15 January 2019

Cash Position:

Bank Balance	\$960,583.10
Made up of:	
General Fund Balance	\$415,635.51
Asset Replacement Reserves	\$485,938.00
Suspense Accounts	\$69,547.55
Tax Position	\$10,537.96





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COLLEGE

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