



CLASS RULES

- 1) Come to class prepared!
- 2) Work quietly!
- 3) Stay on your seat.
- 4) Listen carefully to all instructors
- 5) Put your hand up, no calling out!
- 6) Try hard to complete all tasks

2025 Annual Report

Excellent Education as Preparation for Life

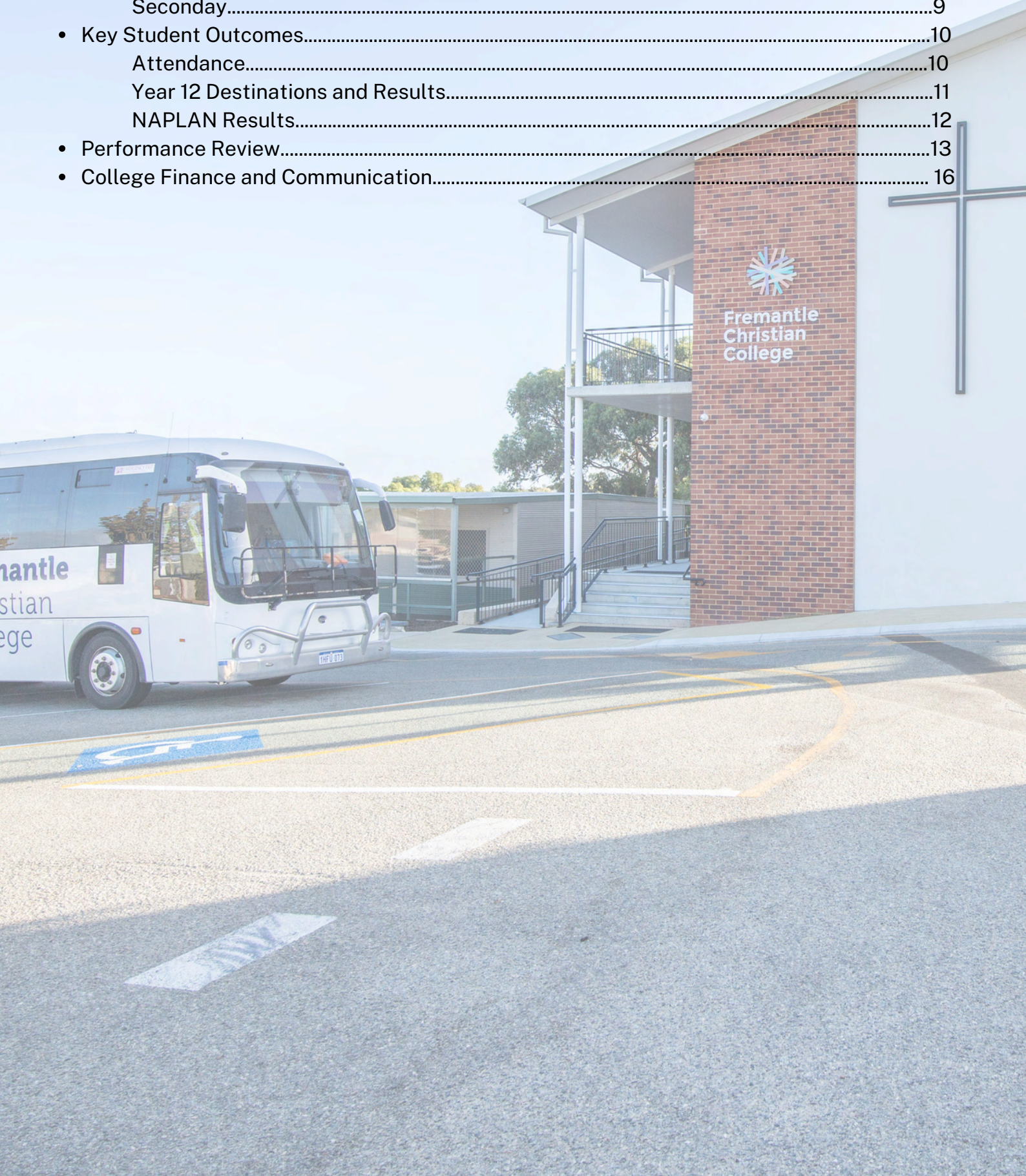


**Fremantle
Christian
College**

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Principal's Welcome

2025 has been an academic year of significant change and growth for Fremantle Christian College. As we navigated transitions across our College community, it became clear that adaptability, resilience, and vision are at the heart of who we are. The year challenged us, stretched us, and, ultimately, strengthened our commitment to providing excellent education that equips students for life.

