

Fremantle
Christian
College

ANNUAL REPORT

Excellent Education as Preparation for Life

2023

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 (2023)

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.

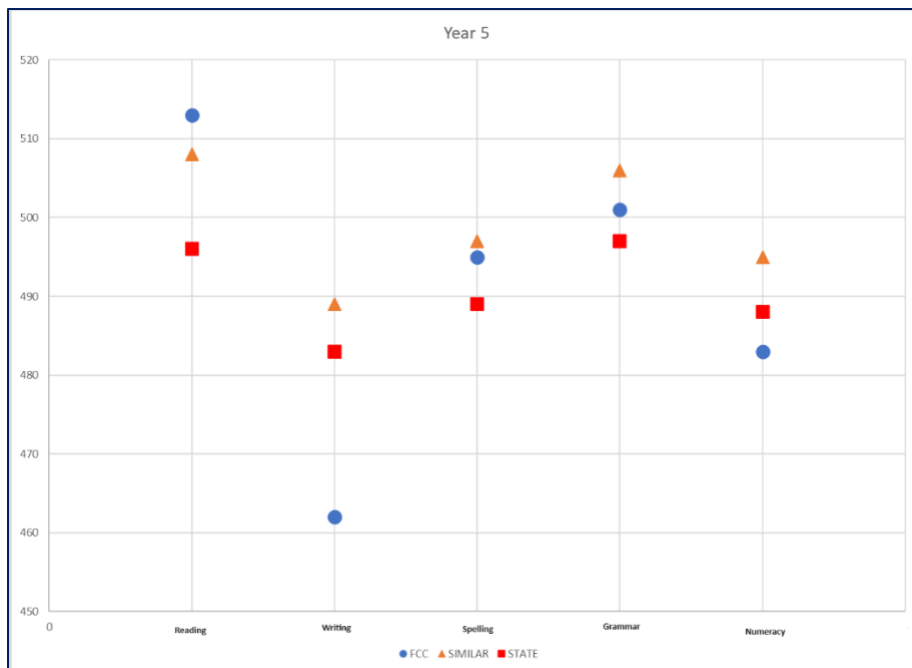
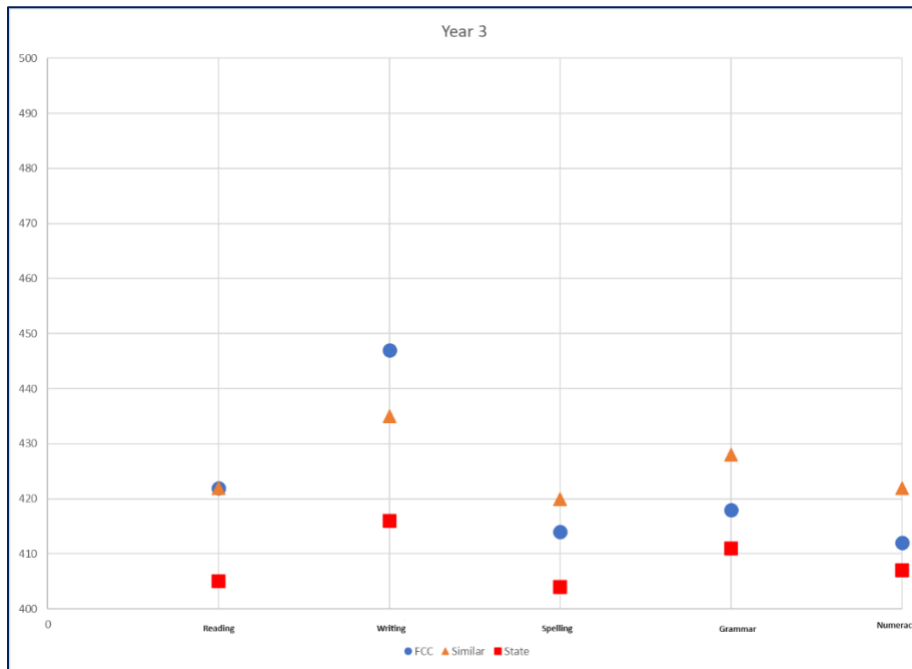
Student Attendance (2023)

Year Group	Student numbers	Daily average % attendance rate
PP	19	86%
1	21	91%
2	22	87%
3	28	91%
4	30	88%
5	32	90%
6	23	90%
7	59	89%
8	48	86%
9	50	85%
10	29	77%
11	24	87%
12	23	87%
Average daily attendance rate:		88%

Primary School

As per the My Schools Website : "Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards".

