2017

ANNUAL REPORT
Our School at a Glance

Fountain College is an independent, non-denominational and co-educational school based at 12 Karri Way, Ferndale, WA, 6148.

School enrolment in 2017 comprised of 156 students of which 72 were boys and 84 were girls from Kindergarten to Year Twelve. 61% of the student population is primary students, and the remaining 39% of students are the high school students. The majority of our students come predominantly from Cannington and East Cannington and also Kewdale, Beckenham areas and some as far as Morley.

We value the diversity of our students; though the great majority of our students are from Turkic, Pacific, African, and Arabic backgrounds reflecting the diversity of Australian society.

Fountain College offers a happy and safe learning environment where every student is welcomed and cared warmly. Small class sizes facilitate tailored learning opportunities for our students.

One of the distinctive sides of the Fountain College is that the school invests in the latest technology as much as possible within its budget. This is so that students learning enhances through the usage of technology inside and outside the class.

Being one of the pioneers in STEM education in WA, Fountain College prides itself in being the organiser of STEM Fests.

The school provides parents with an affordable schooling option, and a door to door bus service for the families who look for an alternative transport means at a reasonable fee.

At the school, Turkish and Arabic Languages are offered as languages other than English subjects.
Value Added

**Debating** - You Debate: Fountain College has participated the ‘You Debate’ interstate debating competition in Sydney - held by Australian Universal Federation. Our Year 10 debating team have argued by taking affirmative or negative positions. They achieved a position in the top 3. The debating elective class prepares students not only for Perth wide debating leagues but also interstate level debating competitions too. In 2017 our students have also participated in a series of debates by the WA debating League and our Junior team made it to the Octo finals.

**Harmony Day:** Fountain College Harmony day is celebrated in Fountain College in a tasty way where all students and parents get to display the best of their cultural cuisine and they all get to have a feast. The intercultural feast is complemented with fun team building activities and students wearing their cultural dress.

**Homework Books:** Fountain College introduced Homework books for all classes from Pre-Primary to Year 6. These books contain all the homework for the term and are divided into weekly sections. The books have been prepared to complement the work done in class. Since their introduction more students are regularly completing their homework.

**Welcome BBQ:** To establish good communication and friendship within our school community Fountain College held a welcome BBQ and information session for all families. The information session spoke about the structure of the school, the school goals, and the new approaches to education that we are trying. There were also details about the expectations the school has of teachers, students and parents to create a positive learning environment for all who study at Fountain College. This session was followed by a BBQ for all staff, students and families.

**Clubs:** Fountain College is now offering clubs to students from 3:45pm-4:30pm on Wednesday afternoons. Activities range from cooking, art and craft, homework, fashion design and badminton and Taekwando. It is fantastic to see the students thoroughly enjoying their activities and learning new skills. Clubs like the homework club and computer clubs and language support club all work to enhance student skill and provide them with opportunities to receive support in areas they would like or are falling behind in.

**Paper Plane Challenge:** The aim of this project was to help foster and improve student learning and outcomes and parent engagement in learning. Students were given the Paper Plane project to complete over the school holiday break and many students shared their progress with their teacher using class dojo. Students had to work with their parents to make a paper plane that would stay in the air the longest and travel the furthest distance. They also needed to decorate a plane for the best decorated competition. This initiative was quite successful as it increased parent engagement as well as student engagement.

**Market Day:** A significant part of the curriculum is based on economic understanding. What better way for students to get a real understanding of economics than creating a business and producing goods or a service to sell. During Term 3, the Primary students prepared themselves for the Market Day. They created their own business ideas, and had to produce simple budgets. The students made a variety of goods to sell, and even fun games at very reasonable prices.

**Book Week:** Fountain College celebrates book week in both primary and high school. To celebrate Book Week this year secondary students competed various activities in their English classes. They also dressed as their favourite fictional characters and shared stories about their most loved books while sharing a breakfast. Throughout the week in primary school classes did different activities for Book Week and read Book Council Book Award books together. All classes attended an incursion at
Riverton Public Library to meet an author. Students also attended the book fair to browse the titles and inspire new reading. Book Week finished on Friday with our Book Week dress-up parade.

**Support Structure:** Fountain College has offered numerous opportunities for students to receive support. Students in Year 11 and 12 have received support in the form of Saturday Support Classes and Holiday classes during the holidays. Students from Year 7-10 has had the opportunity for support during Pastoral Care. In the primary school an intervention program supported students from Years 3-6 in literacy and numeracy.

**STEM Fest:** Fountain College - The proud organiser of STEM Fest (www.stemfest.org.au) has organised STEM Fest over a couple of different occasions. They were:

- STEM Showcase Day
- STEM Fest Community Day
- STEM Fest for local schools

In 2017 parents have participated into STEM Fest as judges.

