In December 2014 the Minister for Education, the Hon. Peter Collier announced that South Fremantle Senior High School would amalgamate with Hamilton Senior High School, to open as a new school at the beginning of 2018 on the South Fremantle Senior High School site. This announcement was the culmination of many years of uncertainty within the school and local community and was roundly welcomed, providing much needed direction and a positive and dynamic future for the delivery of secondary education in Fremantle.

During 2014 South Fremantle Senior High School was announced as a new Independent Public School (IPS) from 2015. My school had demonstrated that it would effectively utilise the flexibilities of being an IPS to successfully transition to the “new” revitalised high school by harnessing the creative thinking, the solutions focus and the powerful internal locus of control already evident in the South Fremantle Senior High School and community.

A new strategic plan will be implemented from 2015 – 2017 to provide the direction required to enable students, staff and the school community to not only transition successfully to the new school, but to embrace all aspects of the vision stated by the Minister.

The new school will:

• Build on the already successful programs delivered at South Fremantle Senior High School.
• Further develop the focus on sustainability.
• Continue to develop the engineering program delivered through the Trade Training Centre, and
• Develop a strong academic pathway through the establishment of a selective Specialist Gifted and Talented Academic Program from Year 7.

In the meantime, 2104 was a year of preparing for the many changes taking place in Western Australian schools in 2015: welcoming Year 7 students for the first time, introducing the new WACE from Year 11; preparing for the new Student Centred Funding Model and as part of becoming an Independent Public School, managing a one-line budget for the first time.

The Business Manager, the School Council Chairwoman and myself were engaged extensively in professional learning during semester two 2014 to prepare us to undertake the processes and responsibilities required of Independent Public Schools. A significant aspect of this is to transition from a School Council to a School Board in preparation for the signing of the Delivery and Performance Agreement by April 2015.

I would like to take this opportunity to thank my hard-working P&C Executive members and the staff, parents and community members who have given their time on the School Council over the last few years and assisted the school to successfully achieve the IPS status and the government’s commitment to the new school on the South Fremantle Senior High School site. In particular School Council Chairwoman Rachel Robertson was significantly involved in working to support the school through a very political period during 2014, communicating with key community members and politicians to achieve what I consider to be a wonderful outcome for the students of my school and local area.

Professor Peter Newman and Jan Newman contributed to the shaping of the new school vision and I am eternally grateful for their active support of South Fremantle Senior High School through this work and their contribution to the Carbon Neutral Working Party over the last seven years.

South Fremantle Senior High School continued to meet the needs of the wide range of students under our care. From the Autism Extension Unit with specialist staff to a broad range of specialist and vocational courses and university entrance courses provided both on site and through the Fremantle Public School Partnership. We farewelled the Year 12 cohort, known since they started school as the “half-cohort” as they prepared to move into the tertiary education and training sector. This was the smallest group of Year 12 students to finish high school over the last 5 years in WA last year, impacting the ability of many schools to offer a broad range of ATAR subjects on each school site. Just as many high schools have done, we developed the Fremantle Public School Partnership five years ago in preparation for this cohort entering Year 11 & 12. We wish these students success as they now take up their post-school opportunities.

South Fremantle Senior High School has a proven record of academic achievement. For the 9th year in a row South Fremantle Senior High School was ranked in the top 50 public schools, last year for achievement in Vocational Education & Training (VET) Programs. The school achieved 100% VET achievement, ranking equal first in WA.

South Fremantle Senior High School achieved a 96% Graduation Rate of Year 12 students in 2014, and also an Attainment Rate of 96%. These are excellent achievements according to the Department of Education. The Attainment Rate is the percentage of Year 12 students to achieve either an ATAR of 55 or above, or a Certificate II or higher in Year 12. The Director General of Education, Ms Sharyn O’Neill is on public record recently (PerthNow.com.au Sunday March 22 2015) stating: “It is my strong expectation that all students finish Year 12 with a meaningful qualification and a clear direction for their future study, training or employment”

I am very pleased that South Fremantle Senior High School has achieved an Attainment Rate of 96% or above in 3 of the last 4 years.
The 2014 school year brought the final year of a three year planning cycle for the 2012 – 2014 School Plan. With the Minister’s intentions for South Fremantle Senior High School made clear in December 2014, the new plan will be developed to take the school through to 2017, a significant year in which the school will celebrate its final year as South Fremantle Senior High School and celebrate its 50th Anniversary.

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 will continually seek ways to engage the local community. 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.

Geraldine Hardy

Principal
South Fremantle Senior High School thanks the following organisations for their generous support in 2014:

- Curtin University Sustainability Policy Institute (CUSP)
- The 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 Park Bowling Club
- Catholic Education Office
- Notre Dame University Fremantle

With sincere appreciation and thanks to the many businesses, industries and other organisations not listed who have looked after students on Workplace Learning placements during 2014 – we could not have done it without you.
Sporting Facilities
- Full sized Gymnasium/Hall.
- Recreation Centre.
- Fitness/Weights Centre equipped with 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.

Out-Reach Education Services Support
South Fremantle Senior High School has supported outreach services to students by hosting three office spaces for school support staff previously located in regional education offices:

1. 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.

2. SENSORY NEEDS TEAM - VISION
Since the beginning of 2013, a small team of visiting teachers relocated to the South Fremantle Senior High School campus. It is envisaged over time, that students who need sensory support vision will be able to enrol at South Fremantle Senior High School.

3. SENSORY NEEDS TEAM - HEARING
Since the beginning of 2013 school year, a team of visiting teachers 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 senior 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 a one of a kind facility with a unique qualification, endorsed by Challenger TAFE and local maritime and marine industries and business.

SOUTH FREMANTLE SENIOR HIGH SCHOOL was established in 1967 on a large site in Lefroy Road. The attractive, well designed buildings with their covered walkways, integrated student seating and garden areas enabled the school to win an architectural award shortly after opening. Many of the facilities are available for hire by community and sporting groups.
2014 marked the 7th year of the Carbon Neutral Project (CNP). After appointing a staff member to coordinate the project in 2007 South Fremantle Senior High School became the first school in Australia to fund and commit to the ambitious process of becoming carbon neutral. A review of the project revealed that since the 2007 Greenhouse Audit, out of 34 implementation recommendations, 29 have been either partly or fully implemented. Recommendations which have not been implemented are lighting upgrades, variable pool pumps, insulation, gas heating and music centre down lights. All have been investigated and costed.

UNIVERSITY PARTNERSHIPS
Drs Samantha Hall and Vanessa Rauland, members of the Carbon Neutral Working Group (CNWG), applied to the Cooperative Research Centre for funding to develop an ‘e’ audit tool for schools to conduct their own carbon neutral audits. White Gum Valley Primary School, a member of the Carbon Neutral Cluster had worked with Curtin University in 2013 which provided insight into the complexity of accessing audit tools for schools.

In June 2014 twenty schools participated in engagement workshops where the Carbon Neutral Program Manager Kathy Anketell presented at workshops on the barriers to becoming carbon neutral.

Murdoch University is a supporter of the CNP, enabling the school to work with Subthermal Solutions, a geothermal company who completed a pre-feasibility study on using ground sourced heat to air condition the school. Hosted by City of Fremantle Councillor Jon Strachan, members of the CNP toured the new geo thermal facility run by the City of Fremantle to heat the pool at the Fremantle Leisure Centre. South Fremantle Senior High School is the only school in WA teaching students to use fossil free energy to heat and cool the school.

