



Fremantle
Christian
College

ANNUAL REPORT

YOUR CHILD BECOMING THE BEST THEY CAN BE

2022

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 recent years and COVID restricting access to community events, the College culture of care and encouragement has continued to be strong. Staff at Fremantle Christian College are committed to the development of their students' growth and advancement whether it be spiritual, emotional or academic.

History

The site where Fremantle Christian College is located has a long and rich history in education. In 1903, Hamilton Hill Primary School was opened to ease the pressure of numbers on Coogee Primary School and the original classrooms, built in 1903, have been retained on the College site. When the old Hamilton Hill Primary School closed, the site was occupied in 1989 by Southern Christian Academy, and in 1993 changed its name to Calvary Christian School. In 2002 the College was adopted by New Life Church, a vibrant and growing church in Fremantle, and re-named New Life Christian College. Early in 2014, the Church 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 in March 2014 and shortly afterwards was approved by the Minister for Education. The Secondary School was launched in 2016 and graduated its first cohort of Year 12 students in 2021. The aim of Fremantle Christian College is to provide "Excellent education as a preparation for life" and our alumni are a testament to the success of this aim.

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 instill 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 percentage of total teaching days attended by staff members was **95.5%**

Staff retention

Staff retention rate was **83.3%**

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.

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:

- Child Protection
- 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 (2022)

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.

Students who are absent from the College in excess of 2 days are required to provide medical certification upon their return to the College.