Fountain College has embedded all STEM activities into the curriculum.

**Pastoral Care:** Pastoral Care has continued to offer extra-curricular activities for students during and after school hours. This has led a greater sense of ownership of school resulting in a more productive learning environment.

**Family Visits:** Fountain College has established stronger communication with the school’s parent based through the family visits conducted throughout the year. These family visits have helped foster a more supportive environment ultimately helping students achieve.

**Humanitarian Campaigns:** Fountain College knows that education is not only academic but involves the teaching of morals and ethics. With the numerous campaigns that took place throughout the year, students developed their sense of responsibility and care for others that are less fortunate than themselves by fundraising and sending money to third world countries to provide food and shelter for those less fortunate than themselves.

**Community Involvement**

Students and SRC members have been involved in community events and have represented the school at different events such as the Anzac Ceremony in South Perth as well as the ceremony held at Bannister Creek Primary. Our students presented a short speech at these ceremonies. Students have also been involved in community iftars hosted by the College as well as attending the Parliament iftar. Students have also been involved in Harmony day activities at other venues as well as stem showcase days in the mall.

**Sporting Schools:** Fountain College has been a recipient of the ‘Sporting Schools Grant’ and we have utilised this grant to teach our students tennis, AFL, soccer, basketball

**Google Apps for Education:** Fountain College has rolled out Google Apps for Education in 2017.

**ASP year 11s**

**Camps:** Outdoor education is an essential part of a student’s life. Fountain College has organised various camps throughout the year including Woodman Point and Ern Halliday Clarke where our students got involved in fishing, mountain biking, archery, giant swing, and team building activities.
**Brightpath**: Fountain College has rolled out Brightpath for primary school students to monitor their writing skills overall.

**Mathspace**: Fountain College has rolled out Mathspace for all high school students instead of Mathletics. Mathspace provides the student with instant feedback and guides the student with strategies to get to the answer in a more efficient way.
Message from the Principal

It is my pleasure to present the 2017 Report of Fountain College on behalf of the Board of Directors of Baris Education and Culture Foundation Ltd.

Since its establishment in 2006, the primary aim of Fountain College has been to provide a base that would help students recognise their potential and become better individuals equipped with 21st-century skills to serve the community effectively.

2017 was an exceptional year to begin some new journeys in the school. Firstly, we have managed to gather our focus on some common goals with the consensus of all teachers. We call them whole school goals. Needless to say that it is vitally important to use our time effectively and efficiently with our students. This is not always something easy to achieve as there are a lot of distractions in schools. I am sure that these goals will be a good compass to remind us of our main function at school at all times.

As a result of careful and rigorous work to cater to the students’ academic and social needs, the following targets have been identified as Fountain College’s whole school goals.

Goal 1: Raise Independent Learners who would make our students lifelong learners and a valuable member of the workforce in the future.

Goal 2: Improve Literacy Outcomes & Reading Comprehension which refers to improved reading and comprehension skills, a serious issue that has been affecting our students’ success in almost all areas.

Goal 3: Improve Routines, Norms & Procedures for more effective learning in classes which is, briefly, better-managed classes and well-disciplined minds for education.

In 2017, we were able to offer some after-school clubs which aim to improve students social and non-academic skills. There was a great deal of interest to the clubs, especially among primary students. It is possible to state that clubs have become another added value to the school, gaining the satisfaction of our parents.

In primary school, there were a number of new initiatives. Introducing homework books to establish study habits, implementing BrightPath to moderate students writings and give them better feedback were just some of them.

Lastly, at the beginning of the year we started to explore a concept called Professional Learning Communities (PLC). PLC at work has been a very successful model for many low-achieving schools to improve students outcomes. The main idea of PLC is to be able to work towards a commonly agreed goal with a common understanding. During my study tour to the USA I had an opportunity to visit one of the exemplary PLC schools in Washington DC, Mason Crest Elementary School. I was fascinated by their teamwork and spirit as well students progress they have achieved. My staff and I are very excited to step into this paradigm shift and move away from working in isolation.
Teacher Qualifications

Academic Qualifications

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<tr>
<th>Qualification</th>
<th>Count</th>
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<tbody>
<tr>
<td>Bachelor</td>
<td>25</td>
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<tr>
<td>Master Degrees</td>
<td>4</td>
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<tr>
<td>PhD</td>
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Initial Teacher Education Qualifications

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<tr>
<td>Bachelor of Education</td>
<td>8</td>
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<tr>
<td>Diploma of Education</td>
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Workforce Composition

