South Fremantle Senior High School is the only fully-inclusive public co-educational senior high school located within the port City of Fremantle. It is our brief as a public school to meet the needs of a wide range of students and we do so exceptionally well, providing a broad range of specialist, vocational and university entrance courses.

The school reflects its unique surroundings by offering education programs that reflect the rich marine and maritime environment and the strong and successful partnerships with the vibrant artistic, environmentally aware community. We also have a long established history of providing education pathways for students seeking university entrance. During 2013 the school continued to provide exceptional curriculum access for university bound students by prioritising resources to make sure that our students who wanted university entrance were supported to realise this goal.

A broad range of high level academically challenging subjects are available to students, both on site at South Fremantle and through the Fremantle Public Schools Partnership. With the relevant ATAR, our students can continue to access any course at any university in the country.

Three Department of Education Specialist Programs in Music, Marine Studies and Baseball ensure that our students have access to the highest quality learning experiences with outstanding facilities and significant industry support. Entry to these courses is competitive and includes academic and physical aptitude testing and interview. Students across Western Australia can apply for these programs. Teachers of these programs have consistently demonstrated outstanding practice, having their programs externally reviewed and endorsed by the Department of Education.

We are the lead school in a partnership which has delivered a Trade Training Centre offering a pathway to Certificate III Mechanical Engineering – Plant Operations embedded with maritime competencies. We acknowledge our partners, John Curtin College of the Arts, Christian Brothers College Fremantle, Challenger TAFE and three local maritime businesses, Kailis Marine, Total Marine and Svitzer Engineering in bringing this dream to fruition with the official opening of the TTC in 2013.

Partnerships with Curtin University Sustainability Policy Institute (CUSP) and other community and industry groups are a vital part of our approach to teaching and learning. CUSP has been a significant supporter of the school, partnering with us to achieve carbon neutral status and implementing program initiatives.

Other partnerships over 2013 include the Fremantle Sailing Club, the City of Fremantle, Fremantle Ports, Dare to Lead, the David Wirrpunda Foundation, HotRock, Curtin University Marine Science & Technology Unit, UWA Spice Program and Murdoch University among other community, education and business organisations who continue to work with us to support student learning across the school. The Beacon Foundation worked closely with the school again over 2013 and the sponsorship of the Hilton Bowling Club further enhanced learning opportunities for our students over the year.

South Fremantle Senior High School has a proven record of academic achievement. For the 8th year in a row South Fremantle Senior High School was ranked in the top 50 public schools, last year for achievement and participation in VET Programs. In 2013 we were ranked 33 for achievement as two students were not included in the tables as achieving a Certificate II. This was unfortunate as both students had actually achieved their Cert II – one in Year 11 and the other in Year 12 but this data was not included due to a computing error. I am pleased that in actual fact the school achieved 100% VET achievement.

South Fremantle Senior High School again achieved 100% Graduation of Year 12 students in 2013, making it three years in a row and four out of the last five years.

The 2013 school year brought the second year of a three year planning cycle with the implementation of the “New WACE” for Year 11 & 12 students in 2015, a new approach to the senior school curriculum; and preparing Year 10 students for the new Online Literacy and Numeracy Assessments which will be carried out in March this year, providing benchmark data to guide students into the new programs being implemented from next year.

Our school is continuing to position itself as a positive and sustainable choice of school for local parents. We are strongly building on the notion of community in the local area in which parents and their children have already invested.

South Fremantle Senior High School continually seeks ways to engage the local community and we believe that we benefit from a community which challenges us, energises us, inspires and supports us. It is our commitment to this community that sees us continue to work hand-in-hand with our families to ensure that we meet the needs of our students whilst together we continue to meet the many challenges before us.
South Fremantle Senior High School thanks the following organisations for their generous support in 2013:

- Curtin University Sustainability Policy Institute (CUSP)
- Beacon Foundation
- Newmont Gold
- HotRock Foundation
- Murdoch University
- City of Fremantle
- Fremantle Ports
- Fremantle Sailing Club
- Master Mariners of Australia
- Growers Green Farmers Market
- Soroptimists International
- Dare to Lead
- David Wirrpunda Foundation (Dare to Dream)
- University of Western Australia – SPICE Program
- Australasian Maritime Centre
- Curtin University Marine Centre
- Challenger Institute of Technology
- John Curtin College of the Arts
- Christian Brothers College Fremantle
- Kailis Marine
- Svitzer Engineering
- Total Marine Engineering
- Baseball WA
- Dolphin Dive
- Swimming WA
- Kulcha
- Fremantle Volunteer Centre
- Freo Permies the local group branch of Permaculture West
- Hilton Bowling Club
- Music in Schools - provided by WAMi

COMMUNITY SPONSORSHIP & PARTNERSHIPS
South Fremantle Senior High School was established in 1967 on a large site in Lefroy Road, Beaconsfield. The attractive, well-designed buildings with covered walkways, integrated student seating and garden areas won the school an architectural award shortly after opening. Many of the facilities are available for hire by community and sporting groups.

**Sporting Facilities**
- Full-sized Gymnasium/Hall.
- Recreation Centre.
- Fitness/Weights Centre (opened in 2008) equipped with $60,000 worth of weights, lifting and fitness equipment.
- Olympic Swimming Pool.
- Resurfaced basketball and tennis courts.
- Large oval and baseball diamond.

**Autism Extension Unit**
- Opened in 2009, this attractive and comfortable facility provides support for high-functioning students with Autism and/or Aspergers.
- One full-time specialist trained teacher and 2 full-time education assistants support the needs of up to 8 students and their families.
- One of only 4 Autism Extension Units in government high schools in WA this is a new level of care and support for students and their families.