Throughout the year, we embraced change as an opportunity to reflect, refine, and reimagine the future of our College. From evolving learning programs to enhancing pastoral care initiatives, we sought ways to ensure that every student is supported not only academically, but also equipped with the skills, character, and resilience needed to thrive in life beyond school. Our staff met these challenges with energy, creativity, and compassion, demonstrating the very best of our College community.

While change can bring uncertainty, it also brings expectation and hope. As a community, we look forward to the future with optimism. We are confident that the foundations we have strengthened in 2025 will serve our students for years to come, preparing them to flourish as capable, confident, and thoughtful young people.

I am grateful to our dedicated staff, supportive families, and the College Council, whose partnership and encouragement make all that we do possible. Together, we continue to build a College that nurtures curiosity, fosters excellence, and equips students for life in every sense.

As we step into 2026, we do so with expectation, hope, and a deep commitment to the journey ahead. Above all, we give thanks to God for His faithfulness, provision, and guidance throughout the year. It is through His love and grace that we have been sustained, and we remain mindful that all we do is for Him and unto Him, trusting that He will continue to lead our College toward a vibrant and flourishing future.

In Christ's Service,



Mr Aidan Fialho
Principal

History, Vision and Mission



Our History

Fremantle Christian College has a long and vibrant history that stretches back to 1903, when Hamilton Hill Primary School was established to ease enrolment pressures at nearby Coogee Primary School. A single classroom from that era remains on site; a landmark heritage-listed structure, recognised by the Cockburn Council. After the closure of Hamilton Hill Primary, the site was revitalised in 1989 with the commencement of Southern Christian Academy.

Several years later, the school was renamed Calvary Christian College (CCC), ushering in a new season of growth and purpose. In 2003, New Life Church, a thriving congregation in Fremantle, was invited to adopt CCC, leading to its rebranding as New Life Christian College. In line with the Board's vision for a broader regional impact, the College was renamed Fremantle Christian College (FCC) in 2014.

The launch of the first cohort of Year 7 students in 2016 marked FCC's expansion into Secondary education. Today, the College delivers Christ-centred, quality education from Pre-Kindy to Year 12. Known for its strong pastoral care, deeply embedded Christian values, consistent and respectful approach to discipline, and close-knit community feel, FCC is a highly sought-after educational choice in the region.

Over the years, support for the College from individuals and families attending New Life Church has been outstanding. In particular, the College has benefited from access to a much wider range of skills, practical and governance support and a strong, consistent prayer covering.





Our Vision

Excellent Education as Preparation for Life.



Empowering students to achieve their academic potential.



Preparing students to positively influence society in the midst of great challenges



Preparing students by laying a foundation of skills, behaviour and attitude.



Helping students to become who God created them to be.

Our Mission

To instil Faith, Character and Courage in every student, laying the foundations for true greatness in all of life.



Faith

A confident expectation that God exists and is trustworthy. The evidence of faith in God is peace of mind, inner strength and persevering hope for the future.



Character

The distinctive moral attributes of a person that determine their choices regardless of the circumstances. Christian character is the consistent manifestation of the character of Jesus Christ when no one is watching.



Courage

Courage is the commitment to do what is right and continue in that commitment in the face of opposition.

2025 Principal's Report

The 2025 school year marked a decisive chapter in the implementation of the [FCC Strategic Plan 2025–2027](#), the framework guiding Fremantle Christian College's efforts to strengthen community, deepen learning impact, and lay solid foundations for future growth. It was a year in which strategic intention became lived experience, as our collective focus shifted from planning to purposeful action, aligning with priorities that will shape our College across the next three years.

Christian Culture and Mission

Engagement, identity and connection were central to our work in 2025. We expanded opportunities for students and families to participate in College life, from whole-school events and celebrations to deeper community partnerships. Alongside this, our strengthened emphasis on wellbeing and pastoral support reflected a commitment to belonging and care. These actions directly support our Strategic Plan's priority of nurturing a thriving community where relationships are purposeful and students feel confident to contribute.

