

**Fremantle**  
Christian  
College

# ANNUAL REPORT

YOUR CHILD BECOMING THE BEST THEY CAN BE

2020

## College Culture

Fremantle Christian College is a warm, friendly school, where children and teenagers are nurtured and thrive in a family atmosphere. Jesus Christ is at the centre of all we do. Each child is important to God and is therefore important to us. There are healthy relationships between students, teachers and parents; parent teacher communication allows for valuable 2-way feedback. The College's relationship with New Life Church and its strong links with parents and the local community, significantly strengthen the school. Despite remarkable growth in 2020, the College culture of care and encouragement has continued to be strong, because staff at FCC embrace their role as a calling rather than a job. Staff at Fremantle Christian College are committed to the development of their students' growth and advancement whether it be spiritual, emotional or academic.

## History

Fremantle Christian College has a long and rich history. In 1903, Hamilton Hill Primary School was opened to ease the pressure of numbers on Coogee Primary School. The original classrooms built in 1903 remain on the site and have been heritage listed by the Cockburn City Council. When the old Hamilton Hill Primary School closed, the site was occupied in 1989 by Southern Christian Academy, which changed its name to Calvary Christian College in 1993. In 2002 the College was adopted by New Life Church (<https://www.newlifefremantle.com/>), a vibrant and growing church in Fremantle, and re-named New Life Christian College. Early in 2014, the Board, in keeping with their belief that the College would eventually have a significant regional impact, re-branded the College and changed its name to Fremantle Christian College. An application to extend the year levels of the College was submitted and shortly afterwards approved by the Minister for Education. The Secondary College was launched in 2016 and will graduate its first cohort of Year 12 students in 2021.

## Vision and mission

Fremantle Christian College provides excellent education as preparation for life through:

- Empowering students to achieve their academic potential
- Preparing students to positively influence society in the midst of great challenges
- Laying a foundation of skills, behaviour and attitude
- Helping students to become who God created them to be

The mission of the College is to instil Faith, Character and Courage in every student, laying the foundations for true greatness in all of life. We provide a high standard of education in a Christ-centred context, where the individual needs of all students are considered and a desire for learning and excellence is fostered. Within this framework students will develop:

- A love for learning and the motivation to reach 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 values and principles

## Goals

A nurturing environment where Jesus Christ is honoured and biblical values are taught

- High standards in education
- Skilled Christian teachers committed to student success
- Recognition of individual talents and abilities
- Strong pastoral care and discipline
- Opportunities for parent participation in the College community
- Students contributing to and serving community needs through fundraising, social action and leadership

## Professional Engagement

### ***Staff attendance***

The average number of days attended by staff members was 97.16%

### ***Staff retention***

Staff retention rate was 91.8% (2 staff retired and 2 staff moved to other schools)

### ***Education staff qualification***

Refer to Appendix 1

### ***Professional Learning***

'I will instruct you in the way of wisdom and lead you on straight paths.' Proverbs 4:11.

At Fremantle Christian College learning is not just for students. The staff are encouraged to be teachable, to regularly reflect on individual progress and identify areas for improvement. All teachers engage in a minimum of 6 days of professional learning (PL) each year. Examples of PL this past year include:

- Mandatory reporting and grooming
- Staff code of conduct
- Anaphylaxis
- Asthma
- First aid
- Complaints policy and procedure
- Discipline policy and procedure
- Levels of care
- Student outcomes
- Curriculum development
- National principles for child safe organisations

## Key Student Outcomes

### *Student Attendance (2020)*

The Student Attendance Register (roll), is completed twice a day by primary teachers and at the start of each period by secondary teachers.

The admin staff follow up absences via text, phone call and email to the parents or care givers. 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.

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.

### *Student Attendance (2020)*

Year Group	Student numbers	Daily average % attendance rate
PP	24	88.83
1	24	92.31
2	24	87.63
3	19	88.95
4	28	91.22
5	19	91.61
6	31	88.88
7	37	90.10
8	50	87.23
9	29	83.56
10	30	84.34
11	14	87.55
<b>Average daily attendance rate</b>		<b>88.51</b>

## Primary School

### 2020 NAPLAN Review (Primary School)

**Years 3 and 5 Review:** Due to COVID 19 NAPLAN was not conducted in 2020.

## Secondary School

### 2020 NAPLAN Review (Secondary School)

**Years 7 and 9 Review:** Due to COVID 19 NAPLAN was not conducted in 2020

### 2020 OLNA Review

Year 9 Review: one round of OLNA sessions were conducted for Year 9s.