While our submission did not progress past the second round of judging, the CNP did gain valuable information on using fossil free energy to heat and cool the school. Hosted by City of Fremantle Councillor Jon Strachan, members of the CNP toured the new geo thermal facility run by the City of Fremantle to heat the pool at the Fremantle Leisure Centre. South Fremantle Senior High School is the only school in WA teaching students to use fossil free energy to heat and cool the school.

SCHOOL NETWORKING
As well as assisting our local primary schools, Mackillop Catholic College, Distance Education Victoria, The Beacon Foundation and teachers from other schools have contacted South Fremantle Senior High School seeking information on the CNP. Our school is willing to share successes and barriers with other schools. The Carbon Neutral Program Manager is working closely with the market committee to provide assistance during the refurbishment and building process which will commence in 2015.

The Greenhouse audit carried out in 2007 calculated that the school produced 567 tonnes of greenhouse gas emissions. By the 2012/13 audit this had decreased to 80 tonnes. The majority of greenhouse emission decreases are due to the purchase of Green-power electricity. http://www.greenpower.gov.au/about-us/what-is-greenpower/

Airline flights used as part of school trips within Australia or overseas are now all carbon neutral, last year this accounted for a saving of 54.82 tonnes. However the school continues to decrease emissions from water, gas, electricity and waste – 10 tonnes. Paper use has remained constant and diesel for buses has increased by 1.49 tonnes.

GROWERS GREEN FARMERS MARKET
During 2014, the Growers Green Farmers Market funded a sustainability scholarship. CNWG member Jan Newman, teacher Leo Conti and parent Jenny Hunter interviewed and awarded two Year 7 students $2,000 each and a Year 6 student received $500. http://www.growersgreenfarmersmarket.com/

The Carbon Neutral Program Manager has been working closely with the market committee to provide assistance in the transition to a Plastic Free Market. A waste audit was conducted, currently 70% of the waste is compostable, this does not include fruit and vegetable waste which is the stallholder’s responsibility to dispose of. Twenty nine (29%) are products that can be switched to compostable containers: the remaining 1% consists of glass bottles, aluminium cans, etc. Biomorphosis, a local company, successfully trialled composting the waste from the market to evaluate if they are able to use the waste to create a saleable product.

SEED TO PLATE
A grant from the P&C enabled science teacher Gill Brady to work with Jodi Ventti, a local permaculture expert, in a Seed to Plate teaching module. Students constructed wicking beds, planted seeds and built a clay pizza oven from recycled and local sourced materials.
Over the last seven years many emissions reductions have been completed beyond the initial recommendations. In 2014 these include timed shutdown switches on computer labs across the school, labs now run a maximum of 1200 hours a year with an estimated annual saving on power bills of $8,000.

Once again teacher Leo Conti organised Year 10 students to plant trees in the Canning River Regional Park and Berdenhap Open Space in July and August. To date over 40,000 trees have been planted by our students. There has also been a pleasing increase in students cycling to school. As well as having to provide another bike rack, an attractive bike box and racks provide by the City of Fremantle are always full.

THE AUSTRALIAN YOUTH CLIMATE COALITION

The Australian Youth Climate Coalition held their annual Start the Switch Conference in Fremantle on the 22nd and 23rd October 2014. Twenty five (25) students from the Green Action Team (GAT) attended with the Year 10 students giving a presentation.

Local designer, Anna Kelly worked with the students designing a logo and shirts for the GAT, which were worn, at the conference for the first time. The new logo reflects the new compass school logo.

http://www.aycc.org.au/about_aycc
2014 ACHIEVEMENTS
SPECIALIST MUSIC PROGRAM

2014 sees the end of the second full year that Mike Gowland has been Manager of this Program. Having welcomed him in August of 2012 one of the first (and less visible) activities undertaken was the development of a strategic plan for the next 3 year period, 2013-2015 with the explicitly stated vision of providing ‘A high quality Musical education for every Music student that recognizes, respects and builds upon their backgrounds, abilities and aspirations.’

This vision is to be achieved by a strategic focus on four key themes:

1. Growth: The table right indicates enrolments in years 7 to 12 from 2012 to 2014. The inclusion of year 7 enrolments deflates the real secondary growth. The year 8 to 12 enrolments have been included as a comparison.

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2. Curriculum: mapped 7-12, handbook written and available in hard copy and via Connect to all students. In addition an annual induction at the beginning of the year is run for new families.

3. Relationships: Stakeholder relationships are still in the growth phase but student, parent, colleague and community agency relationships are explicitly addressed through Music ASP activities. Mike Gowland works conscientiously to access the widest variety and richest opportunities for Music students in part by cultivating strategic community relationships and has raised the profile of the music program. A Specialist Music Program survey cycle will be introduced this year as part of the strategic planning cycle, i.e. every 3 years.

4. Facilities and Resources: a concentrated and deliberate purchase pattern has resourced the Music Centre with the recording facilities required to address the Cert III requirements. Students are now able to record and master original and cover songs as part of their daily course work. An album of original songs will be released prior to the end of term 1, 2015. Survey cycle will be introduced as for item 3.

SCHOOL PRIORITIES & STRATEGIC INITIATIVES

The Music ASP provides a layered, mapped curriculum. This means that curriculum is delivered horizontally, via year group cohorts. A co-curriculum is delivered vertically, via the all-years music cohort. Both contribute to assessment. Activities such as the AIR Workshop series, Lunchtime concert series, performances, camps and tours are examples of the co-curriculum.

Music results, as expected, comfortably out perform both like schools and, at least are aligned to 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 introduction in 2014 of a Certificate III in Music for senior school students provides a seamless transition from middle to senior school and from school to University or TAFE. This did require some ‘tweaking’ of the timetable so that Music students were able to access both ATAR and VET grids.

In addition the introduction of the recording facilities in the Music centre mean that every student should have their own personally recorded demo/digital portfolio. This commenced in the second half of 2014 and will be further developed in 2015.

Through the Music strategic plan the DoE’s and school’s priorities are addressed. These follow:

Priority 1: Literacy and Numeracy

1.1 Literacy integrated into the curriculum. Students are required to respond and analyse in writing using standard textual conventions. They are expected to do the same in oral work.

Priority 2: Student Success

2.1 Re-map the curriculum to accommodate Cert III requirements and year 7 intake

2.2 Introduction of Certificate III in 2014

2.3 Mentor student teachers;

2.4 Enhance strong partnership with ECU

2.5 Preparation for introduction of extra FTE in 2015

2.6 Cross-curricular intra-learning area

Priority 3: Safe & Caring Learning Environment

3.1 Pastoral support provided through regular informal monitoring of students

3.2 Music Centre available during all break times for students

Priority 4: A Distinctive Local School

4.1 ‘Telling Our Story’ through enhanced communication via Music Blog and School News

4.2 Level 3 Classroom teacher

4.3 Piloting curriculum delivery using Connect

4.4 Production software in Music lab for demo mixing
2014 ACHIEVEMENTS
SPECIALIST MUSIC PROGRAM

MUSIC ASP HIGHLIGHTS:

- March 11th – Helen Shanahan: Performance & Workshop
- April 4th – Term 1 Showcase
- April 10th – Blues & Roots Festival Site Tour
- May 6th – Alicia Webb: Performance & Workshop
- May 8th & 9th – APRA Song Makers Workshop with Kav Temperley and Anna Laverty
- May 19th – Candice Walley (from Sunset Events): Presentation
- June 18th – Jordan McRobbie: Performance & Workshop
- June 30th & July 1st – Selected Soloists Performances
- July 7th – Murru Band (whole school performance followed by Music students’ workshop)
- July 7th – Term 2 Showcase
- July 22nd to 25th – Music-Media Camp at Serpentine
- August 4th to 25th – Lunchtime Concert Series (7 bands perform for their peers twice a week through August)
- August 25th – SIM Program Band (Primary students perform for a parent audience)
- September 6th – Contemporary Bands Festival (7 bands perform; all adjudicated as ‘Outstanding’ or ‘Excellent’)
- September 25th – Term 3 Showcase
- October 20th – Freddy Poncin: Performance & Workshop for year 8 students
- October 28th – Presentation Ceremony: performance by graduating students accompanied by alumni and year 10 student
- Fremantle Festival – Performed at two events
- November 2nd – Big Freo Festival Market: performance with students from local primary schools
- November 2nd – White Gum Valley performance at opening of Community Orchard
- November 12th – Formidable Vegetable Sound System: Performance & Workshop
- November 14th – The Educators: ECU students performance and workshop
- November 18th – Giovanni Hidalgo: Conga Clinic presented by Mega Music and LP
- December 3rd – David Pigram: Performance & Workshop
- December 11th – Term 4 Showcase
Students in the Specialist Marine Studies Program study Science from a marine perspective and complete the practical elements of the program with the Physical Education Department. The program includes swimming, snorkelling, boating, canoeing, surfing, diving and sailing. These skills are required to achieve internationally recognised qualifications such as the PADI Open Water SCUBA certification and nationally recognised qualifications such as Recreational Skippers Ticket.

**INDUSTRY LINKS**
- Fremantle Port Authority/ sponsorship and Maritime Day at the wharf
- Master Mariners Association/ guest speakers and advice
- Hilton Park Bowling Club/ financial sponsorship of a marine studies student
- University of WA / technical applications and Marine Directions
- Challenger Institute of Technology/ Aquaculture Programme
- Teach Wild Institute
- Tangaroa Blue
- Marine WATERS
- Department of Fisheries
- Ningaloo Reef and Dive
- Dolphin Dive
- Marine Education Boatshed
- Fremantle Sailing Club

**STUDENT ACHIEVEMENTS:**
- Basic Snorkelling skills: 25 students
- Skin Diver Award: 22 students
- Bronze Medallion: 25 students
- Recreational Skippers Ticket: 10 students
- PADI Open Water SCUBA Certification 10 students
- National Powerboat Handling Course 8 students
- PADI Advanced Open Water SCUBA Course 8 students

**2014 HIGHLIGHTS**
- Year 10 Marine Studies students attended Ningaloo Camp. Activities included attaining their PADI Open Water dive certificate across a 4 day course, snorkelling with manta rays and turtles as well as viewing some of the most spectacular corals in the world. Students were taken on glass bottom boat tours to view the largest fringing reef in the world and were given first class knowledge on different species of coral.
- Students enjoyed a “Sustainability” tour of the town and a presentation from a professional biologist with some incredible images of the ecosystems around Coral Bay and in depth explanation.
- Year 11 2A/2B Marine and Maritime Studies students completed their PADI Advanced Open Water Dive certification, which allows them to dive to 30m underwater as well as improving their skill, set as advanced divers. They also visited the Department of fisheries where they completed studies on the Western Rock Lobster, participated in the Puerulus Collection Activity and carried out fish dissections which links directly to their syllabus (resource management). They also completed a Sea Trek out to Carnac Island using specialist skills developed through completing their National Power Boat Certification with the Marine Education Boatshed staff.
- Year 8 students attended Point Peron camp school for 3 days, during this time they developed their open water snorkel skills and improved their knowledge on reading weather patterns. The uniqueness of Point Peron provides a great opportunity to
teach how certain parts of a headland can be protected during different conditions. Students also developed the safety skills that are required in an open water environment. They visited the Point Peron Eco House, which gave a great insight into sustainability and the surrounding swamplands. Students were also given an introductory lesson into stand up paddle boarding which provided a new and exciting challenge.

- Year 9 students attended the Rottnest Camp for 3 days where they carried out studies on the impact of humans on the island as well as sustainability aspects. Students were given a guided night-time tour on the history of the island as well as some of the first inhabitants. Students snorkelled various sites such as The Basin, Parker Point and Parakeet Bay. Students were also able to go fishing with some success and that provided great opportunity to promote good catch care practice as well as talking about fisheries guidelines on size and bag limits. Students used pushbikes to move around the island, which built up some good fitness also. The year 9 students also built up their kayak skills at Bicton Baths under the instruction of Point Walter Camp School.

- Students were also taken to visit the Maritime Archaeology Museum in Fremantle where they were able to see real artefacts of shipwrecks that have played a significant role in the history of Western Australia such as the Batavia. This will follow on to the upper school students completing a Maritime Archaeology course with the National Archaeology Society. Various groups visited the Omeo Shipwreck near Port Coogee and were able to snorkel that actual shipwreck and then do follow up class work on the history and significance of the Omeo.

- With the various off site activities that occurred, students gained invaluable knowledge and experience about metropolitan sites such as Coogee, Port Beach, South Beach, Swan River, Woodman Point, Leighton in terms of reading weather conditions and interesting facts about those sites.

- All marine studies students boarded the Leeuwin Sailing Ship for a full day of sailing where they got right into the action of running many aspects of this wonderful ship.
2014 HIGHLIGHTS

- David John, Jake Taylor, Jett Wright and Josh Rawlinson played with the Perth Heat Colts Team and toured the West Coast of the USA playing in over 30 games. This team played against American High Schools and Junior Colleges in exhibition games and tournaments, in what has become a very successful recruitment trip for players wanting to enter the USA college system after school.

- Senior students Josh Rawlinson and Alex Oehme participated in the National Schoolboys Tournament in Cairns in May. Josh made the Australian team after this and toured the west Coast of the USA.

- State Teams Representation 2014:
  - Under 18s  Alex Oehme
  - Under 16s  Josh Rawlinson
  - Under 14s  Jett Wright & Todd Hatcher

- The Under 14 team won the National Championship and the Under 18 team was the runner up.

- Major League Baseball (MLB) Academy - Josh Rawlinson and Alex Oehme attended the Australian MLB Academy, held on the Gold Coast for the elite baseball players in the country. Athletes are exposed to the best coaches in the country and work with some American instructors who attend the academy to assist with player and coach development. Athletes train every morning and then play games in the afternoons for three weeks. Students also attend strength and conditioning sessions and have use of rehabilitation facilities.

- Australian Little League Championships – Ben Moncrieff (Year 8) was a member of the Central Firebirds Team which qualified for the National Championships held in the Gold Coast. Ben’s team finished in third place and was only beaten by the Northern Metros that went on to represent Australia at the world series.

- Teacher / coach Andy Kyle was selected to be an assistant coach for the Australian Under-13 National Team for the Cal Ripken Little League World Series which was held in Aberdeen, Maryland USA. The tournament hosted some of the best juniors in the world. Australia had their best ever result going 4-2 in the tournament. Two of the players from this team are attending South Fremantle in 2015 as part of the Specialist Baseball Program.