Highlights include:

- Growth in student leadership roles and community involvement, fostering agency and service.
- Enhanced communication channels and events with families, building trust and shared purpose.
- Initiatives responding to student wellbeing and engagement, recognising the whole student and not just academic outcomes.

Each of these achievements echoes our Plan's aspiration to build a connected, vibrant community where every voice matters.

Great Education

In 2025, we saw meaningful progress in elevating learning experiences that are both rigorous and relevant. Our academic programs continued to mature, offering differentiated pathways that empower students to engage deeply with their learning and prepare for life beyond the classroom.

Key developments included:

- Implementation of curriculum enhancements grounded in personalised learning, helping students to achieve academic growth in measurable ways.
- Strengthened frameworks for assessment and feedback to support student progress and reflection.
- Extension programs and opportunities for senior students to explore areas of interest and strength, fostering curiosity and aspiration.

These initiatives sit squarely within the Strategic Plan, reinforcing our belief that education at FCC is transformative, preparing young people to think critically, act compassionately, and make a positive impact as they prepare for life beyond the classroom.

Inspiring Environment

Throughout 2025, we continued to develop our campus infrastructure and facilities to better support contemporary learning and future growth. This included planning and implementation of improvements that ensure our physical spaces reflect our commitment to excellence and innovation.

Efforts this year included:

- Progressing enhancements to learning environments, with the construction beginning on our Stage 5 Library and classrooms.
- Investments in specialised, reliable and faster Wi-Fi networks to support both academic and co-curricular pursuits.
- Strategic planning around facility upgrades and maintenance

Advancing our campus environment aligns with the Inspiring Environment pillar of the Strategic Plan, acknowledging that purposeful spaces elevate the quality and impact of teaching and learning.

These accomplishments affirm our trajectory, and we enter 2026 with expectation and hope, equipped to continue bringing the Strategic Plan to life across every year group and every corner of the College.

Professional Engagement

Learning is not just for students. The staff are encouraged to be teachable, to regularly reflect on individual progress and identify areas for improvement. This commitment to ongoing growth is closely aligned with the College's Strategic Plan, particularly in strengthening teaching quality, nurturing a Christ-centred culture, and ensuring that every student is known and supported through high-impact practice.

Throughout 2025, staff engaged in a structured and intentional professional learning program across the year. The Start of Year program laid a strong foundation, focusing on key priorities such as assessment practices, curriculum planning, student management, and mandatory compliance training, including reporting and first aid. Staff also participated in sessions centred on Christian culture and inclusive education, reinforcing the College's commitment to both academic excellence and holistic student care. Dedicated teacher-directed time enabled teams to translate learning into practice through planning, preparation, and collaboration.

Mid-year professional learning in Term 2 provided further opportunity to deepen practice and align with strategic priorities. A strong emphasis was placed on curriculum implementation and effective teaching, with external experts supporting staff in areas such as backward planning, use of the Western Australian Curriculum, and clarity around learning intentions and success criteria. Inclusive education remained a focus, ensuring that staff are equipped to meet the diverse needs of all learners. In addition, student wellbeing and staff wellbeing were both prioritised, recognising that flourishing staff are essential to flourishing students.

Spiritual formation and the integration of a Christian worldview were also key components of the 2025 professional learning journey. Through devotions, teaching, and dedicated sessions, staff were equipped to understand and respond to the perspectives of young people, and to embed faith authentically within their teaching practice. Alongside this, compliance training in areas such as anaphylaxis and asthma management ensured that staff continue to provide a safe and supportive environment for all students.

Overall, the 2025 professional learning program reflected a strategic and holistic approach to staff development. By investing in both the professional capability and personal formation of staff, the College continues to build a culture of excellence, where teaching is continually refined and wellbeing is prioritised.



Teaching Staff

The College is blessed with a team of committed and passionate Christian educators who place a high value on student achievement and work diligently to deliver high-quality programmes within a caring, Christ-centred environment. Staff are appointed based on merit, qualifications, skills, demonstrated character, and a genuine desire to see each student grow and flourish in their God-given gifts.

Our teachers intentionally equip students with the knowledge, skills and experiences needed to make wise, informed decisions and to contribute meaningfully to society. They embrace their role as positive role models and are committed to nurturing a 'Daniel Generation', young men and women who confidently stand firm in their faith and positively influence those around them through their character, integrity and courage. Beyond the classroom, staff generously invest their time and expertise in tutoring, coaching sporting teams, leading music ensembles, and facilitating a wide range of clubs, camps and leadership opportunities.

