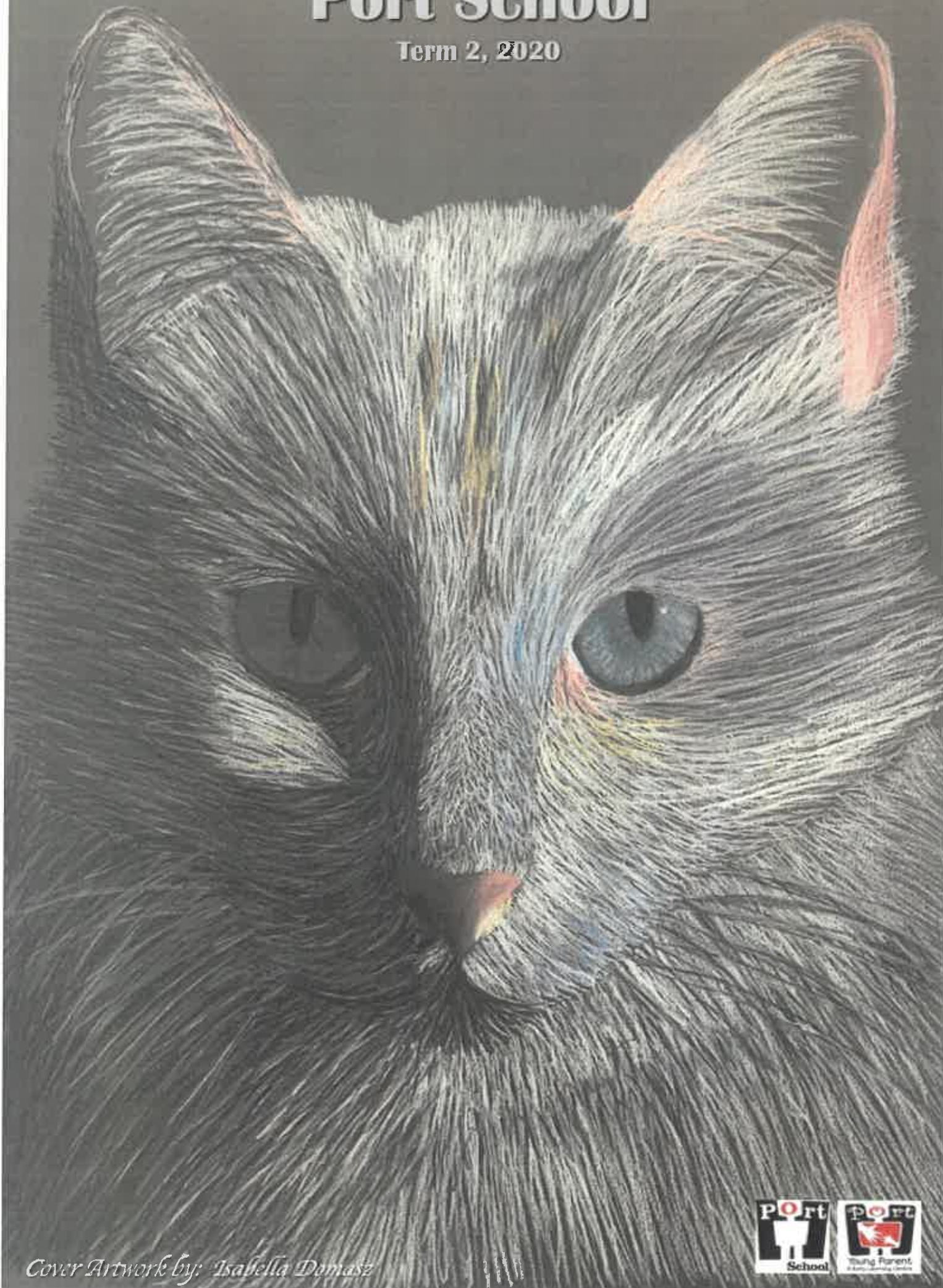


# Port School

Term 2, 2020



Cover Artwork by: *Isabella Damas*

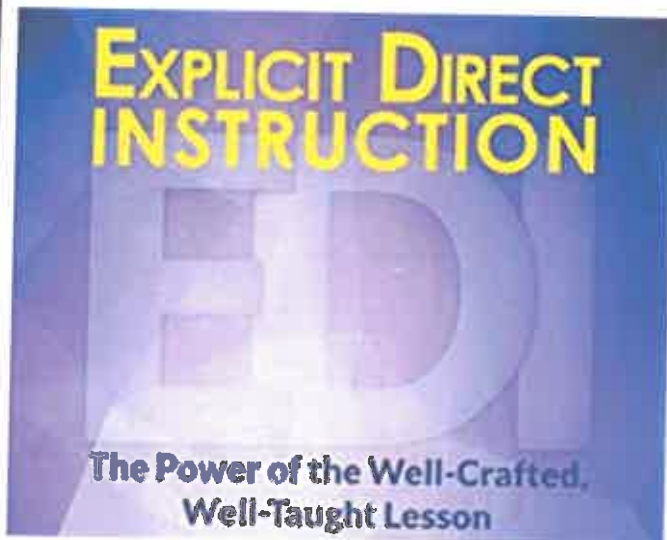


## PRINCIPAL'S REPORT

**BARRY FINCH**

Semester 1 2020 has been interesting, we embarked on very different approach as to how we deliver our English, Maths and Health which now has a strong focus on attendance and punctuality. All was going well with a core group attending well and starting to embrace the new Explicit Direct Instruction (EDI) model of learning when covid 19 came down on us. This was a major spanner in the works with the school having to go into a home-schooling model.

Staff went to huge efforts trying to develop an at home program and to regularly support student via the phone. This period worked well for some students, but for others, unfortunately, there was very little buy in. At the time we thought there would be very little chance of seeing students for all of term 2. To my great relief this was not the case and were able to start term 2 back at school. This meant being able to get back to focusing on the explicit direct instruction.



For this teaching method to be successful we need students to have regular attendance, therefore to make it work we have initially targeted students with attendance over 75%. Fortunately, students not meeting this attendance bench mark are still offered instruction in their certificate work, with individual support in exactly the same way they were before the introduction of this new model.

EDI allows teachers to teach to the whole group and as a group review work done in the days, weeks and months before to ensure that the work is re-taught and retained. Feedback from teaching staff is that students are already becoming more independent in the way they are doing their certificate work.