**The Calvert Music Centre**
Opened in 2006, this outstanding and unique music facility is situated at the side of the school grounds providing easy access for vehicles off Pass Crescent.
- Equipped with digital recording studio, rehearsal rooms, classroom, auditorium, computer laboratory, kitchen facilities and terrace area.
- Baby Grand Piano, 4 upright pianos and a range of other instruments.
- Facilities are available for hire and were utilised extensively by various community groups in 2013.

**Out-Reach Education Services Support**
South Fremantle Senior High School moved to host two office spaces for school support staff previously located in regional education offices:
- DISABILITY SERVICES TEAM
Visiting teachers from this team have an office on the high school site. A Memorandum of Understanding has been developed to support this arrangement.
- SENSORY NEEDS TEAM - HEARING
Commencing at the beginning of the 2013 school year, a team of visiting teachers has been relocated from the Mosman Park School of the Deaf to the South Fremantle Senior High School campus. It is envisaged over time, that students who need sensory support hearing will be able to enrol at South Fremantle Senior High School.

**Fremantle Maritime Industries Trade Training Centre**
A state-of-the-art facility which opened for student use in 2013, the FMITTC is the result of an initiative by South Fremantle Senior High School to invite Christian Brothers College Fremantle and John Curtin College of the Arts into a partnership to deliver this outstanding facility to local students.

The FMITTC will deliver a pathway to Certificate III Mechanical Engineering (Plant Operations) with maritime competencies embedded throughout the certificate making this one a of a kind facility with a unique qualification, endorsed by Challenger TAFE and local maritime and marine industries and business.

The FMITTC encompasses these high quality areas made to industry standard:
- Welding bays
- Mock-up area
- V12 Trawler engine room
- A wheel-house area
- Two seminar rooms with digital IT
- Change-rooms, toilets and office space.

Students are currently engaged in studying an Engineering qualification from Year 10 at South Fremantle Senior High School. If you are interested in enrolling your child in an Engineering Course, please contact the Deputy Principal Senior School.

Students are currently engaged in studying an Engineering qualification from Year 10 at South Fremantle Senior High School. If you are interested in enrolling your child in an Engineering Course, please contact the Deputy Principal Senior School.
MUSIC ASP SUMMARY

Music results, as expected, comfortably outperform both like schools and DoE schools. This is due, in no small part, to the rigorous, ongoing reflection that occurs within the program, to the strong leadership of the program and to the rigorously applied expectations and co-curriculum.

The key to music’s dynamism is through the relationships it builds. Explicit in the Music ASP strategic plan is community partnerships: this involves parents, staff, students and community individuals and organisations. Music in Schools, provided by WAMi is one such example. An active, involved parent committee is another and a partnership with Murdoch University yet another. It is this strategy that not only provides anchor points for student learning but helps them to imagine where this learning could take them to.

To this end the introduction in 2014 of a Certificate III in Music for senior school students provides an explicit transition from school to University or TAFE.

To complement this 2014 also brings online the next phase in the development of the recording facilities in the Music centre. By the end of high school every student should have their own personally recorded demo/digital portfolio.

MUSIC ASP HIGHLIGHTS

TIYENDE! – Very successful cross-curricular term 1 Sustainability project culminating in showcase on April 11th.

TALKING DRUMS TOUR – Music bandwagon tour to Goldfields providing performances and workshops to 6 local primary schools ending with a combined finale performance at the Goldfields Arts Centre on August 9th.

ART BLAST – The final Art Blast exhibition as part of Fremantle Festival and WA Education week from October 21st–25th. South Fremantle SHS represented with around 50 2D and 3D pieces.

FREO SCHOOLS’ FIESTA – Lead by the Music ASP, a whole school community building exercise aiming to celebrate learning in our local government schools. Divided into 2 parts, an expo and the finale Music performance

OTHER HIGHLIGHTS:

• April 11th – TiyendePamodzi/Term 1 Showcase
• May 23rd – WAM Incursion: Patient Little Sister
• May 29th – Fremantle Heritage Festival: Grace Canny performs live with Donna Simpson of The Waifs at Fremantle Heritage Festival.
• May 31st – Yr 10-12 Music Students visit Murdoch Uni and ECU/WAAPA to see what university options are available post year 12.
• June 26th – WAM Incursion – part of the Schools Alive! Program: Foam
• July 7th – Term 2 Showcase
• August 4th to 10th – Talking Drums Tour to the Goldfields
• August 18th – Band of Misfits (student band) record in studio at Murdoch University
• August 27th – Band of Misfits perform at official opening of the school’s Trade Training Centre
• August 31st – bands perform at Maritime Expo in Fremantle
• September 7th – Contemporary Bands Expo at Ellenbrook College
• September 18th – Groove Ensemble (students) records at Murdoch University studio
• September 26th – Term 3 Showcase
• October 21st – Student band performs at final Art Blast opening party at Fremantle Town Hall

2013 ACHIEVEMENTS

APPROVED SPECIALIST PROGRAMS

Approved Specialist Music Program

Having welcomed Mr Mike Gowland as the new Director of Music in semester two, 2012 the target in 2013 was to develop a strategic plan for the next 3 year period and to have this plan passed during the external accreditation audit. This was achieved successfully, with both the auditor and her advisor acknowledging the quality and detail of Mike’s presentation.
Specialist Marine Studies Program

The South Fremantle Senior High School Specialist Marine Program is an exciting program with a dedicated curriculum team who work with students to engage them in all aspects of WA’s diverse marine environments. This program was reaccredited in 2011 with an ‘Outstanding’ declaration.

