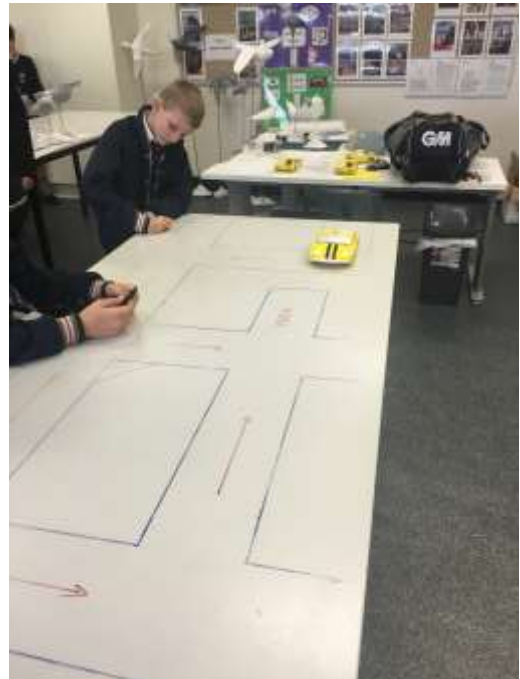




# Fremantle Christian College

Laying the foundations of  
**“Faith, Character and Courage”**  
in every student for greatness in all of life



**Annual Report 2016**

## ABOUT OUR COLLEGE

### Background & Values

- The origins of the College date back to 1903 when Hamilton Hill School first opened its doors to students.
- In December 2002 ownership of the College was transferred to New Life Christian Community, a local church in Fremantle.
- In 2014 a decision was made to expand the school to include a Secondary School and the name was changed to Fremantle Christian College.
- 2017 sees the first intake of Year 8 Secondary School students.
- Fremantle Christian College has an open enrolment policy. All enrolment applications are considered, regardless of religious affiliation.

### Motto:

The College logo features a colourful and diverse 'nest'. In the center of the nest is the subtle outline of a cross, which reflects the reality that Jesus Christ is at the center of all we do. The nest also highlights the reality that the College is a place of nurture. Our goal is to prepare and equip this generation of children and teenagers for life ahead, with its many challenges, hopes and successes. The different colours, sizes and overlapping patterns in the nest capture the diversity of the College community and the importance of relationships

### Mission:

The mission of the College is to provide a high standard of private education in a Christ-centred context, catering for the individual needs of all students and fostering a desire for learning and excellence. Within this framework students will be encouraged to develop:

- A love for learning and the motivation to attain their potential.
- The ability to apply knowledge and life skills as they discover their personal talents.
- Self-discipline.
- Respect for self and others.
- A personal awareness of God and the application of biblical principles.

## OUR COLLEGE COMMUNITY

### College Staff

All our staff are Christian men and women of character. They are selected on the basis of merit, qualifications, skills as well as an attitude of commitment and care towards our students. They are expected to be examples upon which children can confidently model themselves. Teachers see their work here as a service to the community, and not just a job. Students benefit from the strong positive relationships developed at FCC. The College provides students with all the skills and experiences they need to make informed choices in life and to be fully prepared to make a positive contribution to society.

### Staff Composition

2016	
Total Teachers	12
Part Time Teachers	6
Full time Teachers	6
Principal	1
Ancillary Staff	3
Support Staff	3



### Staff Retention

Over the course of 2016 two part time staff members left the College.