In most cases students who come to Port do so with a deficit of between 2 and 4 years in their academic levels. It is always a race to get them to a standard that allows them to leave school with levels that enables them to continue with further study or to enter the work force.



# EMBRACE CHANGE



As expected there are always challenges when changing how we do things but at the same time it is very exciting to see that most of our students are embracing this change and are seeing the benefits.

As an educator it is hugely gratifying to be able to offer students who come to school regularly significant gains in their academic levels and to be able to give them a solid stepping into life after Port School.

As always, my door is always open if you have any concerns.

Warm regards

**Barry**

**TERM 3 STARTS BACK ON  
MONDAY 20<sup>th</sup> JULY**



Start Term 3	Monday 20 <sup>th</sup> July
Student Free Day	Friday 21 <sup>st</sup> August
Student Free Day	Monday 24 <sup>th</sup> August
Art Exhibition	Thursday 3 <sup>rd</sup> September
End Term 3	Friday 25 <sup>th</sup> September
Middle School Camp	Weds 4 <sup>th</sup> – Fri 6 <sup>th</sup> November
River Cruise	Wednesday 18 <sup>th</sup> November
End of Year Awards	Wednesday 16 <sup>th</sup> December



## DEPUTY PRINCIPAL'S REPORT

MIKE GILBERT

Well, this term seems to have been a mentally and physically exhausting one. Coming back to term 2 in the midst of Covid-19 restrictions has had impacts on us all in various ways, including work and family life. Students and staff have had to adapt to the initial challenges and new rules around distancing, cleanliness and hygiene. Our cleaners Cynthia and Andre have worked tirelessly long hours to keep up to date with what has been required and have made sure we have never been compromised. A big thank you must go out to them for looking after us all.