INDUSTRY LINKS

The South Fremantle Senior High School Specialist Marine Program has fostered exciting links with:

- Fremantle Port Authority: Maritime Day and Student sponsorship
- Master Mariners Association: Guest Speakers and expert advice
- Hilton Park Bowling Club: Sponsoring 2 students to complete the program
- Curtin University: Sustainable project with year 10 students and Underwater Acoustic Technology
- UWA: SPICE Program: marine directions and 2014 Sea-grass research with year 9 and 11 students
- Defence Force Industries: International pathway
- Challenger TAFE: Aquaculture support
- Local Dive Industry Experts/ Dolphin Dive, Australasian Dive Academy: Excursions and courses
- Fremantle Sailing Club and Marine Education Boatshed: Courses, RST and assistance

2013 HIGHLIGHTS

- Yr 8 Point Peron Camp 3 days - Introduction to open water snorkelling and snorkel trails.
- Yr 9 Rottnest Camp 4 days - Students completed environmental studies and human impact studies as well as heritage components of life on Rottnest Island. Students were able to apply their Skin Diver Award skills to adequately explore local marine environments.
- Yr 10 Coral Bay Camp 5 days – Students dived with Manta Rays, Whale Sharks and completed a scuba course and observed amazing coral formations.
- Whaling, history and heritage trails around Fremantle with Marine history being highlighted including the Round House/ Longitude Balloon canon blasts investigated.
- Yr 11 Lancelin/ Bickley Camps - surfing and water environments and fishing.
- Yr 12 Busselton Camp - Advanced Diving Course diving on the HMAS Swan and Busselton Jetty.
- Yr 10 and Yr 12 Fremantle Maritime Cleanup Day at Fremantle Sailing Club. A letter of thank you was sent to the school on the excellent conduct and effort of our students.
- Yr 12 Excursion to Fisheries at the Hillary Marina. This was about fish management and fishing for the future in an environmental and economic perspective.

2013 HIGHLIGHTS

- Yr 12 Margaret River Camp - exploration of caves and surrounding areas and the effect of water on these environments.
- Fremantle Maritime Day run by Fremantle Port Authority. Years 8 to 12 marine students profiled the school with displays and information as part of the Fremantle Maritime Community.
SSWA INTER-SCHOOL TOURNAMENTS

South Fremantle Senior High School Wins Open Championship for Third Time!

The focus of the 2013 Baseball Program was the Australian Baseball Schools Championship hosted by South Fremantle Senior High School and Darling Range College. Skills sessions were held in classes and a strength and conditioning program was held before school in term 1. Josh Rawlinson led the programme with 20 workouts and 11 other students participated in this from years 8 to 10.

ACTIVE AFTER SCHOOL COURSE (AASC)

During 2013 students were put through the AASC (practical course) through the Australian Sports Commission during term 1 to develop their coaching skills. All students also completed online coaching certificates.

SOUTH WEST TOUR

The baseball students in lower school participated in the South West Region baseball camp staying at Wharncliffe Mill camp site. Students participated in coaching clinics with surrounding schools which included Margaret River High School, Margaret River Primary School and Dunsborough Primary School. All the local schools were very supportive and their students enjoyed the activities with our students. South Fremantle students also participated in visiting local tourist sites and attending personal training sessions.

INTERSTATE TOURNAMENT

South Fremantle Senior High School co-hosted Seaton High School from Adelaide and Darling Range College for the schools Baseball Championship. Seaton had 5 teams involved and the tournament was divided into seniors and juniors with the senior’s tournament held at Baseball Park. Approximately 110 students were involved in the week long tournament. South Fremantle Senior High School won both the relay and home run derbies in the Senior competition and were 1st in the skills competition whilst Seaton won both running events. South Fremantle finished 3rd in the Senior Division and 2nd in the Junior Division.

STATE TEAM REPRESENTATIVES

U14   Jett Wright
U16   Alex Oehme and Josh Rawlinson
U18   Sam Kennelly and Stuart Ralph

MAJOR LEAGUE BASEBALL ACADEMY GOLD COAST

Sam Kennelly, Alex Oehme and Stuart Ralph were honoured to participate in this 3 to 6 week camp for elite baseball athletes in Australia. Sam Kennelly was signed professionally through the Pittsburgh Pirates MBL team from attending this camp.

AUSTRALIAN TEAM

Sam Kennelly attended the U19 World Championships in Taiwan. Sam played in every game and scored the winning run in a triumphant win over the USA.

Coordinator of the Australian Team, South Fremantle Senior High School teacher Andy Kyle was selected as assistant coach for the Australian Cal Ripken World Series held in Aberdeen Maryland USA. This was an Australian U14 team competing against the best teams from around the world.
The Arts & Technologies

The Arts & Technologies Learning Area represents the largest practical curriculum area provided at South Fremantle Senior High School. It covers all traditional Arts and Technology and Enterprise contexts and oversees much of the school’s VET provision.

Arts & Technologies is an area that relies on selection by students as an elective and as such is an area that constantly strives for and embeds meaningful connections to student interests and ambitions.

LEARNING AREA SUMMARY

Semester Two 2013 results against like schools (and often against DoE as well) compare favourably. In most cases we match, if not exceed like schools results.