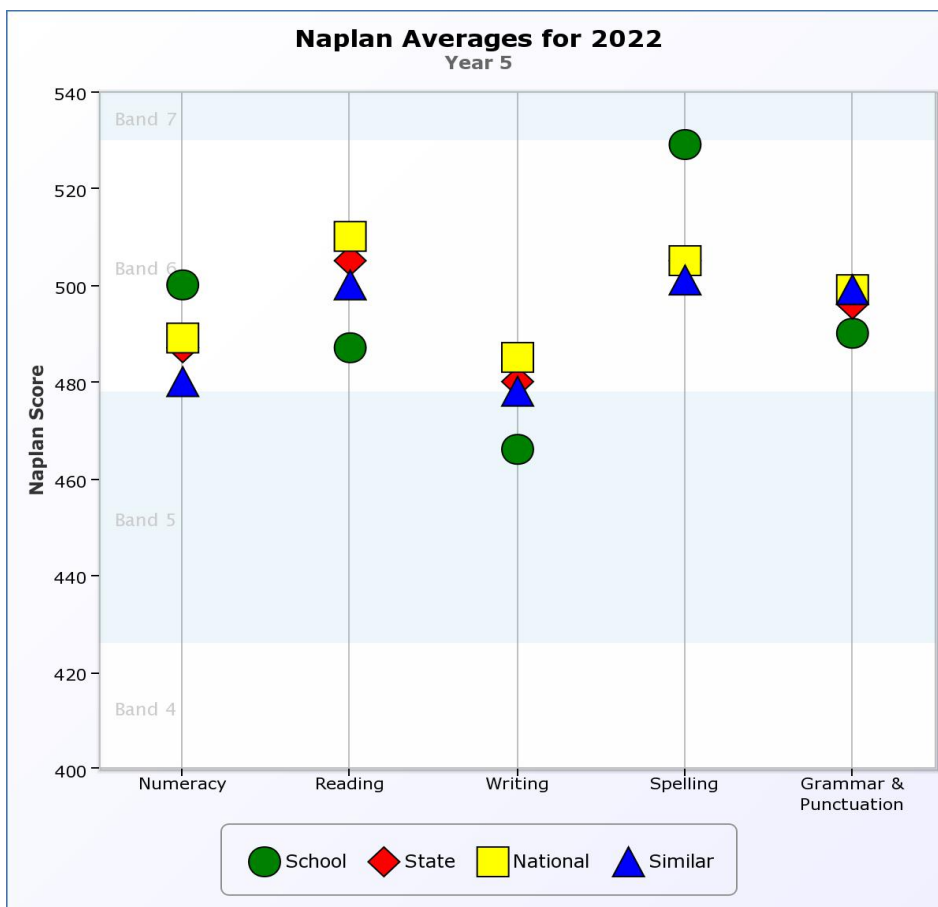
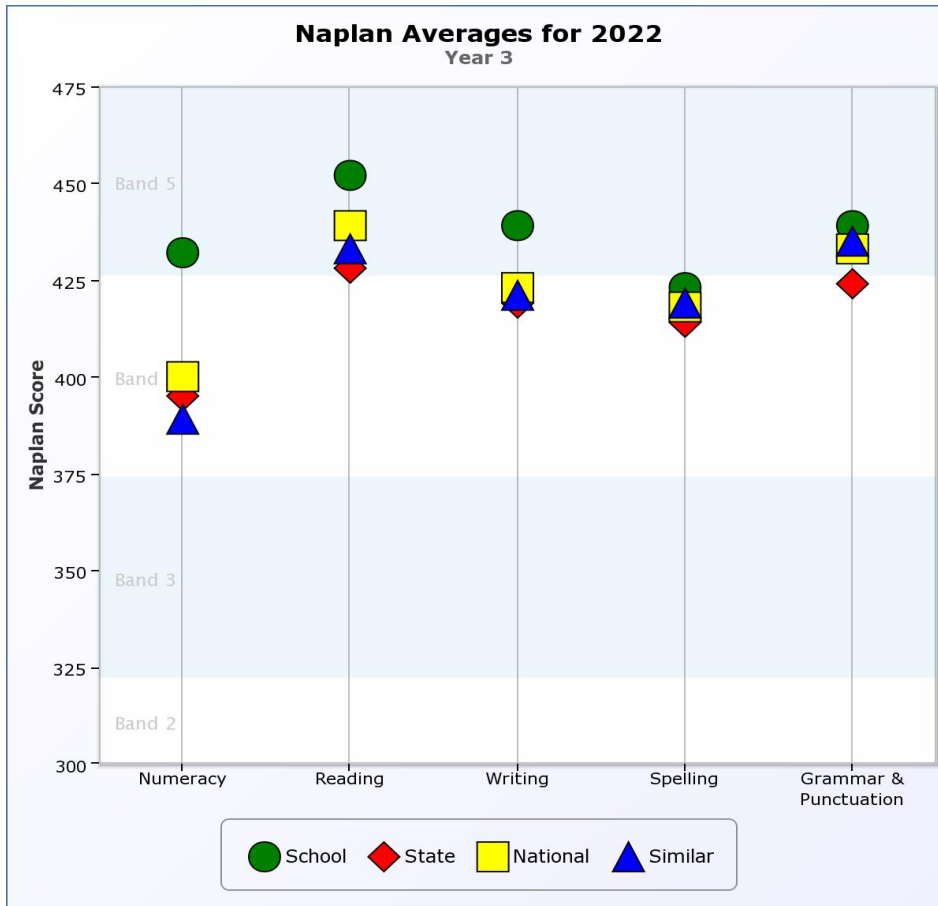
Student Attendance (2022)

Year Group	Student numbers	Daily average % attendance rate
PP	19	85.53
1	22	92.03
2	25	91.08
3	29	92.68
4	32	88.26
5	23	88.73
6	35	89.97
7	48	89.88
8	52	86.95
9	36	83.95
10	39	85.47
11	24	86.95
12	26	86.92
Average daily attendance rate:		88.25

Attendance in all Year Groups in 2022 was impacted by multiple incidences of COVID 19 infections and/or forced isolation periods.