I would also like to thank all our staff for the flexibility, adaptability and professionalism in continuing to operate through challenging times, ensuring our students have always had the best possible educational offerings.

**THANK YOU  
TEACHERS & STAFF!**

Many businesses operated in different ways through video conferencing meetings and get together and many are still working from home as I type this.

A lot of our events, functions and excursions all had to be postponed or cancelled and sadly many the old favourites have been called off such as RYPEN. Malaysia 2020, Trivia Night and of course other events such as fundraising sausage sizzles, the Musical Medley and our YPC official opening.



Dionne is hoping that with the news announced about the end of term moving to phase 4 restrictions, the art exhibition will be able to be rescheduled for September this year and that events like our river cruise and end of year awards will all be on.

I am delighted to announce that the school has recently formed an Occupational Health & Safety Committee (OHSC) consisting of myself as lead with Nolene, Andre, Michelle F, Andrea and Phil with Barry as required.



The school historically, have been very good at putting in place the appropriate risk management policies and protocols, but have not been good at updating, reviewing and changing. With many new business areas and developments added over the last few years it has been poignant to create a master list and work through creating new documents, reviewing existing and focusing on a proactive methodology of OHS implementation across the whole school.

Current focus areas have been:

- maintenance policy/ plan
- creation of a ground, assets, facilities and equipment maintenance checklists
- Swimming policy and underpinning risk management
- Reviewing the risk management of all activities, facilities, events, excursions
- Updating the schools MSDs register
- Looking at implementation of OHS training and PD for all staff
- Reviewing procedures for our students on work experience, SBT's and SBA's
- Fire evacuation protocols

As you can see, there is a lot for this group to focus on, implement and lead and the above list is just the tip of the iceberg in reality.

On a final note, I wish all our students, families and staff a safe holiday, rest up, relax, ensure you get some much needed 'me time' enjoy some family time in Western Australia and come back to start T3 fresh and ready to go

Mike

# Support our community Create an opportunity



*Are you an employer that's interested in supporting Western Australia's young people?*

## Hire a trainee!

We are always looking for local companies to take on work experience students as well as considering school-based trainees and apprentices

## OUR NEW EMPLOYERS ARE:



Nancy was happy to offer our student Isabella an opportunity for a school placement.



Bell Domasz is assisting the kindy kids with their school day activities and so far she is loving it.



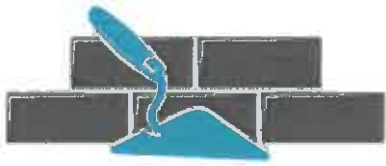
You can't expect others to do it if you are not doing it yourself. Nicole (below) is enjoying her work experience at Port ELC



Port not only talk the talk but walk the walk also by having students on work experience and traineeships at our early learning centre.



# Simon Burton



## BRICKLAYER

0400 334 606

[simon.burton17@outlook.com](mailto:simon.burton17@outlook.com)

Geoffrey (JT) is really enjoying his work experience as a 'brickies labourer'. After completing his White Card requirements earlier this year he was keen to put his skills into practice.



Simon has been building houses for over 16 years and has a wealth of knowledge to share. We are grateful to Simon for his enthusiasm to take Geoffrey under his wing. They make a great team.



# Pretzel

DOUGH & HAPPINESS

[www.pretzelaustralia.com.au](http://www.pretzelaustralia.com.au)

The founder of Pretzel, 26-year-old Brittany Garbutt, recently celebrated her third anniversary as a business owner. She credits the rapid growth of her once-small idea to her flexibility. Setting up in unusual premises such as shipping containers, Ms Garbutt has designed each of her three stores to have its own personality.