Examination of LA grade graphs considered against individual class result narratives provide the possibility of small areas of improvement at B and A grade levels, specifically in borderline cases. There seem to be students who could, with some extra support, move into higher grade levels. To this end it is imperative early identification is made so this support can be provided. Linking classes to assessment outlines in the portal is the major strategy the LA will be using in 2014.

Acknowledgments are due to the following:

- Francine Orr – who relieved in Visual Art through term 4, including giving generously of her own time during the Fiesta to ensure Visual Art was represented.
- Ryan Graefe – who commenced at South Fremantle Senior High School in 2013 and, with energy and enthusiasm established a disciplined culture and an organized methodical delivery of Engineering units in the Trade Training Centre.

HIGHLIGHTS

In addition to the provision of the regular classroom curriculum, 2013 provided opportunities for staff and students to explore cross-curricular opportunities through the school’s Sustainability Program. Specifically this involved two major projects and the final Art Blast.

- The first, Tiyende (Tee-yen-day), was an African themed Artist-in-Residence program that provided 3 artists working in year 8 Visual Art, Home Economics and Cooking classes. Mentored by these artists students explored a variety of African traditions and styles in their classes. This project culminated in a showcase and exhibition at the end of term 1. Students catered for the event, exhibited their art work and performed their music. Media students documented the event. In addition to staff collaboration this project was funded by the P&C which covered Artists payments.
- The second project, entitled Freo Schools’ Fiesta, was a whole school community building exercise. The main aim was to celebrate learning in our local government schools (5 primary schools + South Fremantle SHS). The project was divided into 2 parts with an expo in which all participating schools and learning areas displayed their wares. These displays were staffed by students under the supervision of their teachers. In the early evening people moved into the hall for the Music performance that finale with 250 students drumming the Mission Impossible theme. The feedback from primary school parents since that event has been extremely positive.
- After almost twenty years the final Art Blast exhibition was held in early term 4. It featured a variety of outstanding 2D and 3D lower school and senior school Art works by approximately 25 Fremantle primary and secondary schools. As always these were exhibited at the Fremantle Town Hall as part of the Fremantle Festival and Education Week. South Fremantle Senior High School exhibited around 50 pieces of outstanding student art work.
Science

The Science Learning area developed a strong link with the Schools Pathway Program Defence Industries over 2013. A number of data loggers were purchased and this allowed their use to be incorporated within a range of Science curricula. The diversity of subjects students engaged in across science included Physics 3AB to Marine and Maritime Technology 3AB to the extension program for our local Year 7 primary students in our partner primary schools.

There was further incorporation of the STELR materials and resources into years 8, 9 and 10 with an emphasis on scientific investigation and renewable energy. The Science and Technology Education Leveraging Relevance (STELR) Project is a national secondary school science education initiative of the Australian Academy of Technological Sciences and Engineering (ATSE). This is an association of professional men and women who are elected as Fellows of the Academy on the basis of their achievement in the application of science, technology and engineering to Australian life. The STELR Program is a hands-on, inquiry-based, in-curriculum program designed for Year 9 or Year 10 students, on the theme of global warming and renewable energy. A range of directed and student-designed practical investigations are an integral part of the program. This allowed the development of a sound foundation for the Carbon Neutral and Sustainability curriculum. The year 8 science cohort achieved a higher proportion of A and B grades for semester 2 compared to like schools and this could be attributed to the emphasis upon the use of STELR materials as a pivotal mechanism for student engagement.

There was further development of the partnership between the Science and Physical Education learning areas in the defining of specific pathways for the specialist Marine students where they can do the subjects: Biology, Chemistry, Marine and Maritime Technology and Physics. This partnership allowed the exchange of teaching programs and team teaching for the different courses.

During term 2 and 3, students from various partner primary schools participated in a program at South Fremantle SHS called Academic Mathematics and Science Extension (AMASE). This weekly program is designed to expose students to Science and Maths concepts in a secondary setting with specialist teachers and equipment. The theme for both terms was food technology and the concept “You are what you eat”. Students were engaged in a variety of investigations including measuring and comparing energy levels in foods, testing for nutrients and measuring electrolyte content in fluids. The program was a great success with the primary students and allowed them to explore ideas and concepts that they had not yet experienced in a primary school setting.

2013 ACHIEVEMENTS
2013 ACHIEVEMENTS

Health & Physical Education

PHYSICAL EDUCATION HIGHLIGHTS:

- South Fremantle SHS competed in team sports carnivals in years 8, 9 and 10 winning the year 10 Netball.
- South Fremantle SHS had a highly successful school swimming carnival. We also hosted the Zone swimming carnival which involved 4 other schools.
- Students competed at the Interschool Swimming E division winning the Meritorious Shield.
- The school Athletics carnival was a great success, well attended and well enjoyed by all students from Years 8 – 12.
- Students competed at AK Athletics Stadium for Interschool Athletics. Two of our athletes were named champions on the day.
- All students completing Certificate II in Sport and Recreation or Outdoor Recreation in year twelve successfully achieved their qualification.
- Two Outdoor Education Camps at Bickley and Lancelin were run by South Fremantle SHS staff. These were well supported and enjoyed by students.
- Students successfully incorporated CPR and completion of Bronze Medallions into their courses. Two Physical Education teachers have their Bronze Medallion Examiners qualification and their Senior First Aid Trainers Certificates.
- Teachers Incorporated IT more readily into the classes and challenged students in expanding their Health Ed courses using IT flexibilities.
- Staff have been developing and improving curriculum with Professional Learning both provided through the school and through the Cockburn Fremantle Network and through the provision of extra curricular outings that enhance student learning. A strong focus over 2013 was on development of Year 7 courses for 2015.
2013 ACHIEVEMENTS

Carbon Neutral Program

During 2013, the Carbon Neutral Policy was completed and incorporated into the policy documents to be utilised by all staff across the school. This includes the Carbon Neutral Purchasing Policy.