- Scott Michison a former professional player for the Philadelphia Phillies and a current Perth Heat player gave a presentation on Injury Prevention and Management to all of the Baseball students.

- A Strength and Conditioning Program was implemented before school to enhance the baseball skills and fitness of students in the Baseball Program. Agility, strength and aerobic fitness were improved with two early morning sessions a week.

- The year 9 and 10 baseball group completed an Online Coaching Accreditation through the Australian Sports Commission.

- South Fremantle Senior High School again won the School Sport Baseball competition.

- Perth Heat won the Australian Baseball League Championship – South Fremantle Senior High School graduates included Sam Kennelly, Matthew Kennelly, Allan de San Miguel, and Daniel Schmidt.
The Arts & Technologies Learning represents the largest practical curriculum area at South Fremantle SHS. 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. To manage the associated potential discontinuity staff must plan and differentiate curriculum carefully.

SCHOOL PRIORITIES & STRATEGIC INITIATIVES

Arts & Technologies addressed the school’s priorities on two fronts: the first and most explicit occurred within curriculum contexts; the second, more indirectly through co-curricular, more informal opportunities.

Priority 1: Literacy and Numeracy

Literacy, in particular is explicitly integrated into all curriculum contexts through written tasks requiring students to use language conventions, to read relevant texts and to be supported by graphic organisers that aid the construction of responses to texts.

Visual literacy is integral to Visual Art and Media Arts so, within those contexts, is considered as a linguistic form every bit as important and pervasive as the written word.

Numeracy is addressed where it is relevant to the curriculum context and can be linked to real life situations.

1.1 School News is a new initiative that was piloted in 2014 through the Media Arts context. It provides a structure within which students write brief articles in a journalistic style about events around their school. These articles are published in school newsletters, blogs and yearbooks. Occasionally other media become available too. One of the stated aims of this program is to provide real writing opportunities for involved students; to develop an improved awareness of, and faculty with the written word.

Priority 2: Student Success

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

With the onset of new WACE courses, the admission of year sevens and pending transition to the Australian curriculum, preparation turned into planning during 2014. Specifically the following activities were undertaken:

2.1 All curriculum was re-mapped from 7-12 showing explicit pathways through General and ATAR courses
2.2 New WACE course outlines developed compliant with SCSA requirements
2.3 Australian curriculum elaborations introduced. Cursory view with the intention of exploring more in 2015.

Priority 3: Safe & Caring Learning Environment

Consideration was given to how curricular and co-curricular activities were packaged and addressed. Three strands were addressed: one focused on student accountability, the second on the application of staff skills using Classroom Management & Instructional Strategies and the third on the physical learning environment and facilities.

Priority 4: A Distinctive Local School

This is an area where A&T provide rich opportunities for the school to showcase its narrative. Activities in this area either showcase student learning or enrich it. The aim is to have a balance of each.

4.1 Staff Taiko on the last pupil free day before the commencement of the academic year was fun, a light-hearted moment that clearly demonstrated the distinctive way the Music ASP contributes to the building of community through a richly layered Music curriculum.
4.2 Staff Taiko on the last pupil free day before the commencement of the academic year was fun, a light-hearted moment that clearly demonstrated the distinctive way the Music ASP contributes to the building of community through a richly layered Music curriculum.
4.3 Blues & Roots Festival was a cross-curricular opportunity for senior Music and Media students to observe and work in a community setting. Music students gained an insight into event management. Media students were able to spend a morning photographing festival acts for their portfolios. This created a working relationship between the school and Sunset Events that is being enhanced and used again in 2015.
4.4 Driven by the school’s Music ASP, Murru Band provided a whole school musical performance and workshops in S&E classes where students could explore issues around identity and contemporary indigenous culture.
4.5 Music ASP events calendar – see the Music section. The Music ASP provides multiples of rich opportunities for Music students that reach deep into the main school.
4.6 The Music-Media Camp at Serpentine campsite provided economies that made the camp financially viable for students. Additionally it brought together two curricular, enabling Media students to document the camp as well as complete the production phase of their stage 2 ATAR course semester 2 unit.

learning. Anecdotally, there seems to be a real interest in this area. The goal in 2015 is to harness this momentum, formalize and grow it.
2014 ACHIEVEMENTS
HUMANITIES

The Humanities Learning Area was busy and productive during 2014 with a key focus on planning for the arrival of Year 7 students and preparing to implement the new WACE Curriculum courses in Year 11 and Phase 2 of the Australian Curriculum. Teachers attended Professional Learning and made themselves familiar with new resources. Professional Learning included working with Teacher Development Centres, Perth Modern School and the Fremantle Public School Partnership schools Hamilton Hill Senior High School and North Lake Senior Campus.

SOCIETY AND ENVIRONMENT (S&E)

Learning Area Summary: Semester 2, 2014 results demonstrated that students performed on par with DoE. However when compared to ‘Like’ schools data showed that SFSHS students performed on average better, attaining higher results.

S&E Disciplines: Civics and Citizenship, Economics and Business, Geography and History. South Fremantle Senior High School provides a holistic approach to the teaching of S&E with a focus on essential content, key skills and values. Each discipline is taught on a term basis and complies with Australian Curriculum and School Curriculum and Standards Authority policies.

Curriculum: The Society and Environment Learning Area is at the forefront of implementing the Australian Curriculum throughout the disciplines of Civic and Citizenship, Economics and Business, Geography and History from years 8-10. The lower school curriculum includes three units of work, including Year 7 from 2015:

- Carbon Neutral: Sustainable Living (Year 7)
- Carbon Neutral: Climate Change (Year 8)

Cross Curricula Opportunities have been provided through the schools Sustainability Program:

- Recycling Right Tour (Regional Resource Recovery Centre): This is a new initiative for 2015, which will complement SFSHS Carbon Neutral Program for Year 8 students.
- Seed to Tree Program (Year 9-10)
- Tree planting in metropolitan and regional areas (Year 10): The school has been proactive in the rehabilitation of bushfire affected areas such as Toodyay and York. In addition the Green Action Team worked in conjunction with Friends of Lake Claremont in the revegetation of local areas.
- Curriculum covered in Year 10 S&E allowed for the development of a successful working union with South East Regional Centre for Urban Land Care (SERCUL) where students were taught how to transform theory of environmental management into practice by participating in engaging and collaborative field trips.

Green Action Team: This team is comprised of a group of volunteer students from Years 8-11 who are proactive ambassadors in the promotion of environmental sustainability and demonstrate qualities of national citizenship. South Fremantle Senior High School was invited to present at the Australian Youth Climate Coalition Summit in 2014.

Competitions: Students have entered a range of competitions run by the Geography, History and English Teachers Associations. This provides opportunities for students to test their skills and knowledge against a national platform.

ENGLISH

Learning Area Summary: Semester 2, 2014 results demonstrated that students performed on par with DoE. However when compared to ‘Like’ schools data showed that our school students performed above average in both reading and writing.

Extra Curricula learning Activities:

Senior School Curtin University ATAR revision: Students attended Curtin University and participated in a series of seminars presented by leading academics who provided expert tuition based on Year 12 English and the English Literature course. These seminars supplemented classroom teaching and provided a sound basis for ATAR revision.