Test	Number Students who have not meet the standards	Percentage of the cohort who did not meet the standard by the end of 2020
Writing	9	30%
Reading	9	30%
Numeracy	13	43%

Year 10 Review: Two rounds of OLNA Sessions were conducted for the Year 10s

Test	Number Students who have not meet the standards	Percentage of the cohort who did not meet the standard by the end of 2020
Writing	3	11%
Reading	9	32%
Numeracy	6	21%

Two rounds of OLNA Sessions were conducted for the Year 11s

Test	Number Students who have not meet the standards	Percentage of the cohort who did not meet the standard by the end of 2020
Writing	0	0%
Reading	1	7%
Numeracy	2	13%

By the end of Year 12 students will have up to seven opportunities (including NAPLAN) to complete their OLNA requirements. We believe that the vast majority of students will gain the standards before Year 12. To ensure this we provide regular training sessions for OLNA literacy and numeracy which is up to two periods a week. We are finding that students are improving in every session and approximately 50-75% of any cohort meet the standards in the examination at every session.

## Performance Review

Annually staff, students and parents are asked to complete a survey to gain feedback on the service delivered to the community. All staff, all students and majority of the parents in the community responded.

### Staff Survey Results

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers at FCC provide students with useful feedback	2.3%		13.6%	68.2%	15.9%
Teachers at FCC treat students fairly		2.3%	4.5%	43.2%	50%
FCC is well maintained		2.3%	25%	59.1%	13.6%
Students feel safe at FCC	2.3%			43.2%	54.5%
Students at FCC can talk to teachers about their concerns			2.3%	50%	47.7%
Parents at FCC can talk to teachers about their concerns			2.3%	38.6%	59.1%
Students' behaviour is well managed at FCC		4.5%	4.5%	56.8%	34.2%
Students like being at FCC			2.3%	68.2%	29.5%
FCC looks for ways to improve			4.5%	61.4%	34.1%
Teachers at FCC motivate students to learn			11.4%	59.1%	29.5%
Teachers have enough physical resources to differentiate/meet students' learning needs		15.9%	31.8%	45.5%	6.8%
Teachers have the ability/knowledge to differentiate learning to meet students' needs		2.3%	18.2%	63.6%	15.9%
Staff are well supported at FCC		4.5%	13.7%	40.9%	40.9%

### Primary Student Survey Results

Aspect	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My teachers expect me to do my best	0.7%	0.7%	5.2%	32.0%	61.4%
My teachers provide me with useful feedback about my school work	3.3%	4.7%	14.7%	43.3%	34.0%
Teachers at FCC treat students fairly	1.3%	4.0%	16.2%	42.3%	36.2%
FCC is well maintained	4.0%	9.4%	19.5%	34.9%	32.2%
I feel safe at my school	4.0%	8.7%	14.2%	26.8%	46.3%
I can talk to my teachers about my concerns	5.3%	10.0%	14.0%	36.0%	34.7%
Student behaviour is well managed at FCC	3.3%	18.6%	21.2%	31.8%	35.1%
I like being at my school	6.0%	2.7%	13.3%	18.7%	59.3%
FCC looks for ways to improve	0.7%	4.0%	16.6%	34.7%	44.0%
FCC takes students' opinions seriously	0.7%	5.3%	24.7%	33.3%	36.0%
My teachers motivate me to learn		3.3%	12.5%	32.5%	51.7%
FCC gives me opportunities to do interesting things	2.6%	2.0%	12.7%	34.4%	48.3%

### Secondary Student Survey Results

Aspect	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My teachers expect me to do my best	9.7%	1.5%	9.9%	41.0%	37.9%
My teachers provide me with useful feedback about my school work	9.7%	9.7%	31.8%	34.9%	13.8%
Teachers at FCC treat students fairly	16.9%	13.3%	19.0%	34.9%	15.9%
FCC is well maintained	11.8%	5.6%	26.2%	40.5%	15.9%
I feel safe at FCC	10.8%	3.1%	22.0%	37.4%	26.7%
I can talk to my teachers about my concerns	17.4%	12.3%	28.2%	27.7%	14.4%
Student behaviour is well managed at FCC	13.8%	14.9%	32.3%	24.1%	14.9%
I like being at FCC	13.3%	6.2%	21.0%	28.2%	31.3%
FCC looks for ways to improve	10.3%	6.7%	27.3%	33.0%	22.7%
FCC takes students' opinions seriously	15.9%	15.9%	29.8%	25.1%	13.3%
My teachers motivate me to learn	10.8%	5.6%	26.2%	36.9%	20.5%
FCC gives me opportunities to do interesting things	12.8%	9.7%	20.1%	28.7%	28.7%