Primary School

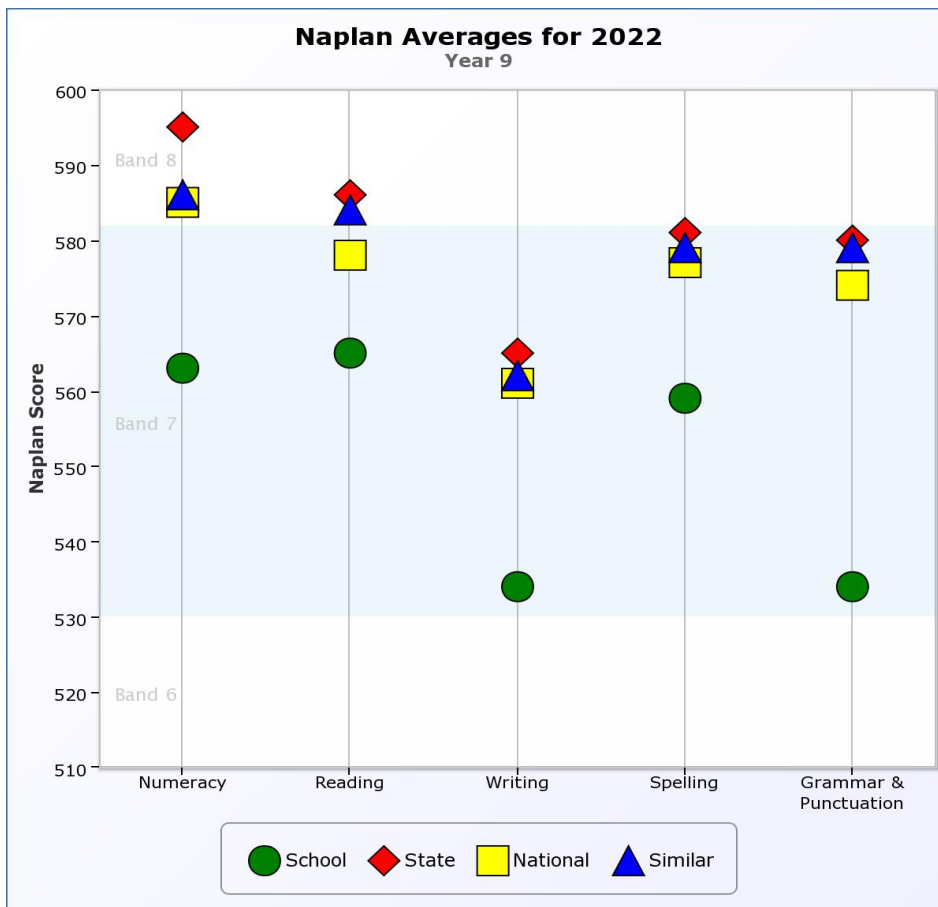
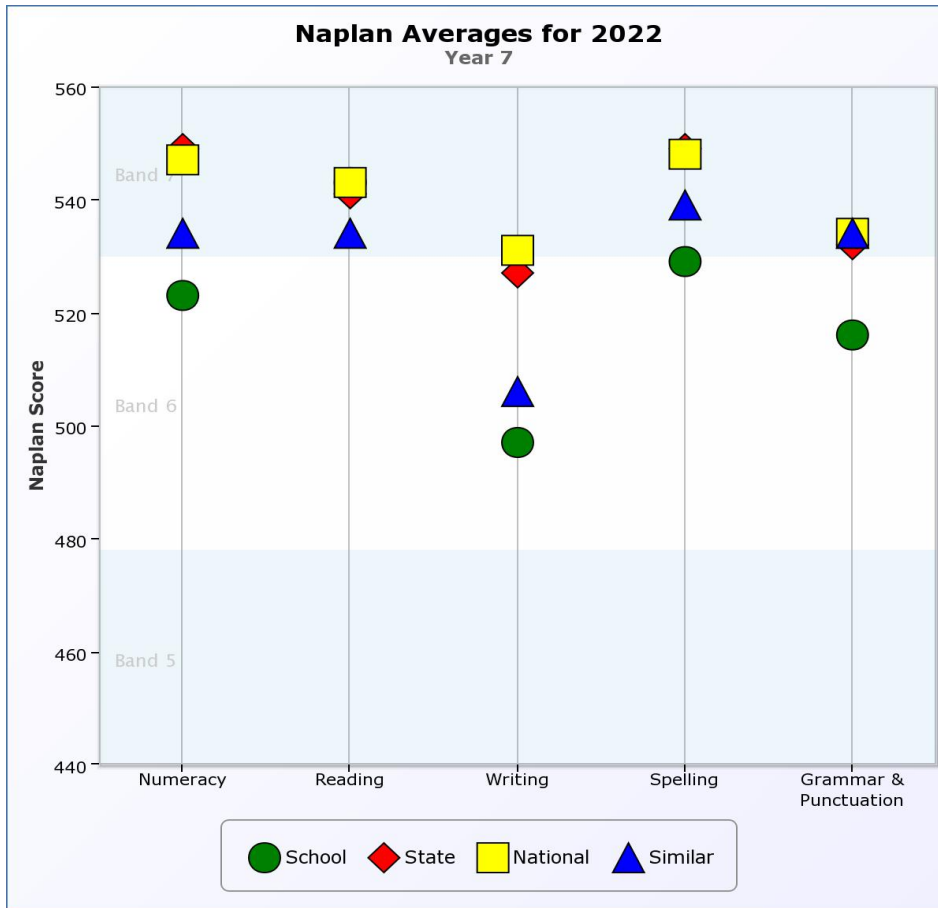
2022 NAPLAN Review