New Year 11 ATAR and General Courses: Staff attended numerous professional learning activities and worked closely with the Teacher Development Centres and Perth Modern School. Moderation of student work occurred for years 10-11 and course outlines for year 7 and senior school courses were planned and programmed in conjunction with Perth Modern School. This provided a sound basis for moderation and will be an ongoing collaboration in 2015.

Internal debating on current event issues: Students were provided with the opportunity to be a member of the debating team. Current local, national and international issues were debated.
2014 ACHIEVEMENTS
HUMANITIES continued

Competitions and Literacy Week: The Poetry competition and Tim Winton short story competition were well received by students. Many classes were involved from years 8-10. Literacy Week events were very successful as students across each year group entered English Teachers Association WA competitions.

Future Events planned for 2015

Visiting Author – Craig Silvey: Students will be participating in an interactive workshop with leading West Australian author and local Fremantle identity Craig Silvey. Silvey, author of the much acclaimed Jasper Jones and Rhubarb is an inspirational story teller. Students will engage in discussion and then apply learning in a meaningful and constructive manner so as to reinforce classroom learning.

LANGUAGES – INDONESIAN

Learning Area Summary: Semester 2, 2014 results demonstrated that students performed on par with DoE. However when compared to ‘Like’ schools data showed that South Fremantle Senior High School students performed on average better, attaining higher results.

Curriculum: Students study Indonesian from Years 7-9 with the intention of expansion into Year 10 and Senior School curriculum.

Cultural Immersion Day: Students showcased facets of the Indonesian region by highlighting the traditional aspects of the culture, including cooking authentic cuisine, playing games, dance, listening and playing to music. The cultural day connected the learning areas of Music, Physical Education and Home Economics.

Indonesian Restaurant Day: During 2014 students were exposed to preparing, serving and eating the delights of traditional Indonesian food and natural juices. Year 8 and 9 students visited Osh 5 One restaurant in Victoria Park for their first Indonesian cooking excursion, ably assisted by Mr Conti and Mrs Griffiths. Ibu (Mrs) Agnes and Pak (Mr) Eddie instructed the students in preparing a customary Indonesian lunch.

Film: South Fremantle Senior High School was fortunate to have access to a large variety of films in Indonesian, ranging from action, romance, documentaries and nature programmes. Students attended the cinema in Booragoon and learnt much about the culture of Indonesia from these films, taking part in related activities and discussing the similarities and differences to their life in Australia. This heightened appreciation of their life as a teenager in a western country.

Visiting guest from Australia Consortium for ‘In-Country’ Indonesian Studies (ACICIS): In October, Dimas who works in Yogyakarta as ACICIS Tours Program Officer visited South Fremantle High School. His role involved being a Teacher Assistant for the day, learning about Australian schools and in return he imparted our students with the opportunity to speak with a native speaker of Bahasa Indonesia. This guest speaker presented an informative educational talk about Indonesia, its rich history, its natural landscape, tourism and its economic and political importance within the Australasia region.

Events Planned for 2015 and Beyond

Student Projects: Year 8 and 9 students will complete projects on cultural ceremonies in Bali, Indonesian high schools, unusual Indonesian house designs and will investigate the devastating affects of natural disasters in Indonesia. They will also be writing children’s books in Indonesian and reading them to each other.

Language Assistant Program: Plans for Indonesian in 2015 include applying for the Language Assistant Program provided by Bali Bahasa Indonesia. This involves an Indonesian Language Assistant coming into our classes several times a week and assisting the teacher in delivering lessons. This is an invaluable programme which gives the students a first-hand opportunity to mix with native speakers, learning about their culture and developing confidence in speaking the language.

Sister relationship with an Indonesian School: In the future, South Fremantle plans to enter into a sister relationship with an Indonesian school in Jakarta, with the aim of sending our students of Indonesian overseas for a student exchange of several weeks. The focus will be for our students to experience the school life and culture of Indonesia, whilst improving their conversational skills. Several students from our sister school would then attend South Fremantle Senior High School in exchange, learning about our country and interacting with our students. The principal of South Fremantle Senior High School, Mrs Geraldine Hardy travelled to Jakarta in 2012 as part of a Bali Bahasa educational tour of school principals to develop networks to assist this cultural program at our school. This tour included visits to cities and schools in Jakarta and Bali.
The Science Learning area has further developed through the School Pathways Project Defence Industries Hub, which allowed the school to purchase more data loggers during 2014. This allowed their use to be incorporated into a greater number of science investigations supporting students to be more interested and engaged in their science learning. A highlight was the use of the data loggers for our academic extension program for our primary classes where the specific conductivity of sports drinks were measured with a range of interesting results.

There was further incorporation of the STELR (Science and Technology Education Leveraging Relevance) materials and resources into years 8, 9 and 10 science programs with an emphasis on science inquiry and sustainability. The STELR Project is a national secondary school science education initiative of the Australian Academy of Technological Sciences and Engineering (ATSE). The STELR Program is a hands-on, inquiry-based curriculum program designed for lower school students, using the theme of global warming and renewable energy. This approach has allowed the further development of a sound foundation for the Sustainability curriculum and the building of core principles in carrying out science inquiry investigations.

For the year 8,9 and 10 science cohorts each achieved a higher percentage of A grades when compared to like schools for semester 2 2014. This improved trend could be attributed to the focus on engaging students with a hands on science inquiry approach which is consistent for each of the year groups.

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 study the subjects: Biology, Chemistry, Marine and Maritime Technology and Physics. This strong partnership has allowed the exchange of teaching programs and team teaching for the different courses and has fostered a common focus and approach on the teaching of major concepts. For example the influence of pH as studied by the Chemistry students and the Marine and Maritime students.

In term 1, 2014, students from various feeder primary schools participated in a program at South Fremantle Senior High School called AMASE (Academic Mathematics and Science Extension). This weekly program was designed to expose students to Science and Mathematical concepts in a secondary setting. The theme for the term was sports drinks and the students were engaged in a range of laboratory investigations where the chemical properties of the sports drinks were examined in detail. The program was a great success with the primary students as gauged by the positive feedback from the students and parents.

The Science learning area has continued to enhance its partnership with the Spice Program at UWA by incorporating their resources into our teaching programs and a highlight was that our year 11 and 12 Biology students were able to spend a day at the new Western Australian Institute for Medical Research at Nedlands.
During 2014 the Mathematics Department engaged in professional learning with Maths Consultant Pamela Sherrard to develop and implement various strategies to assist students to improve their mathematical skills in all of the mathematics outcomes.

The teachers of Maths and Science worked together to formulate a strategy to consistently teach numeracy skills across both learning areas.

The year 9 Numeracy results in the National Assessment Program Literacy and Numeracy (NAPLAN) 2014 indicated that 81% of the cohort were above the minimum standard. The year 9 students have demonstrated improved results when compared with previous years.

Strategies which were implemented to support improved mathematics achievement during 2014 included:

- Teachers used exam techniques (invigilated assessments) in their teaching.
- Short mock exam questions were used in preparing students for assessments.
- Practice exams were thoroughly used at least 6 weeks prior to the exam dates.
- Lunchtime meetings were held with students to consolidate concepts taught.
- Holiday mathematics revision sessions were conducted.
- Individual assessment profiles of each student were used to identify strengths and weaknesses.
- Students kept track of their assessment results by recording it on their individual students assessment records sheets.
- Students were provided with tutoring after school or before school once or twice a week.