LOW CARBON AUSTRALIA

Carbon credits were purchased to cover the 2011/12 year.

WATER

Water Corp: The Carbon Neutral Project Director Kathy Anketell presented at a forum for the Water Corporation in May. She also outlined the SFSHS case study for the Water Corp, at a presentation for schools at the zoo earlier in the year.

Waterwise Accreditation: A special Waterwise assembly was held on the 24th June, attended by Simone Mc Girk, Brad Pettit and Karen Willis from Water Corp. The bike fountain was tried out and gave a few laughs as well as food for thought on future uses and the possibility of a permanent installation.

Water: A Water Corp grant was approved for the school so that the internal gardens run off the bore instead of scheme water.

The Green Room: Reticulation has been upgraded to ensure even coverage of water to all plants.

ENERGY

An ongoing 5kW load was identified which started on Monday Jan 21st and continued with little variation through the day and night. After some investigation it was found to be coming from two computer classrooms as the automatic shutdown had not been occurring and the classrooms had been becoming very hot in the morning from the PCs running throughout the night. Comparative temperatures in a classroom with the PCs on was 31.5°C and without - 24°C.

Computer shut-down switches are being installed in two computer labs. The estimate of savings is over $6,000 per lab per annum. Each room costs $1000 to do the installation giving a payback period of 2 months.

• Policy developed for “PC switchoff” (and security windows) and signage for workstations.
• To set a goal to reduce this load from 5kw to under 2kW and use Greensense monitoring to track progress.

LED’s: Cost and energy savings for replacing the fluoro security lights with LED’s has been calculated as the lights are on 12 hours a day 52 weeks a year. The payback period is 2.3 years compared with 6.25 years for classroom retrofits. This work is continuing.

STUDENTS

Minimising and Offsetting Travel Emissions: To address emissions for the music camp to Kalgoorlie, coach travel was used to get there and tree planting took place in the Karlkurla Park in Kalgoorlie.

Y10 Tree Planting: This took place at Lake Claremont rehabilitation area.

Green Action Team: Held their first camp including tree planting in Chidlow.

SPICE – University Of Western Australia: Specialist Marine Studies teacher Julie Miller and Kate Vyvyen from Spice Program UWA are progressing a seagrass planting project which will continue over 2014. Filming on this initiative and the Carbon Neutral Project overall took place in September with past Year 12 student Ellie Partridge taking a major speaking role. This move will be used to assist schools to compete and compare data and will be a creative way to assist the behavioural change process through education.

Kate was keen to make an “app” for students to use to do their own audit of the seagrass planting, however there were some IT issues which impeded this.

COMMUNITY

International Permaculture Day: This event was held at the school on the 5th May.

CUSP Masters Student: Tan Yi Ming was a science teacher in Singapore and is now undertaking her study on sustainability in the curriculum. She has received some support from the Carbon Neutral Working Party.

Growers Green Sustainability Scholarship: A brochure was produced and disseminated in the community to seek applications for scholarships worth $5,000 for Year 8 students. Four students were successful in achieving the scholarships.

Living Smart: A Living Smart Course was run out of the school and facilities were used free of charge as part of the schools Carbon Neutral community outreach. This was free of charge to staff and students who wished to attend. One student who attended, was offered the opportunity to complete the Living Smart Facilitator training free of charge and he is hoping to do this during 2014.

Seed Savers Network: This network ran a seed swap day at the school on the 6th October and 200 people attended, swapping seeds, plants and cuttings. This was timed to coincide with the Big Market held on the first Sunday of every month. Fremantle Permaculture also had a stall at the farmers market selling seedlings raised in the Green Room.

Marine Projects: Kathy accompanied Specialist Marine Studies teacher Julie Miller to do the Taronga Blue Beach Clean-up at Woodman Point with the...
Yr 9 & 10 Marine students. Julie is also undertaking a national seagrass planting project with UWA.

The Jan and Peter Newman Award was presented by their son and former student Sam Newman at the Year 12 Graduation Night to Jackson Miller.

Primary School Cluster: As there has been a turnover of school principals at our partner primary schools, a “re-engaging” of them to implement school sustainability initiatives has been ongoing over 2013.

White Gum Valley Primary School: As part of our outreach through the Carbon Neutral Project, Dr Steph Jennings has visited this school to support the continuation of their carbon neutral audit work. Dr Jennings presented as part of the Decarbonising Cities initiative and is teaching the Curtin University Sustainability Policy (CUSP) Institute students to complete basic audit work and a basic emission management plan. WGV PS is now purchasing carbon neutral paper, something South Fremantle SHS has been doing for a couple of years.

SCHOOL SWIMMING POOL

The City of Fremantle leased the school swimming pool from October and into the end of Summer 2014. Some benefits for the school include keeping the pool blanket and ropes. Many thanks to Jon Strahan for his assistance.

GARDENS

Waterwise Gardens: The P&C assisted the school to pay for water-wise gardens to be developed at the front entrance of the school after the large palm tree was removed due to it becoming a hazard and causing damage to the planter structure it was contained within.
The School Plan has been developed collaboratively and incorporates feedback from staff and parent representatives through the P&C and School Council. The plan incorporates the Department of Education’s Focus and Direction for Schools and the Director General’s Classrooms First Strategy as well as an expanded school vision statement, mission and values statements, and our beliefs about teaching and learning at South Fremantle Senior High School.