In all measures the students in Year 3 and in two measures Year 5 performed better than state, national and similar school benchmarks.

Secondary School

2022 NAPLAN Review



The year 9 cohort scored lower than benchmark values for known reasons. Cohort tracking could not be measured in 2022 as the 2020 test was not conducted due to COVID 19 restrictions.

2022 OLNA Review

Two rounds of OLNA examinations have been conducted in 2022 as well as an additional Year 9 OLNA. As of December 2022, the following numbers of students still need to meet the standards for OLNA exams.

Year	Numeracy R1(R2)	Reading R1(R2)	Writing R1(R2)	No. of students in Cohort (number of students with OLNAs remaining)
9	29 (19)	28(14)	31(NA)	38 (37)
10	13 (7)	8(0)	14(6)	41 (10)
11	5 (3)	3(2)	3(2)	25 (3)
12	1(1)	0	2(2)	26 (3)

Number of Year 10-12 students needing to meet the standards in 3 exams is 8.

Number of students needing to meet the standards in 2 exams is 5.

Number of students needing to meet the standards in 1 exam is 15.

Overall, OLNA results show that FCC has seen an improvement in both the number of students needing to sit multiple exams and the percentage of students in a cohort who still need to achieve the OLNA standards.

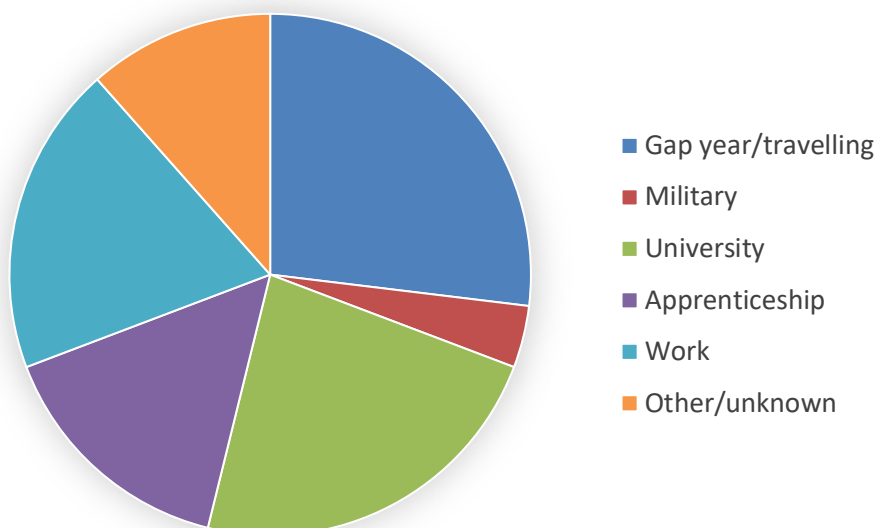
By the end of Year 12 students will have up to seven opportunities (including NAPLAN) to complete their OLNA requirements. We believe that the vast majority of students will gain the standards before Year 12.

2022 Year 12 WACE Review

	Students	WACE achieved	At least 4 ATAR courses Attempted	Sufficient academic standing to enter University achieved	Cert III Achieved	Cert II Achieved
Female	12	11	8	8	0	9
Male	14	12	3	1	7	7
Total	26	23	11	9	7	16

Of the 11 Year 12 students who attempted to achieve an ATAR score sufficient to enter university, the majority of students received unconditional early entry into university.

2022 Student Destinations



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 the parents in the community were given the opportunity to respond.