**AUSTRALIAN MATHEMATICS COMPETITION**

Every year the students at South Fremantle Senior High School from year 8 to year 12 participate in the Australian Mathematics Competition which is an international competition that has become a major school event and is the first part of an enrichment and problem solving program. 15% of South Fremantle students were awarded certificates of credit and 34% were awarded certificates of proficiency.
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, if you will, to help our students navigate their own futures. Implicit in this are 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:

- 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

SCHOOL PLANNING 2014

The School Plan 2012 – 2014 was developed collaboratively and incorporated 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.

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SCHOOL PRIORITIES 2014

LITERACY AND NUMERACY

The focus in 2014 to continue to implement a consistent whole-school approach to the improvement of literacy skills will continue in 2015. Teachers participated in a number of professional learning sessions with the GIR Literacy teacher to enhance understanding of systems data availability, access and application to learning area planning over 2014. NAPLAN, SAIS data and RTP data have consistently been reviewed with teachers to ensure depth of understanding.

The GIR Literacy teacher supported staff in developing the capacity to work with the whole-school literacy 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.

The targeted support to teachers of Mathematics through provision of professional learning in 2013 by Maths Consultant Pam Sherrard appears to be once again paying dividends with excellent NAPLAN numeracy performance, which indicates achievement at above like-school levels in numeracy. Pam Sherrard will be working with teachers of Science and Maths during 2015 to develop a whole-school approach to the teaching of Numeracy.

IMPROVEMENT TARGETS

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

- Student performance progress to above “like-school” levels

NAPLAN LITERACY REPORT

The School Priority of Literacy was supported with the appointment of a Literacy Coordinator with a 0.2 FTE time allocation in 2014.

The school has continued to support and implement strategies for the whole-school-approach to literacy with the continued use of seven key strategies. The Literacy Coordinator supported staff in developing the capacity to work with and resource the strategies in the classroom.

There has been an emphasis on writing-skills with resources and professional learning provided to staff on the use of graphic organizers, essay, paragraph and sentence structure. Intensive learning support is provided to students as student needs are identified.

A strong focus on the implementation of NAPLAN planning and use of NAPLAN resources again continued through Humanities classes and was facilitated by the Literacy Coordinator.

Whole school professional learning on analysis, use and application of NAPLAN data for teachers was featured in 2014 with Learning Area Development and individual teacher consultation supported when required. All staff now have the skills to implement appropriate strategies to enhance their teaching practice and improve literacy student outcomes. More professional learning will be required for new teachers in 2015.

NAPLAN Test 2014

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<th>Top 20% of State</th>
<th>Middle 60% of State</th>
<th>Bottom 20% of State</th>
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<tr>
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SFSHS NAPLAN Proficiency Standards

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Literacy Improvement Targets:

- Student performance progress to above Like School levels.
- The percentage of students in year 9 to be at or above national minimum standards in NAPLAN reading and writing.
- Improvement in mean scaled scores of students in NAPLAN reading and writing.
Nationwide Testing National Assessment Program Literacy and Numeracy (NAPLAN)

Results of the National Assessment program for 2014 were as follows:

**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>
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<td>8</td>
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</tr>
</tbody>
</table>

| SFHS | Like Schools | SFHS | Like Schools | SFHS | Like Schools | SFHS | Like Schools |

- **Above Minimum Standard**
- **At Minimum Standard**
- **Below Minimum Standard**

**READING**

Reading results were again as expected but remain in the higher progress higher achievement level and results are an indication of the implementation of whole-school-approach strategies.

**WRITING**

Writing results were again as expected but were an improvement on the 2013 results which went against the general trend Australia wide.

These results are again an indication of the teachers’ input and the consistent implementation of the writing strategies.
Nationwide Testing  National Assessment Program Literacy and Numeracy (NAPLAN)

NUMERACY

It is important to note that the year 9 Numeracy results in the National Assessment Program Literacy and Numeracy (NAPLAN) for 2014 that 81% of the cohort were above the minimum standard. The year 9 students have demonstrated improved results when compared with previous years.

The graph of NAPLAN Numeracy Year 7, 2012 to Year 9, 2014 “student progress and achievement compared with Like Schools” shows higher progress and higher achievement. These results reflect the successful implementation of targeted teaching strategies.

When referring to the column graph of “Progress year 7, 2012 to year 9, 2014- Numeracy” the Tested Twice measurement which is the difference between the students’ means in year 7 and year 9 was 72 points in year 2014; however, the previous year’s cohort was only 44 points. This data indicates a marked overall student improvement in Numeracy.
Critical to student success is a consistent approach to the review, data analysis, planning and counselling of students to support senior students towards graduation and successful academic or vocational pathways. It is this approach which has consolidated successful outcomes in Year 12 with a consistently high graduation and attainment rate and outstanding achievement in Vocational Education & Training (VET).

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.

Shared opportunities for professional learning for all teachers was provided through the Cockburn / Fremantle Network on a shared School Development Day mid-year as well as two forums after hours. Teachers participated in professional development with their learning areas in readiness for full implementation of the Australian Curriculum from Year 7 and to prepare for the implementation of new Year 11 subjects as part of the New WACE 2015.

A small team of teachers, including one from South Fremantle Senior High School participated in the Change-Makers Education Program, a strategy used to empower educators to make change in their schools.

**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.

**AUTISM EXTENSION PROGRAM**

The Autism Extension Program supports students with high functioning autism and is one of four programs operating in public senior high schools in the Perth metropolitan area. The program caters for up to eight students and is staffed by a specialist teacher and two education assistants. The students attend all of their regular subject classes and spend up to six periods per week in the Autism Homeroom where they practice their social skills using social thinking, behaviour mapping, meditation and exercise.

Students completed a biweekly community based learning program to provide them with the opportunity to practice skills taught in the homeroom setting.

The program also supports students as they make the transition from year 10 into year 11 programs including the university pathway ATAR stream.
Lower School

LEARNING AREA GRADE DISTRIBUTION

The following graphs compare academic results for core learning areas for Years 8, 9 and 10 in 2014.

South Fremantle Senior High School (SF) is compared with Like Schools (Like) and Department of Education schools (DoE).

**Mathematics**

- **Year 8:** SF, DoE, Like
- **Year 9:** SF, DoE, Like
- **Year 10:** SF, DoE, Like

**English**

- **Year 8:** SF, DoE, Like
- **Year 9:** SF, DoE, Like
- **Year 10:** SF, DoE, Like

**Science**

- **Year 8:** SF, DoE, Like
- **Year 9:** SF, DoE, Like
- **Year 10:** SF, DoE, Like

**Society & Environment**

- **Year 8:** SF, DoE, Like
- **Year 9:** SF, DoE, Like
- **Year 10:** SF, DoE, Like
ACADEMIC RESULTS

Australian Tertiary Admissions Rank (ATAR)

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.

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.

Congratulations to the Duxes for 2014.

- Sophie Fuller - ATAR
- Tahlia Daymond - VET

Sophie and Tahlia were presented with $1,000 from the Department of Education for this excellent achievement.

During 2014 South Fremantle Senior High School had a tiny cohort of Year 12 ATAR students, the group known as the ‘half-cohort’. Analysis of academic data for this group is generally not considered reliable due to the small size of the cohort.

FREMANTLE PUBLIC SCHOOLS PARTNERSHIP

South Fremantle Senior High School is a part of the Fremantle Public Schools Partnership with Hamilton Senior High School, North Lake Senior Campus, Melville and Applecross Senior High Schools. This partnership enables the provision of a broad scope of WACE courses to local students aiming for university entrance. This arrangement has been successfully operating for the last five years.