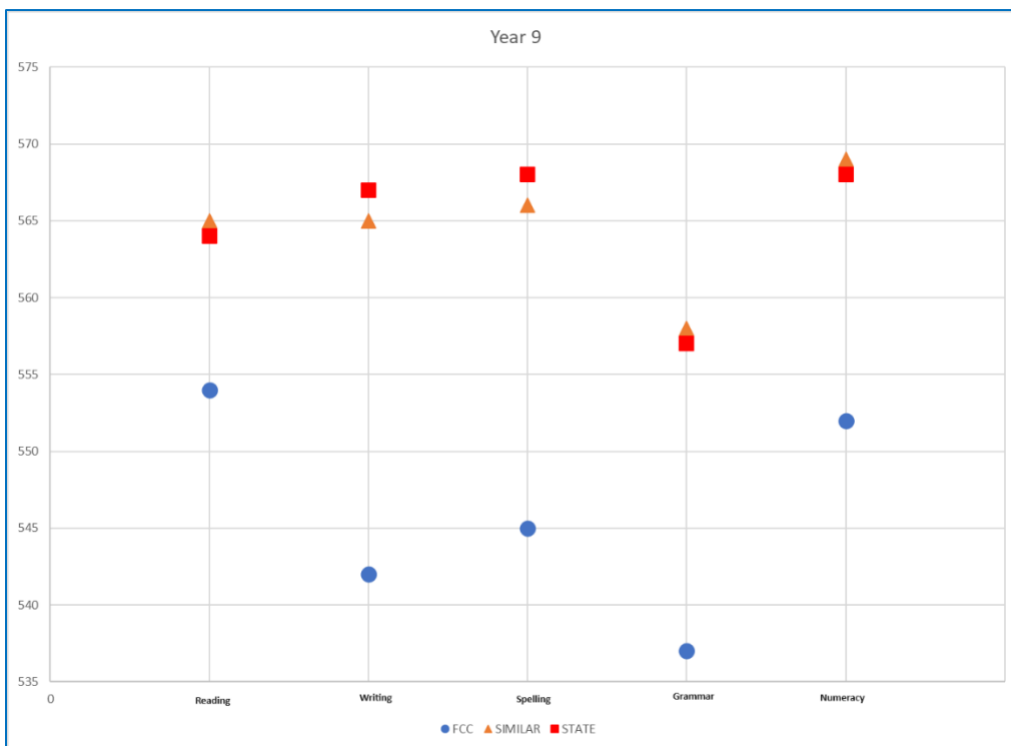
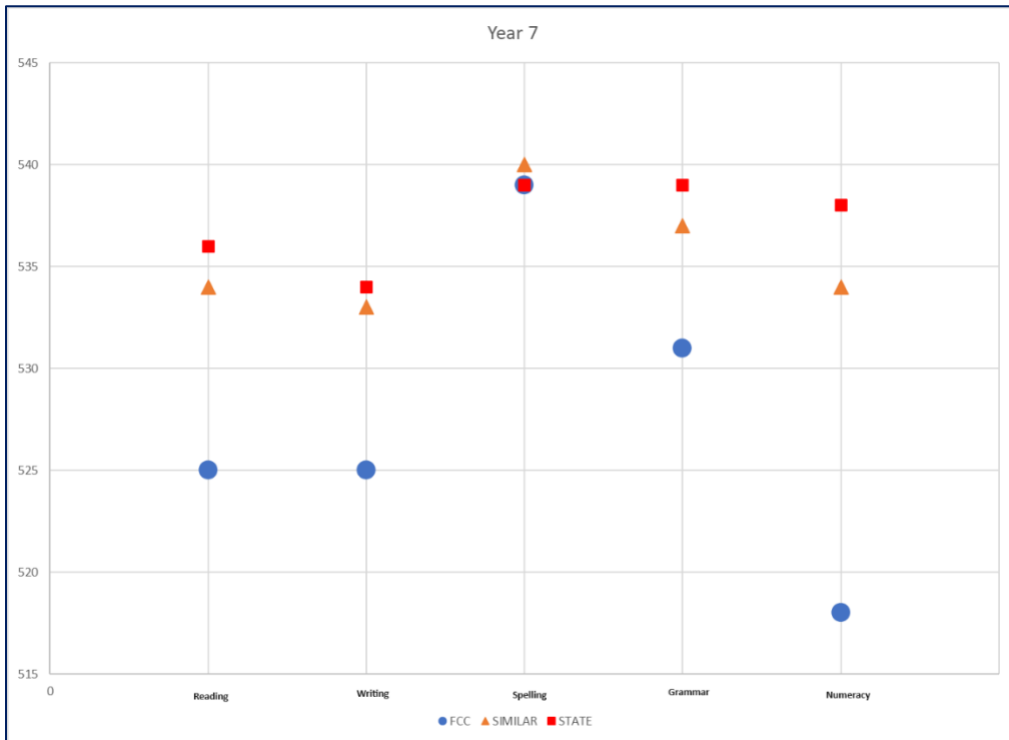
2023 NAPLAN Review