OUR VISION
“Navigating to Sustainable Futures”
It is our desire to provide South Fremantle SHS students access to a world-class education that is, quite literally, individually and globally transformative. We hope and expect that our graduating students will use this education to contribute in ways that enrich and sustain their communities as well as themselves.

OUR MISSION
Our mission is to provide guidance, a compass, to help our students navigate their own futures. Implicit in this is the many historical partnerships and the rich opportunities available for students both within the school and the local community.

Together we, as a community will help our young people to navigate a way through the many obstacles and challenges in life and through these experiences chart a successful course.

To this end, working in partnership with parents and students we will provide educational opportunities that target:

- **Achievement**: at all times, academically, personally and professionally, in all our endeavours and interactions we will do our best in the pursuit of excellence
- **Community**: we will actively, positively and generously engage individually, with one another, with our communities and with the world we all share
- **Ethics**: Our conduct will be ethical, built on compassion, care, respect, tolerance and integrity at all times

OUR VALUES
At South Fremantle SHS we are committed to a diverse and environmentally sustainable society.

**We value**:
- Being caring and compassionate
- Doing our best
- Being honest and acting with integrity
- Showing respect for ourselves, for others and for the environment
- Being responsible for our own actions
- Being fair, tolerant and inclusive

**We believe that learning should**:
- Be guided by expectations and academic standards which make learning purposeful and effective
- Inspire individual ownership and the achievement of personal goals
- Challenge and support us to achieve our personal best and celebrate excellence
- Develop positive relationships as a key to success
- Be life-long, happening at different rates and in different ways

As Australia’s first Carbon Neutral School, our commitment to the environment and leadership in sustainable education is well recognised. With sustainable education programs embedded across the entire curriculum, the Five Pillars of Learning form the critical components to guide each student’s journey at our school:

- Learning to know
- Learning to do
- Learning to live together
- Learning to be
- Learning to transform oneself and society

We strive to instil in our students a desire to learn about the complex world we inhabit and a capacity to cope with and contribute to society in a meaningful way. To achieve this South Fremantle SHS is committed to distilling three main themes across all school activities:

- Achieving Excellence
- Community Connectedness
- Ethical Conduct.
The Department of Education supported the school by allowing Maths Consultant Pam Sherrard to continue working with three of our Maths Teachers over the course of the year. The NAPLAN test for numeracy provided a platform to develop some innovative practices across both the Year 8 and Year 9 student cohorts. This professional learning has obvious transferable benefits for these teachers across all year groups they teach.

A working party with representation across the school continued to implement strategies for the whole-school-approach to literacy which focuses on the use of seven key strategies. The GIR Literacy teacher supported staff in developing the capacity to work with the strategies in the classroom and provided intensive learning support to students when required. A strong focus on NAPLAN planning and use of NAPLAN resources is evident through English classrooms which was facilitated by the GIR teacher.

Improvement Targets:
All students demonstrate improved achievement and progress in literacy and numeracy measured by:

- Student performance progress to above ‘like-school’ levels
- The percentage of students in Year 9 at or above national minimum standards in NAPLAN reading, writing and numeracy.
- The mean scaled scores of students in Year 9 NAPLAN reading, writing and numeracy.

**NAPLAN REPORT 2013**

The year 9, 2013 numeracy results were excellent. The students’ results showed a huge progress from year 7 to year 9. The difference between the students’ means in year 7 and year 9 was 44 points whereas in the previous year it was only 15 points. These results are an indication of the teachers’ input and the implementations of various improved teaching strategies.

Results in Numeracy were above expected with:

- 22% in the top 20% and only 16% in the bottom 20% compared to like school 12% and 21% respectively.
- 38% of students were Band 8 or above with 18% of those in band 10

**NATIONWIDE TESTING**
National Assessment Program Literacy and Numeracy (NAPLAN)

<table>
<thead>
<tr>
<th>School Level</th>
<th>Top 20% of State</th>
<th>Middle 60% of State</th>
<th>Bottom 20% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like Schools</td>
<td>SF HSHS</td>
<td>Like Schools</td>
<td>SF HSHS</td>
</tr>
<tr>
<td>Reading</td>
<td>14%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>Writing</td>
<td>16%</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>Spelling</td>
<td>14%</td>
<td>65%</td>
<td>60%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>13%</td>
<td>68%</td>
<td>62%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>12%</td>
<td>67%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**NAPLAN Proficiency Bands %**

<table>
<thead>
<tr>
<th>Band</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation &amp; Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>18</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>13</td>
<td>11</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>19</td>
<td>22</td>
<td>20</td>
<td>19</td>
</tr>
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<td>7</td>
<td>21</td>
<td>32</td>
<td>33</td>
<td>29</td>
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</tr>
<tr>
<td>6</td>
<td>23</td>
<td>26</td>
<td>26</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>1-5</td>
<td>24</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

SCHOOL PRIORITIES 2013

**Literacy & Numeracy**

The focus over 2013 on delivering a program of professional learning to support teachers of mathematics continued. The purpose of this was to develop new and challenging teaching strategies in order to engage students and heighten their understanding of mathematical concepts.
The school strives to reward and celebrate student achievement across all years, ensuring that students are acknowledged publicly in formal forums for academic achievement, improved or excellent school attendance and in more informal ways through the use of systems such as the raffle ticket prizes for students wearing full school uniform. All of these activities have contributed to a positive, constructive and happy school culture where high achievement is valued and celebrated.