Primary

Teacher's Name	Qualification
AU Brenda	Bachelor of Education (Primary and Early Childhood)
BROWN-KENYON Kellie	Bachelor of Applied Science (Natural Resources Management); Master of Teaching; Cert III & IV in Education Support
CAMPBELL, Ty	Bachelor of Arts (Education)/ Bachelor of Science, Certificate IV in Christian Ministry
HOLLETT Gracia	Bachelor of Education; Cert III & IV in Education Support
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
LUCAS Mitchell	Bachelor of Education (Primary)
MOORE Felicity	Bachelor of Musical Arts; Diploma of Education (Primary)
POMERY Alex	Bachelor of Education (Early Childhood Education); Certificate IV in Children's Ministry
TAN Anna	Bachelor of Commerce; Graduate Diploma in Education (Primary)

Teaching Staff

Secondary

Teacher's Name	Qualification
BENNETT Karli	Bachelor of Science; Graduate Diploma in Secondary Education; Graduate Diploma in Tertiary Education
BIZZINTINO Carmelo	Cert III in Building Construction; Registered Teacher (LR)
BLACK Ashleigh	Bachelor of Biomedical Science in Neuroscience and Physiology; Master of Teaching (Science)
BLACK Kevin	Bachelor of Education; Master of Education; Graduate Diploma of Divinity
CRANE Micah	Bachelor of Education (Physical Education)
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
GALLAGHER Ben	Bachelor of Education (Secondary)
GALLOGRAY Barclie	Bachelor of Education; Graduate Certificate in Education; Master of Educational Studies
HENDERSON Kashaca	Bachelor of Science (Chemistry); Master of Teaching (Secondary)
HOLLETT Lauren	Bachelor of Arts (Theology); Graduate Diploma in Education (Primary)
ISENBERGER Jack	Masters of Education (Secondary); Bachelor of Sports Science
LIM Karen	Bachelor of Arts (Hon); Graduate Diploma of Education
MARILLIER Ivor	Bachelor of Arts (Education), Diploma Leadership and Management, Master of Educational Leadership
MILLS Kyall	Bachelor of Science (Sports Science); Graduate Diploma of Primary Education
MOORE Patrick	Bachelor of Arts; Graduate Diploma of Education; Master of Education
MUILENBURG Erik	Bachelor of Education; Cert IV in Workplace Training and Assessment
PENNY Corina	Bachelor of Art; Graduate Diploma in Education
POMPHREY Sarah	Bachelor of Arts (Hons) in American Studies; Post Graduate Certificate in Education
SMALL Jade	Bachelor of Education (Secondary, Visual Art and English); Graduate Diploma of Teaching
STEBBINS Lisa	Bachelor of Education (Hons); Master of Education (Applied Linguistics) Cert IV in Training and Assessment
WILSON Michael	Cert IV in Workplace Training and Assessment; Cert III in Hospitality and Kitchen Operations; Registered Teacher (LR)
YAN, Yan (Selena)	Bachelor of Education (Mathematics and Mandarin Chinese); Master of Education
YUEN, Ka	Bachelor of Education (Secondary); Bachelor of Science (Physics)

Key Student Outcomes

Attendance

The Student Attendance Register (roll) is completed twice daily by Primary teachers and at the commencement of each period by Secondary teachers, ensuring accurate and consistent monitoring of student attendance across the College.

Administrative staff actively follow up unexplained absences through a combination of text messages, phone calls, and emails to parents or caregivers. Where no response is received, formal letters are issued and posted. All attendance variations are recorded in accordance with legislative requirements, supporting the College's strong commitment to its duty of care.

Absences occur for a range of reasons, including illness, family commitments, and approved holidays during the school term. Early departures are typically for medical or dental appointments, as well as other approved non-school activities, while late arrivals are documented through the completion of late notes upon student arrival. Students absent for more than two consecutive days are required to provide medical certification upon their return, ensuring appropriate documentation and ongoing accountability.