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<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>Teaching Staff</td>
<td>24</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
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There are no Indigenous staff at this school.
Student Attendance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>84.29%</td>
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<tr>
<td>Pre-Primary</td>
<td>86.50%</td>
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<tr>
<td>1</td>
<td>83.57%</td>
</tr>
<tr>
<td>2</td>
<td>91.47%</td>
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<td>3</td>
<td>91.08%</td>
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<td>4</td>
<td>93.36%</td>
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<td>5</td>
<td>88.33%</td>
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<td>6</td>
<td>91.20%</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
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<td>10</td>
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<td>11</td>
<td>88.54%</td>
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<tr>
<td>12</td>
<td>92.45%</td>
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<tr>
<td>Overall</td>
<td>89.91%</td>
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Management of Non-Attendance:

Teachers are involved in the monitoring of students through roll call which has enabled early intervention in case of absences. Parents are requested to provide a note to the teacher immediately after the child returns to school. Parents are informed of any outstanding notes. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Regular school attendance is a significant contributor to quality learning outcomes and success at school. We have electronic attendance system based on integrated software called Cool SIS to improve the accuracy and monitoring of student attendance. Student non-attendance is monitored by class teachers. The roll call result is immediately sent to the Administration Office via CoolSIS software. The school then sends text messages to parents in order to seek information on the whereabouts of their children. Prolonged periods of absence occur from time-to-time where students travel overseas. Common reasons for non-attendance include extended overseas family holidays and illness.
Literacy And Numeracy Benchmarks

The 2017 NAPLAN results indicated that majority of Fountain College students have scored at or above the National Minimum Standards in Reading, Grammar and Punctuation, Spelling, Writing and Numeracy.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMERACY</th>
<th>READING</th>
<th>WRITING</th>
<th>SPELLING</th>
<th>GP*</th>
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<tbody>
<tr>
<td>YEAR 3</td>
<td>95%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>YEAR 7</td>
<td>91%</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>YEAR 9</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*GP is Grammar and Punctuation
Parent, Student & Teacher Satisfaction Survey Results

Student Surveys

My teachers are knowledgeable about the subjects they teach
My teachers know and accept me
My teachers teach in a variety of ways
I feel like I am a part of this school
My teachers expect high standards of learning from me
My teachers regularly correct my work
I am comfortable with talking with my teachers
My teachers explain things clearly
My teachers treat me fairly
I am encouraged to try my best at my school
My school is a safe place in which to learn
I understand what I have been taught

Parent Surveys

There are excellent opportunities for contact with teachers at this school
The school uses a broad range of communication types to keep parents informed
Teachers in this school know and care about my child/ren
School staff are approachable when parents want to talk about their children
Parents are made to feel welcome to visit this school
Teachers at this school are enthusiastic about their teaching
Teachers at this school are keen to help students of all abilities
Parents are kept informed of the academic performance of their child relative to the performance of others
Students from different backgrounds and cultures are treated equally at this school
This school is a safe place in which to learn
Students are treated fairly at this school
I am happy to recommend the school to other parents
Teachers provide excellent help and support for students when it is needed

Students are happy to go to this school

Overall, I am very satisfied with my decision to send my child/ren to this school

The discipline in this school follows established and well-known procedures

The quality of teaching at this school is excellent

I am happy about pastoral care activities and chaplaincy services

**Teacher Surveys**

I agree with the goals and direction of the school

The Principal/Senior Management team has a clearly articulated vision for the school

The school has clearly articulated goals and values

Administrators, teachers and other staff treat each other with respect

Students at this school appear to be happy

Students are treated fairly at this school

Staff take prompt action when problems occur

Students have positive relationships with staff

Parents are kept well informed about the learning programs undertaken by students

There is open communication between staff and parents at this school

The atmosphere in the staffroom is collegiate

I am proud to work at this school

I am happy to recommend the school to people

This school is a safe place for students to learn

Students from different backgrounds and cultures are treated equally at this school

Most teachers at this school appear to be enthusiastic about teaching at this school

I use a variety of teaching strategies and learning activities to help students learn

The school clearly communicates its expectations for student behaviour

The discipline in this school follows established codes of practice
The quality of teaching at this school is excellent

The school expects high standards of teaching
School Income Broken By Funding Resource

- **INCOME**
  - Government Grants: 70%
  - School Income: 25%
  - School Building Fund: 3%
  - Other Incomes: 1%
  - Fundraising income: 1%
  - Donations: 0%

- **EXPENSES**
  - Expenses
  - Salary & Wages
  - Operating Expenses
  - Administrative Expenses
  - Resources
  - Staff Development

- **Expenses Breakdown**
  - 75%
  - 16%
  - 6%
  - 2%
Post School Destinations

All Year 12 students of 2017 have completed school and have entered a tertiary education institute in 2018.