Staff Survey Results

Aspect	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I provide students with useful feedback	3%	0%	8%	57%	33%
I treat students fairly	3%	0%	3%	43%	53%
Other staff at FCC treat students fairly	0%	3%	5%	63%	30%
FCC is well maintained	3%	18%	20%	50%	10%
Students feel safe at FCC	0%	0%	8%	60%	33%
Students at FCC can talk to teachers about their concerns	0%	0%	5%	57%	38%
Parents at FCC can talk to teachers about their concerns	0%	0%	8%	50%	43%
Students' behaviour is well managed at FCC	0%	5%	13%	63%	20%
Students like being at FCC	0%	3%	18%	68%	13%
FCC looks for ways to improve	0%	3%	13%	57%	28%
I try my best to get students to improve	0%	0%	3%	38%	60%
Other staff members try their best to get students to improve	0%	0%	10%	43%	48%
There are enough physical resources to do my job well	0%	10%	23%	48%	20%
Teachers have been given the opportunity to learn how to differentiate learning to meet students' needs	0%	15%	18%	50%	18%
Staff are well supported at FCC	5%	5%	10%	45%	35%

Primary Student Survey Results

Aspect	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My teachers expect me to do my best	0%	0%	4%	27%	69%
My teachers provide me with useful feedback about my school work	4%	1%	19%	45%	31%
Teachers at FCC treat students fairly	1%	5%	19%	34%	41%
FCC is well maintained	0%	1%	15%	45%	38%
I feel safe at my school	2%	6%	14%	30%	47%
I can talk to my teachers about my concerns	0%	11%	18%	46%	25%
Student behaviour is well managed at FCC	1%	7%	31%	35%	26%
I like being at my school	1%	2%	12%	18%	66%
FCC looks for ways to improve	0%	1%	17%	30%	52%
FCC takes students' opinions seriously	1%	6%	21%	35%	37%
My teachers motivate me to learn	0%	1%	17%	30%	52%
FCC gives me opportunities to do interesting things	2%	2%	14%	25%	56%

Secondary Student Survey Results

Aspect	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My teachers expect me to do my best	5%	6%	20%	46%	23%
My teachers provide me with useful feedback about my school work	8%	16%	40%	32%	4%
Teachers at FCC treat students fairly	18%	22%	32%	18%	11%
FCC is well maintained	10%	12%	37%	35%	7%
I feel safe at my school	7%	9%	30%	37%	17%
I can talk to my teachers about my concerns	14%	19%	40%	20%	7%
Student behaviour is well managed at FCC	22%	20%	35%	18%	5%
I like being at my school	10%	12%	27%	34%	17%
FCC looks for ways to improve	5%	13%	31%	40%	12%
FCC takes students' opinions seriously	18%	16%	40%	19%	7%
My teachers motivate me to learn	8%	12%	40%	31%	10%
FCC gives me opportunities to do interesting things	5%	14%	30%	33%	18%

Primary Parent Survey Results

Aspect	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers at FCC expect my child to do their best	0%	0%	2%	51%	47%
Teachers at FCC provide my child with useful feedback about his or her schoolwork	0%	4%	11%	53%	32%
Teachers at FCC treat students fairly	0%	0%	11%	53%	36%
FCC is well maintained	0%	2%	11%	49%	38%
My child feels safe at FCC	0%	0%	6%	42%	53%
I can talk to my child's teacher about my concerns and get a meaningful response	0%	0%	4%	44%	52%
Student behaviour is well managed at FCC	0%	4%	21%	43%	32%
My child or children like being at FCC	0%	0%	4%	38%	58%
FCC is proactive in finding ways to improve	0%	6%	25%	43%	25%
FCC takes parents' concerns seriously	0%	4%	10%	46%	40%
Teachers at FCC motivate my child or children to learn	0%	0%	12%	46%	42%
FCC provides good information about activities and expectations for parents and students	0%	4%	13%	53%	30%
My child's learning needs are being holistically met at FCC	0%	6%	8%	56%	31%
There is meaningful communication from my child's teacher about their learning progress	0%	4%	17%	50%	29%