Attendance Rate for Year Groups in 2025

Year Group	Student Numbers	Attendance Rate
Pre-Kindy	16	90.20%
Kindy	23	87.30%
Pre-Primary	26	85.70%
Year 1	22	89.30%
Year 2	24	89.40%
Year 3	22	89.70%
Year 4	25	89.50%
Year 5	31	92.20%
Year 6	31	91.20%
Year 7	57	88.90%
Year 8	51	90.40%
Year 9	58	89.10%
Year 10	43	85.90%
Year 11	42	82.80%
Year 12	20	76.30%
	Total: 491	Average: 87.9%



Key Student Outcomes

Year 12 Destinations

The graduating class of 2025 has transitioned into a diverse and encouraging range of post-school pathways, reflecting both the breadth of opportunities available and the individual aspirations of our students. A number of graduates have pursued further study through university and alternative entry pathways, including Tertiary Preparation and enabling programs, particularly in fields such as Biomedical Science, Teaching, Music, and Early Childhood Education. Others have engaged in vocational education and training, undertaking Certificate courses through TAFE and specialised institutions, with strong representation in areas such as nursing and early learning.

Equally pleasing is the significant number of students who have entered the workforce through apprenticeships, traineeships, and full-time employment. These include pathways in carpentry, mechanical trades, and auto electrical work, alongside roles in administration, hospitality, and labouring. Several students have chosen to work while planning further study in the coming years, demonstrating thoughtful and flexible career planning. The overall picture is one of a cohort stepping confidently into adulthood, equipped with the skills, resilience, and values to navigate a variety of meaningful pathways beyond school.

Year 12 Results

The Year 12 cohort of 2025 consisted of 20 students, with 90% successfully achieving the Western Australian Certificate of Education (WACE), reflecting a strong level of attainment across the group. The College continues to offer and support diverse pathways, with all students undertaking a non-ATAR pathway. While ATAR was not the primary focus, a small number of students elected to undertake ATAR studies alongside their broader programs. Two students completed a total of three ATAR courses across English, Human Biology, and Psychology, with one student undertaking all three courses and the other completing two. Although no students were eligible for direct university entry via an ATAR, their participation demonstrated commitment and perseverance in engaging with academic rigour, and reflects the College's flexible approach to meeting individual learning needs.

A significant strength of the cohort was its full participation in Vocational Education and Training (VET), with 100% of students engaged in VET programs. All students successfully achieved an AQF Certificate II qualification or higher, with many completing multiple certifications across their senior schooling. This outstanding level of participation and achievement highlights the College's intentional focus on practical, industry-relevant learning that aligns with students' strengths, interests, and future goals. The breadth of qualifications attained positions graduates strongly for employment, further training, and continued education, ensuring they are well-prepared to transition confidently into life beyond school.



Key Student Outcomes

NAPLAN Results

Our 2025 NAPLAN results are presented on the following pages and reflect strong achievement across the College. We are proud of the progress our students continue to make and the commitment of our staff in supporting high standards of learning.

Recent state-wide data reported that a significant proportion of Western Australian students did not meet the National Minimum Standard. We are pleased to share that our results are well above this trend. At Fremantle Christian College, 68% of students achieved at or above the National Minimum Standard across all NAPLAN assessments, with only 8% below this benchmark. Additionally, 24% of our students performed in the top 20% nationally.

Reading was a particular strength for our students, with results exceeding those of similar schools across Years 3, 5, 7 and 9. In Writing and Numeracy, our Year 3 and Year 9 students performed above similar schools, while Years 5 and 7 achieved results comparable to similar schools. These outcomes reflect the ongoing focus across the College on explicit teaching, data-informed practice, and consistent curriculum improvement. To build on this success and continue strengthening student outcomes, several initiatives will be implemented in 2026. These include the introduction of Brightpath Writing and Brightpath Mathematics, which are evidence-based tools designed to support ongoing improvement in literacy and numeracy. We will also continue using PAT Adaptive Reading and Mathematics assessments to inform teaching and learning.

In addition, all teaching staff will participate in AISWA professional learning through the High Impact Instructional Strategies program. This research-informed training will further enhance classroom practice and support continued growth in student achievement.

NAPLAN Writing

Our results show encouraging progress across the year levels. Year 9 students have made significant improvements in writing and are now performing above similar schools. Year 7 students have maintained results that are consistent with comparable schools. Year 5 results have shown some variation, while Year 3 results have declined; however, they remain in line with other schools in the same category.

NAPLAN Reading

Overall, the Reading results are very positive, with Year 3, Year 5, Year 7 and Year 9 all performing above similar schools.