From swings to planets and neon signs, she said her stores in Carousel, Northbridge, Fremantle and Whitfords had their own feel and were built to be as fun as the pretzels they produced.

### What we do

We are a family of pretzel enthusiast's living life for the love of dough! Our pretzel bakeries were first established in 2017 by founder Brittany Garbutt in Perth Western Australia! Our Bakeries have been run on love, hard work, sweat and the occasional tear (good tears only), for over a year now and we wouldn't have it any other way! We are truly passionate little pretzel people.



Brittany is keen to invite Port students to become Pretzel people as School Based Trainees.





Port School along with a variety of the school's friends and supporters from Apex and the Perth community have been delighted to be able to support some of those less fortunate during these Covid-19 times in Malaysia.



Malaysia relies heavily on migrant workers from Bangladesh, Indonesia and India to work on plantations and building sites. With many people unable to work, the small communities were literally starving. Phillip Andrew from Apex Malaysia along with Klang Apex Club and other faith-based organisations have been helping out and Port was delighted to send over \$1,100 = 3,000 Malaysia Ringitt to help in assisting.



As you can see from the pictures, Phillip and the team have done an amazing job for what is now over 60 days straight of delivering and supporting these communities in need.



Many thanks go out to the following for their donations: The Capelli Family, The Gilbert Family, Gord Kenmir from Canada, Elizabeth Love, Joy Cromwell, John Jenkins, Maria Moffat, Julie Hoyle & Jim Sumpter and to last year's Port School Malaysia students Luke Roser & Desley May- Hooper.



# PORT FITNESS

This semester our fitness program at Port had an unfortunate interruption to it, due to the Coronavirus. We lost the use of our facility for 7 weeks, so we did our fitness training outdoors during this time. We are fortunate that our trainers are qualified and were able to adapt by introducing body weight circuit classes. I was really impressed with the variety and the thought that went into the planning of these classes. Our trainers have continued to educate the students in the fitness option by have discussions on nutrition and around functional movement and body composition.



Other areas that we have focused on this semester have been around our student's posture and exercises to help correct any postural deviations they might have. We have done this through using functional movement exercises that involve full-body motion and engage the stability muscles, which are extremely important in preventing injuries.

We have also had the fitness centre being used during the lunch break, which is pleasing to see our students using the facility in their own time.

Next semester, I will be encouraging our trainers to focus on ideal postural alignment when our students train. This is a standard position in which all joints are balanced relative to the others. It represents the most mechanically efficient positioning for the body. This is important because when we are in good alignment, we use less energy on any given exercise and the muscles around our joints do not strain as much while you do the exercises. We will be measuring this to see if we can have our students run faster, jump higher and help prevent injuries in their training.

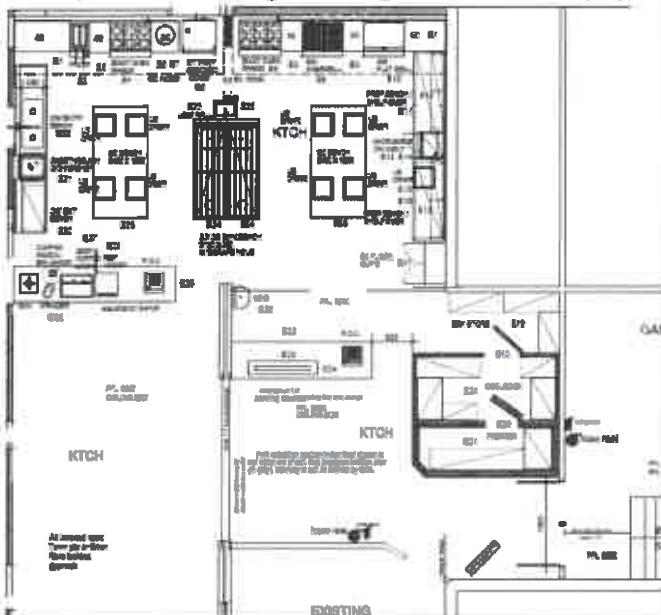
**Brad, Aidan, Eileen, and Tristan.**

# BUILDING PROJECT UPDATES

There have been significant delays to the build process with Covid-19 slowing meetings and documentation down. We are finally reaching a point where the school will be going out to tender in July for the proposed build and exciting changes