In all measures the students in Year 3 and in two measures Year 5 performed better than state, national and similar school benchmarks. Writing was a significant high in year 3 but a significant low in year 5.

Secondary School

2023 NAPLAN Review



2023 OLNA Review

FCC currently holds an OLNA class in year 10 where students do exam preparation in order to assist them in attaining a satisfactory OLNA result.

In 2023, 2 students did not receive their WACE due to not having achieved a successful OLNA score. The results below show the student progression for OLNA.

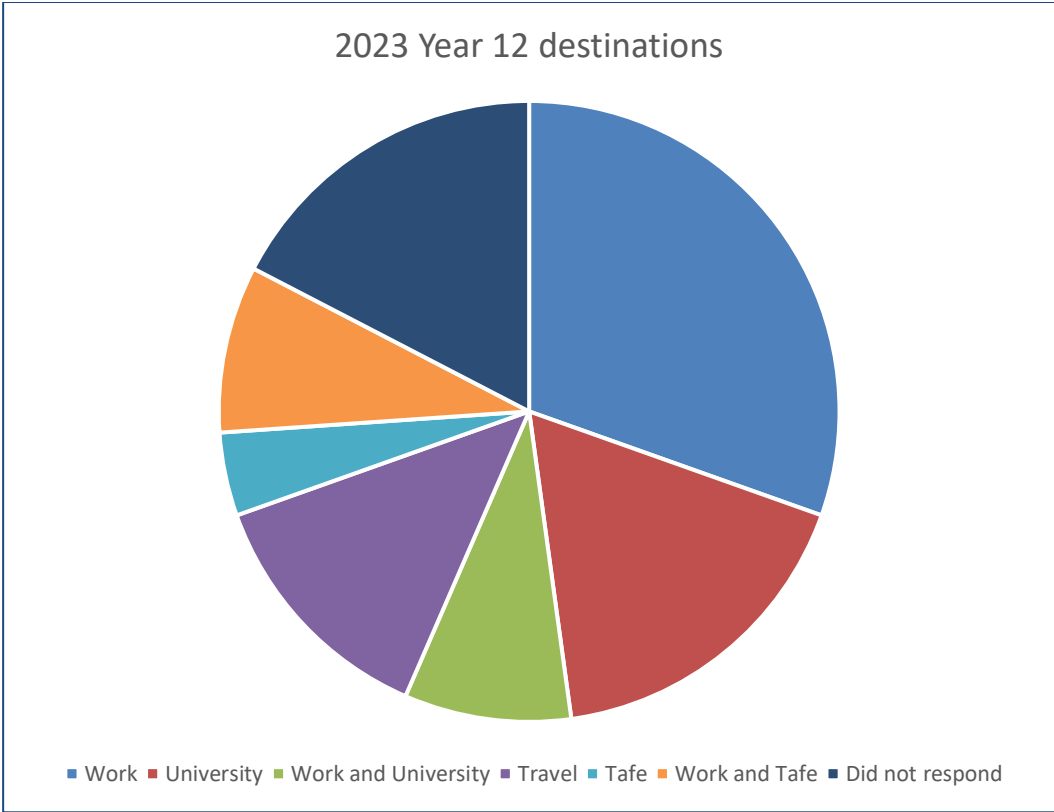
Numeracy						
	Year 10		Year 11		Year 12	
	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2
Year 10	34%	34%				
year 11	74%	87%	87%	87%		
Year 12	83%	83%	83%	88%	88%	88%