NAPLAN Numeracy

Overall, the Numeracy results are very encouraging, with Year 3 and Year 9 performing above similar schools. It is also pleasing to see that Year 5 and Year 7 results remain closely aligned with comparable schools, reflecting steady and consistent achievement across these year levels.

2025 NAPLAN Writing Results			2025 NAPLAN Reading Results			2025 NAPLAN Numeracy Results		
	FCC	Similar		FCC	Similar		FCC	Similar
Year 3	403	401	Year 3	400	393	Year 3	405	390
Year 5	468	476	Year 5	493	489	Year 5	491	493
Year 7	531	537	Year 7	546	526	Year 7	530	533
Year 9	585	578	Year 9	580	570	Year 9	582	563

Performance Review

Student, Parent and Staff Survey Feedback

In 2025, we designed the Student, Parent and Staff survey based on our Strategic Plan 2025 – 2027, which as mentioned above, focuses on five key areas that shape the life of our College:

1. Professional and Passionate Staff
2. Christian Culture and Mission
3. Great Education
4. Inspiring Environment
5. Safety and Wellbeing

As a College, we believe excellence is not a fixed destination, it's a continual journey of growth. We are committed to strengthening the way we serve our students, families, and staff, and feedback plays a vital role in shaping that progress.

1. Professional and Passionate Staff

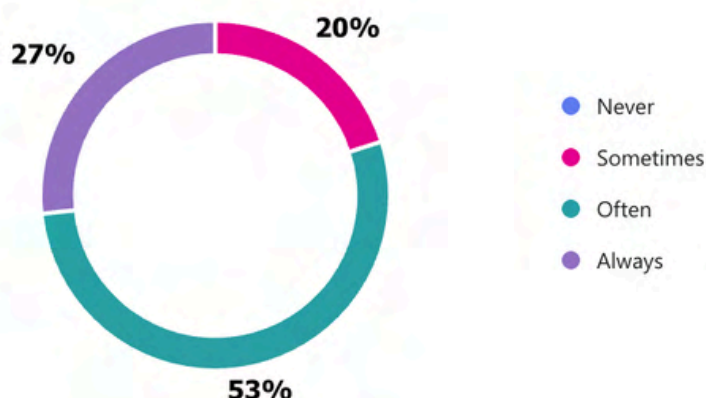
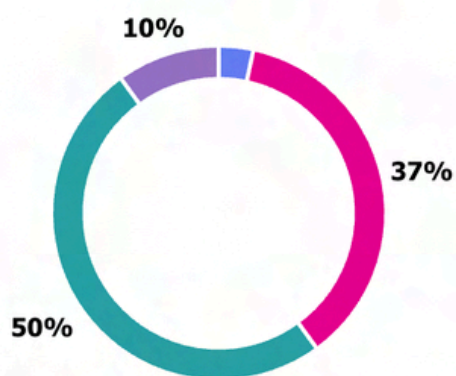
Staff feedback indicates that access to professional learning is generally positive, with six staff reporting 'always', two 'often', and six 'sometimes'. Mentoring support is mostly rated as 'sometimes' (10) with a few noting 'always' (3). Team culture is strong, with six staff rating it 'often' and four 'always'. The greatest strength highlighted by staff is the camaraderie and commitment within the team.

Parent responses align closely with staff feedback, with 73% rating staff as often or always professional, caring, and committed. Communication is considered clear and timely by 50% of parents ('often') and 37% ('always').

Students also recognise staff dedication. Among Secondary students, teachers are perceived as passionate (102 'often', 52 'always') and caring (105 'often', 39 'always'). Primary students similarly report that teachers support their learning and genuinely care about them, with 'often' and 'always' responses dominating.

Communication from teachers and the College is clear and timely.

Staff are professional, caring, and committed.



2. Christian Culture and Mission

Staff feedback suggests devotions contribute to unity, with six rating 'always' and five 'often'. Faith integration is encouraged, with seven staff noting 'always' and six 'often'. The Christian vision of the College is evident, with five staff 'always' and six 'often' recognising it.