The grant will include a state of the art kitchen the addition of a disabilities lift, a walk in cold / freezer room, some amazing catering and kitchen equipment and will change the layout of the existing stairs.





# THINK

## Road Safety

Towards the end of Term 2, one of our students was hit by a car on Carrington St. Luckily, albeit a serious accident, the student only had cuts, bruises and stitches and was sore for a while. This is a very strong reminder to all students, parents that road safety is paramount. Carrington Street at present is a 60kmph road as our school times do not fit directly into standard school zone times.

We will be lobbying to have some additional safety measures in place, but as you can imagine, these things take time and have to go through Main Roads (MRWA), City of Cockburn and other state legislation.

All students need to be safe, be sensible and be aware, look out for each other and make good choices when around busy roads. Teenagers often think they are indestructible. This accident could have ended up with a very different story.

- Walk up to the bus stop
- If you need to cross the road, stop, look, listen
- Wait for the appropriate gap when no traffic is coming
- Cross to the other side (avoid running, pushing, shoving and taking risks)



# PROJECT LAND ROVER



"FOR THE LOVE OF THE LAND ROVER"

It might not look like it at the moment but when completed this Landrover is going to be a very cool car. We have stripped this vehicle right down to the chassis, repaired any old parts and are now starting to build it back up.



We have imported new parts from the UK and so now many of the components will be better than when the vehicle was new. Some of our students have helped strip down the engine and even parts of the gearbox. we need to sand blast and paint our wheel rims next before putting new rubber on, and then we will have a rolling chassis. We are always looking for more students to assist with this project and there is much to do and at many levels.



The Landrover is a great way to start learning about mechanics as it is a basic and simple machine, no electronics and all the learning relates right back to contemporary vehicles. If you haven't already, come and have a look, we hope to see more students assisting with this great project in semester 2.



## LANDY ZONE





# MALAYSIA 2020

## 22nd - 25th September

With many students still asking and hoping that Malaysia 2020 might happen, we have sadly taken the decision to formally cancel the 2020 excursion based on the fact that it is highly unlikely international travel for schools will be allowed this year.

That said, Dionne and Mike will start to run planning sessions with interested students in Term 3, working on passports, possible dates for 2021 and new places to visit. They will also be reviewing what fundraising activities and events are allowed.

If you are interested, make sure your name is down !!!!



# Malaysia Excursion





# Health and Wellbeing.



It was refreshing to get back to the normality of a School Term on School Campus, without the challenges and disruptions posed at the conclusion of the previous term! By and large Port students have shown great flexibility and perseverance during these testing times and have resumed their commitments to their studies without too much fuss. Health and Human Science lessons have been introducing the Direct Instruction Method to primarily focus on the skeletal system. Students have rapidly acquired a baseline knowledge of the names and location of the main bones in the human body, as well as what constitutes positive bone health maintenance (diet, exercise, vitamin D, calcium, sleep, hydration, attention and care of injuries). Some great, and quite philosophical discussions have spontaneously arisen from our Direct Instruction lessons, and it has been interesting to see students' increasing capacity for both active listening and, active participation.