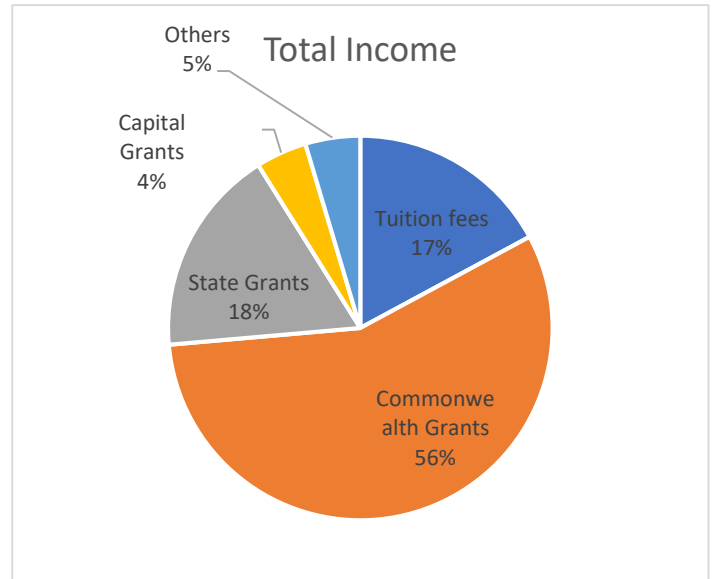
### Parent Survey Results

Aspect	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Teachers at FCC expect my child to do their best	3.7%		0.9%	55.1%	40.3%
Teachers at FCC provide my child with useful feedback about his or her school work	0.9%	6.4%	21.2%	48.6%	22.9%
Teachers at FCC treat students fairly		3.7%	9.2%	58.7%	28.4%
FCC is well maintained		2.8%	7.3%	53.2%	36.7%
My child feels safe at FCC		1.8%	3.7%	42.2%	52.3%
I can talk to my child's teacher about my concerns and get a meaningful response		1.8%	13.8%	47.7%	36.7%
Student behaviour is well managed at FCC		2.8%	10.9%	56.9%	29.4%
My child or children like being at FCC		1.8%	4.7%	44.0%	49.5%
FCC is proactive in finding ways to improve		1.8%	19.3%	53.2%	25.7%
FCC takes parents' opinions seriously		2.8%	11.9%	56.9%	28.4%
Teachers at FCC motivate my child or children to learn	0.9%	1.8%	9.2%	57.8%	30.3%
FCC provides good information about activities and expectations for parents and students		3.7%	9.2%	56.8%	30.3%
My children's learning needs are being holistically met at FCC		0.9%	11.9%	63.3%	23.9%
There is meaningful communication from my child's teacher about their learning progress	1.8%	9.1%	28.5%	40.4%	20.2%

# College Income Sources

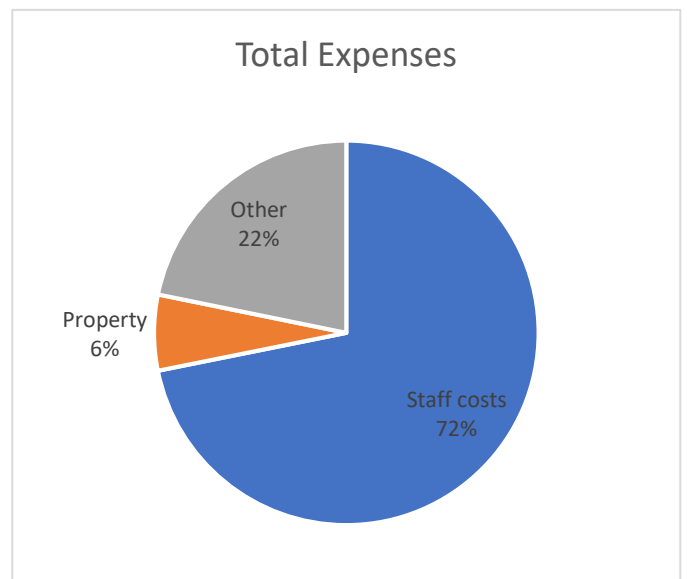
## 2020 Income

2020 Income Source	
Tuition Fees	17%
Commonwealth Grants	56%
State Grants	17%
Capital Grants	4%
Others	5%



## 2020 Expenditure

2020 Expense	
Staff Costs	72%
Property Costs	6%
Other Operating Costs	22%



Fremantle Christian College is financially sustainable and has met all its commitments as and when they fell due.