### Staff Qualifications

Surname	Given Names	Qualifications
Ashton	Michael	Bachelor of Arts; Higher Diploma of Education, Royal Chartered Institute of Administrators and Secretaries.
Au	Brenda	Bachelor of Education - Primary with Minor in Early Childhood Education

Milliken	Dale	Master of Education, Post Graduate Certificate in Education, Bachelor of Arts (Hon)
Jongpaiboonkit	Suzanne	Bachelor of Arts (Communication Studies), Graduate Diploma in Education (Early Childhood Studies)
Dos Santos	Cydcherie	Bachelor of Education degree (Foundation Phase and Early Childhood development)
Soh	Gracia	Bachelor of Education (Primary); Cert 3 & 4 in Education Support
Leal	Susanna	Bachelor of Education (Primary)
Chong	Serene	Bachelor of Education Conversion Course for Qualified Teachers, Diploma of Teaching (Early Childhood Education)
Fleming	Robyn	Bachelor of Arts (Music Ed) And Associate in Music Australia in Singing Performance
Panton	Janice	Bachelor of Science (Maths Major), Diploma of Education, Associateship in Theology
Black	Kevin	Bachelor of Education (Honours)

		Master of Education Graduate Diploma of Divinity
McCarthy	Sarah	Bachelor of Secondary Art Education
Surijata	Francesca	Graduate Diploma of Secondary Education (LOTE and Media Studies); Bachelor of Arts in Mass Communication; Graduate Certificate of Design and Technology Education
Ashton	Gail	Bachelor of Science (Maths); Higher Diploma of Education
Price	Andrew	Bachelor of Science in Theological Studies; Graduate Diploma in Education; EHS Diploma of Education
Hollett	Nathan	TRBWA Limited Registration to Teach

### **Staff Attendance**

The College is very fortunate to have a team of passionate and dedicated teachers who value student achievement and work exceptionally hard to deliver quality programs in a loving, caring and Christian context. The average number of days attended by staff members was 99%

### **Teacher Professional Learning**

All teaching staff have engaged in a minimum of 5 days of professional learning per year. In 2016, some examples of the whole teaching staff professional learning included:

- Curriculum improvement
- Performance management
- Classroom/Behaviour management and discipline
- Anaphylaxis management and training
- Epilepsy
- Keeping Safe

- Mandatory Reporting (&updates)
- Emergency First Aid training
- Inclusive Education processes
- Evacuation and Procedure
- Internal Mentoring and Training
- Royal Life Saving
- Integrating technology into the classroom

### Communication

Communication is a very important aspect of effective education. The College aspires to ensure that this is achieved. In addition to the conventional classroom notes and diary communication, phone calls and email communication, parent and school interaction is further enhanced through:

- Newsletters
- Weekly updates
- Assemblies
- Parent information evenings
- Open Day
- Parent/student activities
- Presentation nights
- Parent seminars
- The College website
- Facebook

### Key Student Outcomes

#### Student Attendance

	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2016(%)	94	91	94	94	93	93	92	98

The Student Attendance Register (Class Roll) is completed twice each day by teachers, once at the beginning of the day and again after lunch.

Unexplained absences are followed up by the Admin Office staff, via text, phone call and email to the parents or guardians.

Letters are printed and posted when these communications are not responded to.

A record of all variances is maintained in accordance with legislated requirements and to ensure our duty of care obligations are well met.

Absences are for reasons ranging from illness to family holidays or trips taken during the school term. Peaks in Years 1, 3 and 6 relate to some individual families with particular circumstances

Early departures are for medical and dental appointments as well as other non-school-related activities that students leave to attend before the end of the school day.

Late arrivals are recorded through late notes that are completed on late arrival.

All students are required to supply written confirmation of a full day's absence upon their return to school. Students who are absent from the College in excess of 2 days are required to provide medical certification upon their return to the College.

### Post Primary School Destinations

A history of students graduating from Fremantle Christian College Primary School show a range of high school enrolments, including our newly opened Fremantle Christian College- Secondary school as well as Kennedy Baptist College, Thornlie Christian College, Dale Christian School, Carey Baptist College, Leeming SHS and Seton Catholic College.

### College Website

In January 2015 the College Website underwent a complete upgrade and makeover. Relevant information and Newsletters are available on the College website.

### NAPLAN

During 2016 students in Years 3, 5 and 7 completed the NAPLAN Benchmark Assessments.

A summary of their performance relative to the average standards achieved by the State is summarized below.