*Our new state-of-the art interactive board makes classes a lot more visually engaging*

Outside of the classroom, but still within the arena of the Health and Human Science Department, Port School was privileged to be asked to be part of an evaluation team, to review a prospective new health resource for use in schools (*Developing and trialling a school-based ovulatory-menstrual health literacy programme for adolescent girls*). Four of our Senior School students participated in a lively discussion panel, chaired by Curtin University Phd student Felicity LeRoux, and they expressed their creative suggestions for how the proposed program could be improved and perhaps be made to be a little more 'adolescent friendly'. The researcher was incredibly impressed by how articulate, mature and insightful our young ladies were - from start to finish - and for their fine efforts Carlie, Jasmine, Izzy and Bell all received a gift voucher, as a thank you gesture from the organisers – Great job girls!

Have a well-deserved break everyone, and stay safe and warm, this July holiday!

**Raf and Steph**





# ***PORT SCHOOL*** **ART EXHIBITION**

**FUNDRAISING FOR KLANG SPECIAL SCHOOL**

***THURSDAY 3<sup>RD</sup> SEPTEMBER 2020***

***5PM – 8PM***

***PORT SCHOOL GYM- 62 WHEELER ROAD,  
HAMILTON HILL***

***STUDENT & LOCAL ARTISTS WORK FOR SALE!***

**If any local artists have any art pieces they wish to donate, it would be greatly appreciated. Please contact Dionne-**  
**dionne@portschool.wa.edu.au**

# ART ROOM ANECDOTES

**"If I create from the heart, nearly everything works; if from the head, almost nothing." - Marc Chagall**

This term has been a welcome relief from the period of isolation we all experienced in term one and over the holidays. Being 'back to reality' with classes in full swing feels great! The art students have eased back into their fantastic work routines; producing some thought provoking works, in response to their time 'locked' down in their homes during the pandemic.



Nicole Lawson



Jasmine Davis



Flynn Waddell Rowe

Looking at Pop Art as a stylistic influence and drawing from the idea that Pop artists use public figures and mass consumerism as subject matter, this style was a perfect fit for making our own artistic comments on what we have all just experienced. Students were able to comment on the impact this unprecedented event had on them and their family/carers from a personal perspective or a comment on this in a more global sense.



Noah Branley



Brianna Spasic



Layla Teede Inns



# ART ROOM ANECDOTES



Denial

Anger

Depression

Bargaining

Acceptance

Michelle Stoddard



Blake Della Bona



Ashtyn Few



Maya Fowler



Flynn Waddell Rowe



Chloe-Ann Polley



# ART ROOM ANECDOTES

The Middle School class have been working very hard this term on their skate decks. The skate deck design was a response to the theme of personal 'Identity' and students developed a unique response to this theme that explored something they enjoy doing or an expression of who they are.



Kaleeya Walley

The various techniques used were stencilling, spray paint effects such as fades and splattering, graphic text and outlining. The final decks look awesome and very professional indeed!



Maya Fowler



Blake Joshua



Blake Payne



(Top to bottom) Skye Cannon, Kaydyn Griffin & Dylan Purcell



Khyanna Alone



Megan Gray



Dylan Purcell



Kaydyn Griffin



# ART ROOM ANECDOTES

To finish the term off, the class are making expressive papier-mache dogs, which are already looking life like in the short time we have been working on them. They will be painted realistically, get their collars and name tags and then displayed at the art exhibition.





# ART ROOM ANECDOTES

The Certificate II Visual Art students have been finishing their 'Animal Within' project that is the final artwork in the unit *Develop Drawing Skills*.



Carlie Monaco



Tyson Laing

The works are mixed media paintings and their responses are varied, unique and sophisticated. Isabella Domasz's final painting graces the cover of this Newsletter.



Bethany McShane



# ART ROOM ANECDOTES

Next term we are incredibly lucky to have Anne Gee, local paper-cutting artist (and also our school board Chairperson), coming in to work with the Cert class for a number of weeks on Thursdays, running some immersive workshops with these lucky students! This will be an incredible opportunity to learn these delicate skills from a top Western Australian artist. Student's work will be displayed in the art exhibition in a spectacular way, so we encourage all Port families, friends and community to come along.