All teaching staff are expected to access the many forms of student achievement data available through SAIS, Reporting to Parents and other sources, to reflect upon student progress and inform classroom planning. All teachers have been provided with iPads to provide heightened convenience to data sources and the school has provided professional learning opportunities to teachers to maximise the flexibility and convenience of this technology tool.

All teachers participated in professional development with their learning areas in readiness for implementation of the Australian Curriculum, through the Cockburn / Fremantle network on the first School Development Day in 2013. This was followed up by other opportunities during the year to continue this work.

**IMPROVEMENT TARGETS**

Student success will be measured by:

- The percentage of students achieving WACE at Year 12 (Target 100%)
- The percentage of Year 12 students eligible for university and/or who gain a Certificate II or higher qualification (Target 100%)
- The percentage of VET students achieving VET qualification Cert II or higher (Target 100%)
- An increase in the median ATAR to 70 or above.
- An increase in the percentage of students achieving grades of A & B in lower school and reduction in C, D, E grades.
LEARNING AREA GRADE DISTRIBUTION
The following graphs compare academic results for core learning areas for Years 8, 9 and 10 in 2013. South Fremantle Senior High School (SF) is compared with similar Socioeconomic Index Band 5 (SEI6) and Department of Education schools (DoE).

**Mathematics**

**English**

**Science**

**Society & Environment**
ACADEMIC RESULTS
Australian Tertiary Admissions Rank (ATAR)

The 2013 ATAR participation rate of 46% of Year 12 students was a significant increase to that in 2012 of 23%. This is the highest ATAR participation rate for the past five years. Students are categorised as ATAR students if they sit 4 or more external examinations in Stage 2 or Stage 3 Courses. The percentage of ATAR students will vary from year to year depending on the interests and aptitudes of individual students and their post-school aspirations.

There is now significantly increased flexibility for Year 12 students to enter university without studying an ATAR program and many universities will accept students through alternative processes. In 2013, two students from our Year 12 cohort received places at University without completing an ATAR program.

With schools offering Certificate II and higher, many students are now seeking to enter a university pathway through completion of high level courses at TAFE. With the excellent outcomes that South Fremantle Senior High School is achieving in VET this is an extremely worthwhile option for many students.

The median ATAR in 2013 was 59.2 which was a slight increase from recent years.

Of the students who participated in the ATAR program 67.5% of the students who applied for University places were offered places in the program of their choice.

The Dux ATAR for 2013 was Fallon Hale whose ATAR was 88.75. Fallon was presented with $1,000 by the Department of Education for achieving this award.

FREMANTLE PUBLIC SCHOOLS PARTNERSHIP

Students continued to utilise classes through the Fremantle Public Schools Partnership in addition to ATAR classes available on their own school sites in 2013. This partnership between Applecross, Melville, Hamilton and South Fremantle Senior High Schools and North Lake Senior Campus has been operating for four years.

Extra courses available to Year 11 & 12 students through FPSP over the past two years included:

- Biological Studies Stage 2 & 3
- Cert II Telecommunications
- Chemistry Stage 2 & 3
- English Literature Stage 2 & 3
- Human Biological Sciences Stage 2
- Mathematics Stage 3AB and 3CD
- Modern History Stage 2 & 3
- Physics Stage 2 & 3
- Visual Arts Stage 2 & 3

GRADUATION – ACHIEVEMENT OF THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

Last year in 2013 was the third year in a row that the school achieved a 100% WACE achievement rate.

Student Success - Upper School

ATTAINMENT RATE
South Fremantle Senior High School achieved an Attainment rate of 80% in 2013.

The Attainment rate is the percentage of students achieving either an ATAR of 55 or a minimum of a Certificate II.

SCHOOL PRIORITIES 2013

GRADUATE ATTAINMENT RATE

0 10 20 30 40 50 60 70 80 90 100

% of students

2011 2012 2013
VOCATIONAL EDUCATION AND TRAINING (VET)

In December 2013, School Curriculum and Standards Authority data indicated that 97% of Year 12 VET students attained a Certificate II or better. In actual fact, 100% of Year 12 VET students achieved a minimum of a Certificate II. This anomaly was due to a data transfer error for one student whose Certificate II was confirmed at the beginning of 2014 and another student who actually achieved his Certificate II whilst in Year 11, not in Year 12.

Workplace Learning

All of the students (100%) who completed Workplace Learning 1C/1D at South Fremantle Senior High School received a C grade or higher compared to "like schools" where 92.6% students achieved this result and 91.8% of students overall received this result.

Further highlights:

- Four (4) students attained Certificate III or higher qualifications.
- One (1) student attained a Certificate IV.
- Thirty seven (37) students achieved a total of 49 Certificate II’s in 17 different certificate areas.
- The VET Dux Award and $1,000 was awarded to Parker Besson
- The Westcheme Award for 2013 was presented to Amy Fenton
- Sixty eight percent (68%) of all students in Year 12 at South Fremantle Senior High School completed Units of Competency

In Year 11 in 2013, 29 students completed 44 Certificates:
- Certificate I - 22
- Certificate II - 19
- Certificate III - 3

In 2014, nine (9) students are continuing with their Certificate II Engineering in the Fremantle Maritime Industries Trade Training Centre at South Fremantle Senior High School.
Safe and Caring Learning Environment

South Fremantle Senior High School prides itself on demonstrating an exceptional level of care for students.

Whilst in a time of resource pressures, the school prioritised resources to maintain a full-time non-teaching Manager of Student Services, a full-time, non-teaching VET Coordinator and a range of other non-teaching support roles such as Year Coordinators. These staff have been integral to achieving student success and engaging students appropriately at school.