Reading						
	Year 10		Year 11		Year 12	
	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2
Year 10	53%	53%				
year 11	90%	97%	97%	97%		
Year 12	83%	88%	88%	88%	88%	88%

Writing						
	Year 10		Year 11		Year 12	
	Sit 1	Sit 2	Sit 1	Sit 2	Sit 1	Sit 2
Year 10	12%	12%				
year 11	77%	87%	87%	87%		
Year 12	83%	83%	88%	88%	88%	88%

2023 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	11	9	6	6	7	3
Male	12	8	4	1	3	4
Total	23	16	10	7	10	7



Fremantle Christian College students were awarded a Certificate of Merit for 2023 by the SCSA. The students were: Shanice Dior Johnson, Emily Louise McDonald and Vivien Katherine Santos.

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	0%	6%	6%	58%	29%
I treat students fairly	0%	0%	0%	35%	65%
Other staff at FCC treat students fairly	0%	16%	13%	48%	23%
FCC is well maintained	10%	29%	26%	26%	10%
Students feel safe at FCC	0%	3%	3%	52%	42%
Students at FCC can talk to teachers about their concerns	0%	0%	3%	52%	45%
Parents at FCC can talk to teachers about their concerns	0%	0%	10%	48%	42%
Students' behaviour is well managed at FCC	0%	6%	13%	68%	13%
Students like being at FCC	0%	3%	13%	74%	10%
FCC looks for ways to improve	0%	13%	16%	58%	13%
I try my best to get students to improve	0%	0%	6%	39%	55%
Other staff members try their best to get students to improve	0%	3%	0%	65%	32%
There are enough physical resources to do my job well	6%	10%	23%	58%	3%
Teachers have been given the opportunity to learn how to differentiate learning to meet students' needs	3%	23%	23%	39%	13%
Staff are well supported at FCC	3%	26%	23%	45%	3%

Secondary Student Survey Results

Aspect		Strongly disagree	Disagree	Agree	Strongly Agree
Academic Excellence is emphasised at FCC.		5%	20%	54%	21%
Spiritual and religious values are an important part of my school community.		5%	5%	52%	38%
FCC emphasises autonomy and self-expression.		13%	26%	53%	9%
Leadership development is fostered at FCC.		7%	19%	57%	17%
Character development is emphasised at FCC.		7%	21%	51%	21%
The importance of Community Service is emphasised at FCC.		6%	22%	55%	18%
	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied or dissatisfied	Somewhat Satisfied	Very Satisfied
How satisfied are you with the quality of extra-curricular activities offered at FCC?	8%	10%	30%	32%	20%
How satisfied are you with the quality of discipline and order at FCC?	20%	16%	28%	23%	13%
How satisfied are you with the quality of spiritual and religious discussion at FCC?	6%	8%	25%	39%	22%
How satisfied are you with the quality of relationships with your peers at FCC?	9%	5%	19%	38%	29%
How satisfied are you with the quality of relationships with your teachers at FCC?	5%	8%	23%	42%	22%
	Extremely not well	Somewhat not well	Neutral	Somewhat Well	Extremely well
How well do you think FCC prepares you for potential academic success in university?	8%	16%	25%	35%	16%
How well do you think FCC prepares you for potential career success?	8%	15%	23%	38%	15%
How well do you feel FCC is preparing you for finding purpose, meaning and direction in life?	7%	0%	25%	29%	23%