Year 3 2016	FCC	State
Reading	422	413
Writing	426	408
Spelling	399	400
Grammar	431	424
Numeracy	395	388

Year 5 2016	FCC	State
Reading	564	489
Writing	486	471
Spelling	482	493
Grammar	579	496
Numeracy	558	486

Year 7 2016	FCC	State
Reading	516	537
Writing	477	512
Spelling	512	540
Grammar	501	537
Numeracy	527	548

For a number of years FCC has consistently performed above similar schools. In 2016 the Primary School NAPLAN results were the second most improved results in the State and

the nineteenth most improved in all of Australia. Initiatives including PATT Testing, South Australian Spelling Testing have helped identify learning needs. The adoption of phonics in the Early Years together with an intentional focus on phonics within the Year 3-6 Literacy lessons have significantly helped improve our students results.

The Senior School has enrolled a number of students who had not attended the Primary School and this has impacted the cohort results. Whilst individual student's results were still very high we have enrolled a number of students with gaps in their education. To address this problem all students undergo PATT testing to identify specific areas of weakness. For a period of time the class was broken into small groups on ability and specific remedial programs were implemented. A breakfast club and an early morning tutoring sessions



### College Chaplain

We are pleased to have Mrs Elisa Wintermann serve our College community as chaplain for 1 day a week. Her role in supporting children who are in need of a little help and extra care from time to time is essential to the well-being of our students. The role is funded by the National School Chaplaincy Programme (NSCP) which focuses on the delivery of pastoral care through school chaplains.

### SATISFACTION SURVEYS:-

#### PARENT Survey:

1. Teachers expect my child to do his or her best.  
**97% (93% in 2015) of parents feel very often or always**

2. Teachers provide my child with useful feedback about his or her work.  
**54% (71%) of parents feel very good or excellent.**
3. Teachers treat students fairly.  
**74% (83%) of parents feel very good or excellent.**
4. The school is well maintained.  
**60% (58%) of parents feel very good or excellent.**
5. My child feels safe at this school.  
**91% (94%) of parents feel very often or always.**
6. I can talk to my child's teacher about my concerns and get a meaningful response.  
**91% (91%) of parents feel very often or always.**
7. Student behaviour is well managed at this school.  
**85% (71%) of parents feel very good or excellent.**
8. My child likes being at this school.  
**95% (96%) of parents feel satisfied or very satisfied.**
9. The school is finding proactive ways to improve.  
**91% (90%) of the parents agree or strongly agree.**
10. This school takes parents opinions seriously.  
**77% (71%) of parents feel very often or always.**
11. Teachers at this school motivate my child to learn.  
**77% (87%) of parents feel very good or excellent.**
12. The school provides good information about activities and expectations for parents and students.  
**83% (71%) of the parents feel the information is about right whilst 11% (23%) feel there is too little.**
13. My child's learning needs are being holistically met at this school.  
**74% (67%) of parents feel very good or excellent.**
14. There is meaningful communication from my child's teacher about his or her learning progress.  
**51% (54%) of parents feel very good or excellent. 31% (29%) feel it is good.**

#### TEACHER Survey:

1. Teachers expect students to do his or her best.  
**100% (100% 2016) of the teachers agree or strongly agree.**
2. Teachers provide students with useful feedback about his or her work.  
**100% (100%) of the teachers agree or**