## College Communication

Communication is an important part of delivering an effective education. The College ensures that regular communication is delivered to parents and caregivers in a timely manner. In addition to diary communication, notes that are sent home, phone calls and emails, communication is enhanced through the following:

- MIS - SEQTA and Seesaw
- Regular Newsletters
- A weekly 'What's Happening Next Week' email
- Celebration Assemblies
- Awards and Presentation Assemblies
- Annual College Commencement Service
- Parent Information Evenings
- Annual Open Day
- Parent Seminars
- Parent/Student Events
- College Website
- College Facebook

## Contact information

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## Appendix 1 – Education Staff Qualifications

The College has a team of passionate and dedicated Christian teachers who value student achievement and work exceptionally hard to deliver quality programs in a nurturing, Christ-centred context. Our teachers are selected on the basis of merit, qualifications, skills, demonstrated character and a passion to see students excel in their God-given abilities. Teachers provide students with the skills and experiences they need to make informed choices in life and to contribute positively to society. They see themselves as role models and are aspiring to raise a 'Daniel Generation' of students; young men and women who are able to stand in their culture and influence those around them through their faith, character and courage. Teachers at FCC willingly give of their time and expertise to run tutoring, school sporting teams, a variety of music ensembles, clubs, camps and leadership groups.

Teacher's Name	Qualification
ARMSTRONG Meredith	Bachelor of Science (Elementary Education)
AU Brenda	Bachelor of Education
BAXTER Graeme	Doctorate of Philosophy, Bachelor of Science (Hons), Graduate Diploma of Education, Graduate Certificate in Mathematics (in progress)
BIZZINTINO Carmelo	Diploma of Building Registration, Cert III in Building Construction
BLACK Kevin	Bachelor of Education, Master of Education, Graduate Diploma of Divinity
BROWN-KENYON Kellie	Bachelor of Applied Science (Natural Resources Management), Master of Teaching, Cert III & IV in Education Support
CHUNG Davina	Bachelor of Music Education
CROSSLAND Penny	Bachelor of Education (Primary) (Hon)
DEVADOSS Ben	Bachelor of Science (Pharmacology), Graduate Diploma in Education
DIX Esther	Bachelor of Secondary Education, Diploma of Ministry
FENBY Kristen	Bachelor of Education, Bachelor of Physical Education
FIALHO Aidan	Bachelor of Commerce, Graduate Diploma of Education
FLEMING Robyn	Bachelor of Arts (Music Ed), Associate in Music Australia
FOX Simon	Bachelor of Arts (Media Studies), Graduate Diploma in Education
GEORGE Heather	Bachelor of Education (Primary)
HENDERSON Kashaca	Bachelor of Science (Chemistry), Master of Teaching (Secondary)
HOLLETT Gracia	Bachelor of Education, Cert III & IV in Education Support
HOLMES Keagan	Bachelor of Education
HUANG Daniel	Bachelor of Commerce, Graduate Diploma in Education
JONGPAIBOONKIT Suzanne	Bachelor of Arts (Communication Studies), Graduate Diploma in Education
LEAL Susana	Bachelor of Education
LEE Benjamin	Bachelor of Commerce, Graduate Diploma of Education
LIM Karen	Bachelor of Arts (Hon), Graduate Diploma of Education
LUCAS Mitchell	Bachelor of Education (Primary)
MILLIKEN Dale	Bachelor of Arts (Hon), Master of Education, Post Graduate Certificate in Education
PATERNOSTER Caroline	Bachelor of Education
PIERCEY Kim	Bachelor of Arts (Communication Studies), Post Graduate Certificate in Education, Graduate Teaching Program
POMERY Alex	Bachelor of Education (Early Childhood Education), Certificate IV in Children's Ministry
POMPHELY Sarah	Bachelor of Arts, Honours in American Studies, Post Graduate Certificate in Education
STEBBINS Lisa	Bachelor of Education (Hons), Master of Education (Applied Linguistics) Cert IV in training and assessment
TAN Anna	Bachelor of Commerce, Graduate Diploma in Education (Primary)
WILSON Michael	Cert II in Hospitality and Kitchen Operations
WOOD Michelle	Bachelor of Physical & Health Education, Post Graduate Certificate in Counselling, Diploma of Education