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

- Biological Studies
- Cert II Business
- Cert II Child Services
- Cert II Information Technology
- Cert II Sport and Recreation Technology
- Cert II Telecommunications
- Chemistry
- English
- English Literature
- Geography
- Human Biological Sciences
- Health Studies
- Marine and Maritime Studies
- Mathematics
- Modern History
- Music Cert III
- Physics
- Visual Arts

ATTAINMENT RATE

South Fremantle Senior High School achieved an Attainment rate of 96% in 2014.

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

GRADUATION – ACHIEVEMENT OF THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

In 2014 the school achieved 96% graduation rate with only one student not achieving this milestone. Prior to this the school achieved a 100% WACE achievement rate over the past 3 years.
VOCATIONAL EDUCATION AND TRAINING (VET)

In December 2014, Schools Curriculum and Standards Authority data indicated that 100% of year 12 VET students attained a Certificate II or better. This achievement was an increase of 3% from 2013.

Workplace Learning

All of the students (100%) who completed Workplace Learning 1C/D at South Fremantle High School received a C grade or higher compared to like schools where 92.5% of students overall received this result.

Further highlights:

• South Fremantle Senior High School was ranked equal FIRST in WA for achievement in Vocational Education and Training.
• Two students attained a Certificate III or higher qualifications.
• One student attained a Certificate IV.
• Forty two students achieved a Certificate II or higher in 14 different certificate areas.
• 88% of year 12 students completed a Certificate II or higher which was an increase of 24% from 2013.
• The VET Dux Award and $1,000 was awarded to Tahlia Daymond.
• The City of Fremantle Mayor’s Award for Citizenship and Social Responsibility was presented to VET student Katie Lloyd.
• Six students received a Certificate II or higher while completing a school based traineeship in five different areas.
• In 2014 Parker Besson and Amy Fenton were presented with an Australian Vocational Student Prize (AVSP) and $1,000.00 each. The AVSP recognises outstanding Year 12 students who have demonstrated exceptional skill, commitment and achievement while undertaking a Vocational Education and Training (VET) in Schools programme.

COUNT OF CERTIFICATE QUALIFICATIONS YEAR 12 2014

<table>
<thead>
<tr>
<th>CERTIFICATE</th>
<th>STUDENT COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Business</td>
<td>12</td>
</tr>
<tr>
<td>Certificate I in Construction</td>
<td>3</td>
</tr>
<tr>
<td>Certificate I in Leadership Development</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Animal Studies</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>16</td>
</tr>
<tr>
<td>Certificate II in Community Services</td>
<td>16</td>
</tr>
<tr>
<td>Certificate II in Electronics</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Floristry (Assistant)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Hairdressing</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Hospitality</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Retail Make-Up and Skin Care</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II in Retail Services</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Stevedoring</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Tourism</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Transport Distribution (Maritime Operations)</td>
<td>3</td>
</tr>
<tr>
<td>Certificate III in Engineering - Technical</td>
<td>2</td>
</tr>
</tbody>
</table>

Certification II Achievement

- 98% of VET students achieved a Certificate II or higher in 2014.
- 70% of VET students achieved a Certificate II or higher in 2014.
- 50% of VET students achieved a Certificate II or higher in 2014.
- 30% of VET students achieved a Certificate II or higher in 2014.
- 15% of VET students achieved a Certificate II or higher in 2014.

Grade Distribution - Year 12 Workplace Learning 2014

- South Fremantle SHS
- Like Schools
- Dux

- A: 10%
- B: 15%
- C: 20%
- D: 30%
- E: 15%
- U: 5%
- N: 0%
SAFE & CARING LEARNING ENVIRONMENT

South Fremantle SHS has a comprehensive and specifically targeted pastoral care program to support student well being, a sense of belonging and academic achievement.

In 2014 the school was restructured into two sub schools: middle school (years 7-9) and senior school (years 10-12) to prioritise student support, engagement and attendance and scaffold a pastoral care programme addressing specific needs in each age category. Each sub school had a full time manager, supported by a chaplain, school psychologist, school nurse and attendance officer.

Student well being has been supported by the school Breakfast Program, run in conjunction with Foodbank, school staff and community volunteers. The P&C organised the donation of fruit from the South Fremantle Senior High School P&C markets, called Growers Green, which is available from the front office when students sign in late, or need breakfast.

Students access support through form group every morning, and through weekly year group assemblies. There is regular monitoring of students at risk through weekly student services meetings, and a case management approach to support by referrals to external agencies, organising of counselling, mentoring and other strategies. Mental Health support is provided by the school psychologist, as well as students accessing Youth Focus, Arafmi counselling, Head Space, Mercy Reconnect and other agencies as relevant. Managers analyse attendance reports generated weekly and follow up with parent contact/attendance plans/modified timetables. A reward system for excellent attendance has been implemented.

A sense of belonging and building school ethos as a community is assisted by the wearing of school uniform. This is supported by the managers, who co-ordinate the distribution of donated uniforms, help families access uniform support, and ease the transition of new enrolments with the loan of appropriate uniform.

Student councillors provide student leadership, the celebration of individual student achievement through whole school assemblies and promote a sense of engagement and belonging in their school community by coordinating various events to raise funds for charities such as the Salvation Army, Cancer Council, Leukaemia Foundation and Red Nose Day.

MIDDLE SCHOOL YEAR 7 - 9

The pastoral care program in the middle school has a transition focus, supporting students who are moving from their primary to secondary education and assisting the year 9 students in making their transition in to senior school. Two separate ‘transitioning’ days were run for both year groups in the first two weeks, focusing on building teamwork and positive communication skills. These were reinforced throughout the year, including support from external agencies and community groups to assist in the skills building with the students. “Coach Approach” was brought in for a whole day to work with all of the middle school students on using strategies to help them feel supported in making strong, positive choices. The “Imagine Me” and “Strength” groups are run with small groups of students supported by mentors who help reinforce this important message. “Armed for Life” visited the school to discuss resiliency and to assist the year 9 students to develop goal-setting skills and strategies. “Student Edge” also worked with the year 9 group throughout the year, providing resources such as Career Match and liaising with staff and students to help focus students them in working towards developing career aspirations. Glen Gerrey also worked with students to assist them in developing leadership and time management skills. All of these skills were reinforced by classroom and form based activities during the year. To assist in addressing specific risk-taking behaviours the Aboriginal Alcohol and Drug Services group presented four workshops on the consequences of making poor choices.

Two groups of middle school students were trained during 2014 to work as Peer Mentors in preparation for the incoming Year 7 students in 2015. Students from the 2015 cohorts visited the school on a number of occasions completing different activities and the mentors visited all of the feeder primary schools over the course of semester two. This gave the mentors the chance to develop leadership, problem-solving and communication skills which assisted them later when working with the primary student groups which resulted in the new Year 7 students feeling comfortable, supported and welcome in their new school community.