- strongly agree.**
3. Teachers treat students fairly.  
**100% (100%) of the teachers agree or strongly agree.**
  4. The school is well maintained.  
**58% (60%) of the teachers agree or strongly agree.**
  5. Students feels safe at this school.  
**100% (100%) of the teachers agree or strongly agree.**
  6. Students at this school feel comfortable to talk to their teachers.  
**100% (100%) of the teachers agree or strongly agree.**
  7. Parents at this school feel comfortable to talk to teachers about their concerns.  
**100% (100%) of the teachers agree or strongly agree.**
  8. Student behaviour is well managed at this school.  
**100% (100%) of the teachers agree or strongly agree.**
  9. Students like being at this school.  
**86% (100%) of the teachers agree or strongly agree.**
  10. The school is finding proactive ways to improve.  
**100% (100%) of the teachers agree or strongly agree.**
  11. The school takes teachers opinions seriously.  
**86% (80%) of the teachers agree or strongly agree.**
  12. Teachers at this school motivate students to learn.  
**100% (80%) of the teachers agree or strongly agree.**
  13. Student's learning needs are being met at this school.  
**100% (80%) of the teachers agree or strongly agree.**
  14. The school works with parents to support student learning.  
**100% (100%) of the teachers strongly agree.**
  15. Teachers receive useful feedback about my work at this school.  
**86% (100%) of the teachers agree or strongly agree.**
  16. Staff are well supported at this school.  
**86% (80%) of the teachers agree or strongly agree.**

## STUDENT Survey:

1. My teacher expects me to do my best.  
**100% (100% in 2015) of the students agree or strongly agree.**
2. My teachers provide me with useful feedback about my homework.  
**87% (82%) of the students agree or strongly agree.**
3. Teachers at this school treat students fairly.  
**87% (92%) of the students agree or strongly agree.**
4. My school is well maintained.  
**92% (76%) of the students agree or strongly agree.**
5. I feel safe at my school.  
**94% (92%) of the students agree or strongly agree.**
6. I can talk to my teachers about my concerns.  
**87% (84%) of the students agree or strongly agree.**
7. Student behaviour is well managed at this school.  
**87% (80%) of the students agree or strongly agree.**
8. I like being at this school.  
**96% (83%) of the students agree or strongly agree.**
9. My school looks for ways to improve.  
**86% (84%) of the students agree or strongly agree.**
10. My school takes students opinions seriously.  
**79% (66%) of the students agree or strongly agree.**
11. My teachers motivate me to learn.  
**91% (86%) of the students agree or strongly agree.**
12. My school gives me opportunities to do interesting things.  
**92% (83%) of the students agree or strongly agree.**

## **PARENT REPS**

**Head Parent Reps 2016: Mrs Jaclyn Janseen, Mrs Naomi McDonald, Mrs Melissa Stewart**

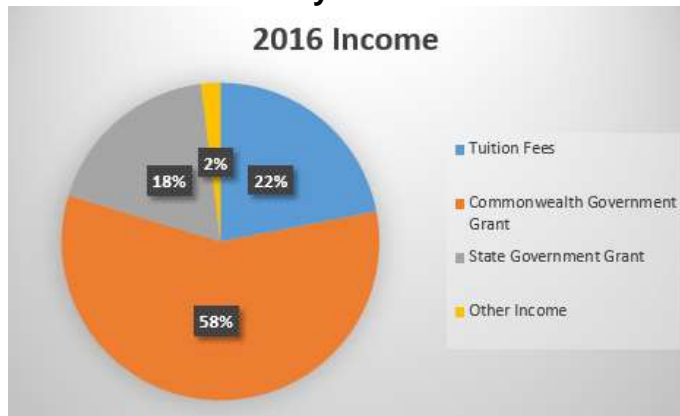
The College runs a system of Parent Reps who are appointed for each class and their role is to provide parental support for the teacher as well as being a medium whereby communication between the teacher and class parent body is enhanced. Over the years the Parent Reps have played a key role in creating community, welcoming new families into the school, supporting the work of the teacher and generally encouraging a healthy environment at FCC.

## COLLEGE INCOME SOURCES FOR 2015

The percentage breakdown of school income for the year is as follows:

Tuition Fees	22.0%
Commonwealth Government Grants	57.7%
State Government Grants	18.4%
Private/Other	1.9%

## FCC Income for the year



## FCC COUNCIL – 2016



Back row: Randy Kraus, Daniel Hollett, Michael Ashton,  
 Front row: Mike Smith, Julie Hollett (Chair), Suzy Forrest.  
 Not pictured: Andy Pelling

## FCC Expenditure for the year



Fremantle Christian College is financially sustainable and able to meet all its commitments.