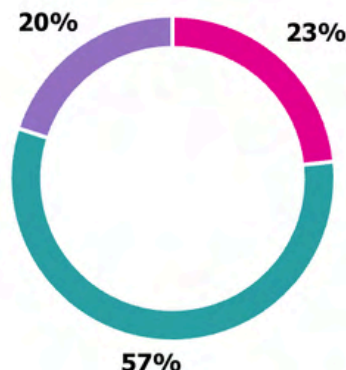
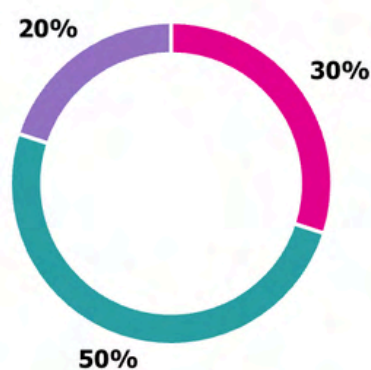
Parents largely agree, with 80% observing Christian values often or always and 80% noting that their child is encouraged in their faith.

Students reflect these patterns as well. Secondary students see teachers living Christian values (103 'often', 53 'always') and feel their faith growth is supported (69 'often', 41 'always'). Primary students demonstrate strong engagement with Bible learning and chapel activities.

Performance Review

The College's Christian values are clearly evident in daily life.

My child is encouraged to develop their faith and character.



- Never
- Sometimes
- Often
- Always

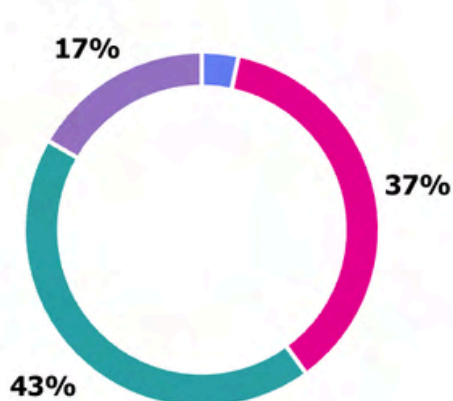
3. Great Education

Staff generally report high teaching standards, with six indicating 'often' and one 'always'. Biblical worldview integration is rated mostly as 'often' (10) and occasionally 'always' (1). Curriculum alignment is more variable, with six staff rating 'sometimes' and seven 'often'.

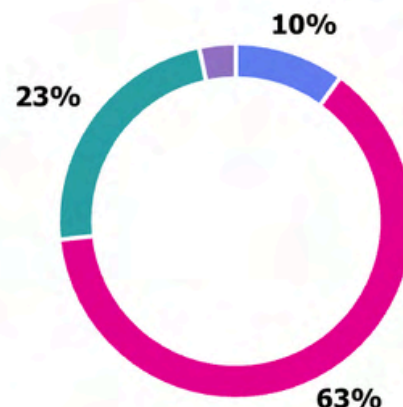
Parent feedback is positive regarding education quality, with 43% rating it 'often' and 17% 'always'. Areas for improvement include extension opportunities and tailored support for students with 63% of parents saying there are sometimes appropriate opportunities for extension and support.

Students similarly feel challenged and engaged. Secondary students report being encouraged to think deeply (90 'often', 23 'always') and value the range of subjects offered (65 'often', 27 'always'). Primary students also enjoy learning and feel proud of their achievements.

My child is receiving a quality education that is preparing them for life beyond the classroom. There are appropriate opportunities for extension and support.



- Never
- Sometimes
- Often
- Always



4. Inspiring Environment

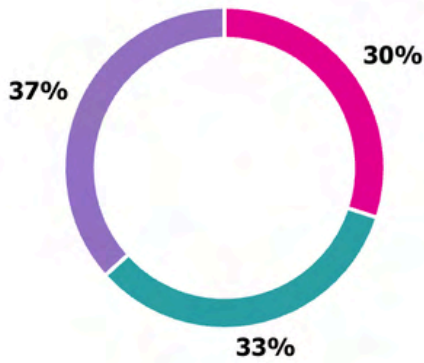
Staff report that facilities are safe and functional, although ratings vary (9 'sometimes', 5 'often', 1 'always'). The environment is considered creatively inspiring by six staff 'often' and two 'always'.

Parents generally perceive the campus as safe and clean (70% 'often' or 'always') and learning spaces positively (66% 'often' or 'always').