Secondary Parent Survey Results

Aspect	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers at FCC expect my child to do their best	0%	4%	13%	50%	33%
Teachers at FCC provide my child with useful feedback about his or her schoolwork	2%	20%	26%	35%	17%
Teachers at FCC treat students fairly	0%	15%	22%	41%	22%
FCC is well maintained	0%	4%	11%	48%	37%
My child feels safe at FCC	0%	4%	11%	46%	39%
I can talk to my child's teacher about my concerns and get a meaningful response	2%	4%	13%	56%	26%
Student behaviour is well managed at FCC	6%	13%	13%	47%	21%
My child or children like being at FCC	0%	6%	13%	44%	37%
FCC is proactive in finding ways to improve	2%	9%	21%	51%	17%
FCC takes parents' concerns seriously	4%	4%	17%	46%	30%
Teachers at FCC motivate my child or children to learn	0%	17%	26%	37%	20%
FCC provides good information about activities and expectations for parents and students	4%	9%	19%	43%	25%
My children's learning needs are being holistically met at FCC	2%	22%	22%	39%	15%
There is meaningful communication from my child's teacher about their learning progress	7%	33%	13%	35%	11%

College Finance

2022 Income

2022 Income Source	
Tuition Fees	16%
Commonwealth Grants	59%
State Grants	15%
Capital Grants	7%
Others	3%

2022 Expenditure

2022 Expense	
Staff Costs	72%
Property Costs	5%
Other Operating Costs	23%

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

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
- Parent Information Evenings
- Parent Seminars
- Parent/Student Events
- College Website
- College Facebook

Contact Information

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Principal: principal@fremantlecc.wa.edu.au

Office: admin@fremantlecc.wa.edu.au

Website: www.fremantlecc.wa.edu.au

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
AU Brenda	Bachelor of Education
BAXTER Graeme	Doctorate of Philosophy, Bachelor of Science (Hons), Graduate Diploma of Education,
BIZZINTINO Carmelo	Cert III in Building Construction, Registered Teacher(LR)
BLACK Ashleigh	Master of Teaching (Science); Bachelor of Biomedical Science in Neuroscience and Physiology
BLACK Kevin	Bachelor of Education, Master of Education, Graduate Diploma of Divinity
BOOTHMAN Sanna	Bachelor of Primary Education; Foundations of Christian Education
BROWN-KENYON Kellie	Bachelor of Applied Science (Natural Resources Management), Master of Teaching, Cert III & IV in Education Support
CHAN Ruth	Bachelor of Primary Education; Certificate in TEFL/TESOL; Certificate in Christian Education: Curriculum Design;
CHUNG Davina	Bachelor of Music Education
DEVADOSS Ben	Bachelor of Science (Pharmacology), Graduate Diploma in Education
DIJKSTRA Andrew	Bachelor of Education (Environmental Education) (Hons)
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, Cert IV in Workplace Training and Assessment
FOX Simon	Bachelor of Arts (Media Studies), Graduate Diploma in Education
FROST Joe	Bachelor of Secondary Education (Visual Arts, English); Certificate III in Christian Ministry and Theology
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, Master of Education (STEM Specialisation), Graduate Certificate in Science (Physics Specialisation) in Progress
JONGPAIBOONKIT Suzanne	Bachelor of Arts (Communication Studies), Graduate Diploma in Education
LEAL Susana	Bachelor of Education
LEAU Simon	Bachelor of Science (Laboratory Medicine); Graduation Diploma in Education (Secondary)
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
MUILENBURG Erik	Bachelor of Education, Cert IV in Workplace Training and Assessment
PENNY Corina	Bachelor of Art, Grad Dip Ed
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
POMPHREY Sarah	Bachelor of Arts, Honours in American Studies, Post Graduate Certificate in Education
REEVE Penny	Bachelor of Education (Primary) (Hons)
SMALL Jade	Bachelor of Education (Secondary, Visual Art and English); Graduate Diploma of Teaching Science – Chemistry and Physics
STEENKAMP Michelle	Bachelor of Secondary Education, Bachelor of English and Creative Writing
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)
TEO Susan	Master of Education, Bachelor of Arts, , Grad Dip Ed, Grad Cert in Mathematics
WESTLAKE, Geoff	Bachelor Theology (Hons), Grad Dip. Theology, Cert IV in Workplace training and Assessment
WILSON Michael	Cert IV in Workplace training and Assessment, Cert III in Hospitality and Kitchen Operations, Registered Teacher(LR)
WOOD Michelle	Bachelor of Physical & Health Education, Post Graduate Certificate in Counselling, Diploma of Education