How well do you feel FCC is preparing you for dealing with the problems of life?	13%	20%	28%	27%	13%
How well do you feel FCC is preparing you for dealing with personal relationships?	11%	17%	30%	33%	10%
How well do you think FCC prepares you for potential academic success in university?	8%	16%	25%	35%	16%

Primary Parent Survey Results

Aspect	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers at FCC expect my child to do their best	0%	0%	4%	48%	48%
Teachers at FCC provide my child with useful feedback about his or her schoolwork	0%	13%	9%	70%	9%
Teachers at FCC treat students fairly	0%	13%	13%	61%	13%
FCC is well maintained	0%	4%	4%	65%	26%
My child feels safe at FCC	0%	4%	0%	48%	48%
I can talk to my child's teacher about my concerns and get a meaningful response	0%	9%	4%	30%	57%
Student behaviour is well managed at FCC	0%	4%	22%	70%	4%
My child or children like being at FCC	0%	0%	9%	39%	52%
FCC is proactive in finding ways to improve	0%	4%	35%	43%	17%
FCC takes parents' concerns seriously	4%	9%	17%	57%	13%
Teachers at FCC motivate my child or children to learn	0%	9%	4%	48%	39%
FCC provides good information about activities and expectations for parents and students	4%	9%	17%	61%	9%
My child's learning needs are being holistically met at FCC	0%	9%	13%	48%	30%
There is meaningful communication from my child's teacher about their learning progress	0%	22%	22%	48%	9%

Secondary Parent Survey Results

Aspect	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers at FCC expect my child to do their best	0%	13%	8%	58%	21%
Teachers at FCC provide my child with useful feedback about his or her schoolwork	8%	21%	25%	38%	8%
Teachers at FCC treat students fairly	8%	17%	21%	46%	8%
FCC is well maintained	0%	4%	4%	63%	29%
My child feels safe at FCC	0%	13%	21%	33%	33%
I can talk to my child's teacher about my concerns and get a meaningful response	0%	8%	42%	42%	8%
Student behaviour is well managed at FCC	13%	25%	21%	33%	8%
My child or children like being at FCC	0%	13%	17%	50%	21%
FCC is proactive in finding ways to improve	4%	17%	17%	54%	8%
FCC takes parents' concerns seriously	4%	8%	33%	46%	8%
Teachers at FCC motivate my child or children to learn	8%	13%	17%	54%	8%
FCC provides good information about activities and expectations for parents and students	4%	13%	21%	46%	17%
My children's learning needs are being holistically met at FCC	4%	25%	4%	58%	8%
There is meaningful communication from my child's teacher about their learning progress	21%	29%	25%	17%	8%

College Finance

2023 Income

2023 Income Source	
Tuition Fees	17.1%
Commonwealth Grants	67.6%
State Grants	14.3%
Capital Grants	0%
Others	1.0%

2023 Expenditure

2023 Expense	
Staff Costs	72.9%
Property Costs	6.2%
Other Operating Costs	20.9%

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 (Primary and Early Childhood)
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
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
DIJKSTRA Andrew	Bachelor of Education (Environmental Education) (Hons)
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
GALLOGRAY Barclie	Bachelor of Education (Social Sciences); Graduate Certificate in Education (Computers); Master of Educational Studies (Math Education); Doctor of Education (Leadership and Technology)
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
HOLLETT Lauren	Bachelor of Arts (Theology); Graduate Diploma in Education (Primary)
ISENBERGER Jack	Bachelor of Education (In Progress) Limited Registration
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
MOORE Felicity	Bachelor of Musical Arts; Diploma of Education (Primary)
MUILENBURG Erik	Bachelor of Education; Cert IV in Workplace Training and Assessment
PARKER Deborah-Lee	Bachelor of Education (Secondary Art)
PENNY Corina	Bachelor of Art; Graduate Diploma in Education
POMERY Alex	Bachelor of Education (Early Childhood Education); Certificate IV in Children's Ministry
POMPHREY Sarah	Bachelor of Arts (Hons) 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
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; Graduate Diploma in Education; Graduate Certificate in Mathematics
WESTLAKE, Geoff	Bachelor Theology (Hons), Grad Diploma in 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)