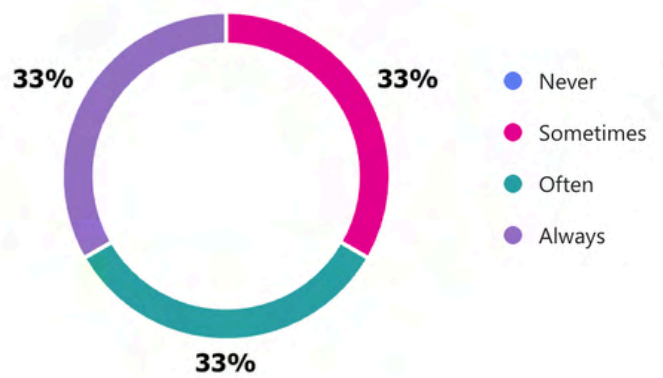
Students affirm these perceptions. Secondary students find classrooms engaging (70 'often', 15 'always'), while Primary students report playgrounds are fun and safe and classrooms conducive to learning.

Performance Review

The College campus and facilities are safe, clean, and well-maintained.



Learning spaces are positive and engaging.



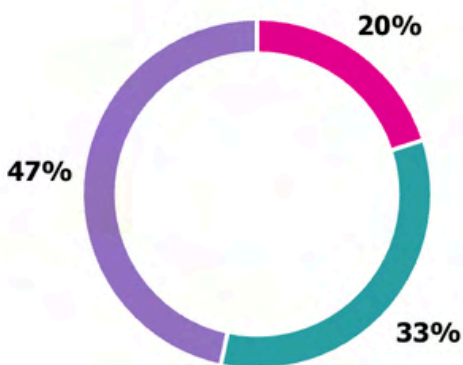
5. Safety and Wellbeing

Staff indicate that professional learning on psychological safety is limited (four 'often', three 'always'). Work-life balance support is strong (five 'always', five 'often'), and confidence in College policies is generally high (seven 'often', six 'always').

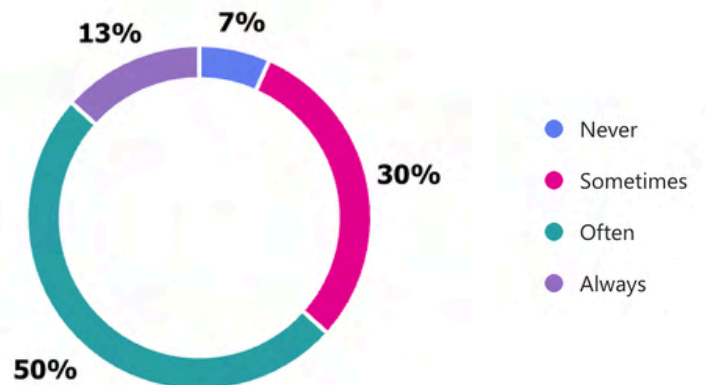
Parents largely agree that the environment is safe and caring (over 80% 'often' or 'always'), though mental health education is an area for further development.

Students feel secure and supported, with Secondary students reporting 81 'often' and 23 'always', and Primary students feeling safe, happy, and knowing adults they can approach for support.

The College is a safe and caring environment.



The College educates students about wellbeing and mental health.



Key Strengths Across All Groups

Feedback highlights strong staff professionalism and care, consistent demonstration of Christian values, students feeling supported and proud of their learning, and a safe and clean environment.

Areas for Improvement

The feedback also identifies opportunities to enhance extension and tailored support for diverse learners, ensure consistency in behaviour and discipline, increase engagement with mental health programs, improve facilities and resources (as noted by staff and Secondary students), and strengthen staff retention and leadership development.

College Finance and Communication

2025 Finance

2025 Income Source	Percentage
Tuition Fees	17%
Commonwealth Grants	59%
State Grants	13%
Capital Grants	5%
Others	6%

2025 Expenses	Percentage
Staff Costs	70%
Property Costs	6%
Other Operating Costs	24%

Communication

Clear and effective communication is central to delivering a high-quality education. The College prioritises timely, consistent communication with parents and caregivers to ensure they remain well-informed and engaged in their child's learning journey. In addition to student diaries, notes sent home, phone calls, and emails, our communication is further strengthened through the following:

- SEQTA and Seesaw
- Termly Newsletters
- A weekly 'What's Happening Next Week' email
- Celebration Assemblies
- Awards and Presentation Assemblies
- Parent Information Evenings
- Parent/Student Events
- College Website
- College Facebook and Instagram



Fremantle
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