Throughout 2013 the school continued enrolling teachers in the CMS professional learning program and developed a clearer focus on accountability of school operations in Behaviour Management & CMS and Student Attendance. A case management approach has been implemented to support students and Standard Operating Procedures have been reviewed and published for all key areas of school policy and operations.

Improvement Target: Student well-being and a sense of belonging will be demonstrated through;

- Increased percentage of students achieving 90% or more attendance
- Reduced incidences of student suspension

### SECONDARY ATTENDANCE RATES

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.9%</td>
<td>84.5%</td>
</tr>
<tr>
<td>State</td>
<td>87.4%</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

South Fremantle Senior High School was commended by the Regional Executive Director for achieving the 3rd highest improvement in the regular rate of student attendance across the whole of the South Metropolitan Education Region in 2013. This improvement of 7.85% is testament to the hard work of school staff working closely with parents and carers to engage students in their education.
Along with three quality assured Approved Specialist Programs; Baseball, Marine Studies and Music shaping the flavour of this school, our Growers Green Farmers Markets have gone from strength to strength, celebrating their third anniversary of operations.

The Fremantle Maritime Industries Trade Training Centre was completed in 2013 and was officially opened in August by the Honorable Melissa Parke, Member for Fremantle. This event was attended by business, industry and education representatives and school leaders.

The Fremantle Public School Partnership has continued to deliver an expanded curriculum access across all grid lines for students in 2013 and 2014. This will be reviewed later in the year with ongoing commitment to support ATAR students successfully through their program to the end of Year 12.

South Fremantle Senior High School continues to refine its own "school brand". The achievement as Australia’s First Carbon Neutral School in 2012 only goes to strengthen the uniqueness of our school and the leadership role we have taken in sustainability education.

A Distinctive Local School
STUDENTS

Student Numbers
Lower Secondary: 212
Upper Secondary: 113
Total students: 325

Retention
Apparent Retention Rates (%)
Years 8 -10: 108%
Years 10 -11: 115%
Years 11 -12: 71%

Secondary Graduation
Achievement of the Western Australian Certificate of Education (WACE)
South Fremantle Senior High School: 100%

Destination Data 2013
- University
- TAFE
- Apprenticeship/Traineeship
- Employment
- Employment Assistance
- Other
- Deferred Study/Training
- Return to School
## FINANCES 2013

### 2013 Revenue

**$1,155,572**

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$19,001</td>
<td>$18,738</td>
</tr>
<tr>
<td>Charges &amp; Fees</td>
<td>$193,548</td>
<td>$180,469</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$18,018</td>
<td>$18,018</td>
</tr>
<tr>
<td>Other State Government Grants</td>
<td>$19,393</td>
<td>$19,392</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorship</td>
<td>$9,930</td>
<td>$9,529</td>
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<tr>
<td>DoE Grants</td>
<td>$490,304</td>
<td>$587,478</td>
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<tr>
<td>Other State Government Grants</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Commonwealth Government Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$51,352</td>
<td>$42,239</td>
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<tr>
<td>Other</td>
<td>$87,435</td>
<td>$80,826</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$189,614</td>
<td>$189,613</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>$1,087,859</td>
<td>$1,155,572</td>
</tr>
<tr>
<td>Opening Balance</td>
<td>$108,147</td>
<td>$108,146</td>
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<tr>
<td><strong>Total Funds Available</strong></td>
<td>$1,196,006</td>
<td>$1,263,719</td>
</tr>
</tbody>
</table>

### 2013 Expenditure

**$1,116,168**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$32,344</td>
<td>$31,553</td>
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<tr>
<td>Leases</td>
<td>-</td>
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</tr>
<tr>
<td>Utilities</td>
<td>$227,508</td>
<td>$212,891</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$99,542</td>
<td>$96,569</td>
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<tr>
<td>Building Fabric and Infrastructure</td>
<td>$4,875</td>
<td>$4,875</td>
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<tr>
<td>Assets and Resources</td>
<td>$95,847</td>
<td>$103,829</td>
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<tr>
<td>Education Services</td>
<td>$364,510</td>
<td>$335,436</td>
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<tr>
<td>Other Specific Programs</td>
<td>$16,500</td>
<td>$12,922</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$28,850</td>
<td>$23,785</td>
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<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$213,464</td>
<td>$207,000</td>
</tr>
<tr>
<td>Other</td>
<td>$37,349</td>
<td>$28,430</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$87,435</td>
<td>$58,873</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,179,663</td>
<td>$1,116,168</td>
</tr>
</tbody>
</table>
CURRENT YEAR ACTUAL REVENUE SOURCES

- Locally Generated Revenue 23%
- DoE Grants 53%
- Other Government Grants 1%
- Transfers 16%
- Other 7%

CASH POSITION AS AT 31-12-13

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$735,264</td>
</tr>
<tr>
<td>General Fund Balance</td>
<td>$147,550</td>
</tr>
<tr>
<td>Deductable Gift Funds</td>
<td>-</td>
</tr>
<tr>
<td>Trust Funds</td>
<td>-</td>
</tr>
<tr>
<td>Reserves</td>
<td>$572,643</td>
</tr>
<tr>
<td>Suspense Accounts</td>
<td>$21276</td>
</tr>
<tr>
<td>Cash Advances</td>
<td>-$951</td>
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<tr>
<td>Tax Position</td>
<td>-$5254</td>
</tr>
<tr>
<td>Total Bank Balance</td>
<td>$735,264</td>
</tr>
</tbody>
</table>