SENIOR SCHOOL YEAR 10 - 12

Pastoral care in the senior school has been complemented by programs, excursions, guest speakers and activities. A full Study Skills Day with external providers was run to assist the transition to senior school, with emphasis on organisation and time management techniques. There are whole cohort excursions to the Careers Expo (year ten) and RAC BStreet Smart (year eleven). Armed for Life have run workshops for year groups on self esteem and the topic of bullying. External speakers have addressed specific cohort needs on risk taking behaviours (Jonathan Beninca- year ten, Red Frogs-year twelve). Drug Education workshops have been run for staff and students. Mediation and restorative justice sessions are run to resolve peer conflict and teach appropriate social skills. Year twelve students engaged in a school mentor programme to assist their academic achievement and well being.
SCHOOL PRIORITIES 2014
SAFE & CARING LEARNING ENVIRONMENT

Students have the opportunity to access courses supplementing their core education in year ten such as a Certificate I in Leadership through SMYL, short marine programmes through Challenger TAFE in Fremantle, and the Try A Trade program at Thornlie TAFE. Other opportunities were made available through the School Pathways Program Defence Industries partnership and the Beacon Foundation. These activities support student engagement, foster a sense of achievement and encourage interest in individual and relevant student career pathways.

Aboriginal student attendance at South Fremantle Senior High School improved by 8% in 2014. (Like schools improved by 1%. Public schools decreased by 1%). This can, in part, be attributed to some aboriginal students being enrolled in the Senior School Engagement program, which supports engagement and achievement with small group mentoring. Other contributing factors are the use of ATAS funding in senior school to employ an education assistant to provide academic support towards achievement of WACE. The organisation of indigenous traineeships through SMYL also helps engagement and focus on a future career pathway.

Aboriginal students in the middle school were linked to youth workers from local councils to assist in supporting their engagement at the school and the City of Fremantle invited our students to participate in the ‘Keeping it Real’ rap video. This was a success in not only improving the students’ attendance but also engaging them in positive interactions in the wider community.

Year eleven student attendance improved by 14% from 2013 to 2014. This was partly due to the successful VET program at the school, student engagement in TAFE/work placement and students attending and involved in their course due to appropriate career pathways and relevant learning.

Year 10 attendance remained constant at 83% in 2014, with a steady 4% improvement since 2012. This upward trend can be attributed to the wide variety of curriculum offerings for this cohort, including at different campuses, and supplementary activities offered by Beacon, and other organised engagement opportunities.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>83.8%</td>
<td>83.9%</td>
<td>84.5%</td>
</tr>
<tr>
<td>state</td>
<td>86.9%</td>
<td>87.4%</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

THE BEACON FOUNDATION
South Fremantle Senior High School has been a Beacon School for the past five years. The Beacon charter, strongly supported by the school, is to educate and broaden career horizons and commit to further learning through a series of activities with a focus on the year 10 cohort. Activities in 2014 included the Toll Mentoring Program, Speed Careerin, Polish, Breakfast for the Boys, and a pledge signing assembly.

IMPROVEMENT TARGETS
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
The Fremantle Public School Partnership continued to deliver an expanded curriculum access across all grid lines for students in 2014. There is an ongoing commitment to support ATAR students successfully through their program to the end of Year 12. With the announcement by the Minister for Education regarding the amalgamated school, South Fremantle Senior High School will be looking at ways to further support ATAR pathways and ATAR students during 2015 to 2017, to ensure that a healthy and successful ATAR pathway is available to students leading into the opening of the new school in 2018.

A Distinctive Local School

South Fremantle Senior High School is now seen as a particular "school brand". The achievement as Australia’s First Carbon Neutral School in 2012 strengthened the uniqueness of our school and the leadership role we continue to take in sustainability education. Along with three quality assured Approved Specialist Programs; Baseball, Marine Studies and Music shaping the flavour of this school, our P&C run Growers Green Farmers Market has gone from strength to strength, celebrating its fourth anniversary of operations.

The Fremantle Public School Partnership continued to deliver an expanded curriculum access across all grid lines for students in 2014. There is an ongoing commitment to support ATAR students successfully through their program to the end of Year 12. With the announcement by the Minister for Education regarding the amalgamated school, South Fremantle Senior High School will be looking at ways to further support ATAR pathways and ATAR students during 2015 to 2017, to ensure that a healthy and successful ATAR pathway is available to students leading into the opening of the new school in 2018.
STUDENTS

Student Numbers
Lower Secondary: 229
Upper Secondary: 91
Total students: 320

Retention
Apparent Retention Rates (%)
Years 8 -10: 79%
Years 10 -11: 63%
Years 11 -12: 54%

WACE ACHIEVEMENT
Achievement of the Western Australian Certificate of Education (WACE)
South Fremantle Senior High School: 96%

Destination Data 2014

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>TAFE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Employment Assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Return to School</td>
<td></td>
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</table>
## 2014 Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$20,734</td>
<td>$20,734</td>
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<tr>
<td>Charges &amp; Fees</td>
<td>$216,034</td>
<td>$199,294</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$15,216</td>
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<tr>
<td>P&amp;C Contributions</td>
<td>$37,349</td>
<td>$37,349</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorship</td>
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<td>$9,086</td>
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<tr>
<td>DoE Grants</td>
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<tr>
<td>Other State Government Grants</td>
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<td>Commonwealth Government Grants</td>
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<tr>
<td>Trading Activities</td>
<td>$51,968</td>
<td>$16,009</td>
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<tr>
<td>Other</td>
<td>$117,972</td>
<td>$117,975</td>
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<tr>
<td>Internal Transfers</td>
<td>$67,048</td>
<td>$67,048</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$1,083,343</td>
<td>$1,065,713</td>
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<tr>
<td><strong>Opening Balance</strong></td>
<td>$147,550</td>
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<tr>
<td><strong>Total Funds Available</strong></td>
<td>$1,230,893</td>
<td>$1,213,263</td>
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## 2014 Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$39,241</td>
<td>$31,050</td>
</tr>
<tr>
<td>Leases</td>
<td>-</td>
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<tr>
<td>Utilities</td>
<td>$255,710</td>
<td>$189,823</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$64,704</td>
<td>$58,387</td>
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<tr>
<td>Building Fabric and Infrastructure</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Assets and Resources</td>
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<td>$29,447</td>
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<tr>
<td>Education Services</td>
<td>$329,997</td>
<td>$290,578</td>
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<tr>
<td>Other Specific Programs</td>
<td>$124,888</td>
<td>$128,966</td>
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<td>Trading Activities</td>
<td>$17,930</td>
<td>$13,851</td>
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<tr>
<td>Salary Pool Payments to Central Office</td>
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<tr>
<td>Other</td>
<td>$37,944</td>
<td>$30,903</td>
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<tr>
<td>Transfers to Reserves</td>
<td>$37,349</td>
<td>$37,349</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,199,112</td>
<td>$1,061,206</td>
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</table>
CURRENT YEAR ACTUAL REVENUE SOURCES

- Locally Generated Revenue 27%
- DoE Grants 54%
- Other Govt Grants 2%
- Other 11%
- Transfers 6%

CASH POSITION AS AT 27-02-15

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<tr>
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<th>Amount</th>
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<tbody>
<tr>
<td>Bank Balance</td>
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<tr>
<td>General Fund Balance</td>
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<td>Deductable Gift Funds</td>
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<td>Trust Funds</td>
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<td>Reserves</td>
<td>$513,294</td>
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<td>Suspense Accounts</td>
<td>$40,474</td>
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<td>Cash Advances</td>
<td>$651</td>
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<td>Tax Position</td>
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<tr>
<td><strong>Total Bank Balance</strong></td>
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Navigating Sustainable Futures