Taylah Webb



Haylee Close



Blake Della Bona



Emily Frappell



Jemma Roser

All of the work that the art students produce during the first half of the year culminates in the annual Art Exhibition. This is an important fundraising event for our Malaysia Excursion each year.

Unfortunately, this year we have had to cancel the excursion due to the COVID 19 pandemic, however we are able to go ahead with the exhibition and we will still be running the event in the same way as previous years. We will still be selling artwork and looking to raise as much money as possible to donate to Klang Special School.

So, we hope that this is an event we can all look forward to and come together to celebrate the artistic talent we have in our school and in our community. Hope to see you there!  
Enjoy the holidays everyone.



Port students have been doing their bit for the homeless in Perth as well as Malaysia. They have helped to make 150 hot meals and salads during the challenging Covid-19 times. Fabulous to see such community minded young people helping others.



Jane Armstrong and her partner Sim run a non-profit group called Homelessness We Care, WA. Every Tuesday night you can find them on Wellington Street feeding the homeless and providing many necessary services. Jane and Sim have been actively running the group for approximately three years.

Their family and band of supporter's source food items, cook and serve approximately 120 men, women and children. Some weeks they are well supported with supplies and volunteers, other weeks it can be tough. Jane also provides the homeless with hygiene products, clothing, and coordinates professionals to volunteer their services ie: podiatrist, dentist, physiotherapist, veterinarian.

Port school is delighted to be able to support in a small way by providing its kitchen facilities and catering student helpers. Principal Barry Finch stated, "I am hopeful the relationship will develop further and flourish into a community project for the school and our young people".

If you are interested in donating, or volunteering time to Homelessness We Care, please contact Jane through her Facebook page. <https://www.facebook.com/homelessness.we.care.perth/>



# HANDS-ON WORKSHOP

The workshop has been quite busy in the later part of this semester with good numbers of students working on individual projects. Some students are well into large projects such as a workbench whilst others are working on introductory projects like chopping boards. We are lucky at Port School to have such a well-equipped workshop that allows us to tackle virtually any project. Even if the trades are not an area you might see yourself in in the future it nevertheless provides for some good hands-on learning, essentially it is about problem solving and basic practical skills, something that is useful to all of us.



The middle school were in the workshop again and most of the class went home with well-made and customised tool boxes with the early finishers making a small leather hand stitched wallet. Lastly the Certificate II in Furniture is progressing well with the students working on group projects before finishing up their certificate later this year with a solid timber wall cabinet.



Well done to all, always happy to see more students in the workshop, it is a great way to kick off a great "hands on" career





**WOULD YOU LIKE A PORT HOODIE ?**



**\$25-00 EACH**

XXXX-25-1, 2, 3, 4, 5, 25

**PLEASE BOOK WITH JULES**

Port money & scholarship money can also be used to pay for a hoodie

# HAPPY BIRTHDAY!

This term has seen a few 16<sup>th</sup> and 18<sup>th</sup> birthdays celebrated at Port.



It's a Happy Birthday from us all at Port to:

Belle Domasz	18
Georgina Davies	18
Lily Lewis & Nicole Lawson	16
Billy Bayens	18



## ON THE ROAD



Congratulations to Wolfe, who now has his 'L's



# Thanks for Donating!



Phone: (08) 6500 1281 |

Email: [admin@ogroffshore.com.au](mailto:admin@ogroffshore.com.au)

Towards the end of the term, a conversation with the managing director of OGR was had about Port School and what it does to assist students through its many leadership and supportive programs. Ian Cantley, the managing director of OGR was so impressed he offered to donate \$3,000 that would go towards students' scholarships and leadership initiatives like Malaysia, RYPEN and Leeuwin sailing experiences as well as supporting individuals that need it the most.

Ian was sent a thankyou email, given more details about those initiatives as well as a variety of the school's latest newsletters. Amazingly he replied, "Let's make that \$5,000". An already amazing gesture, was increased. The support from OGR will make a huge difference to a lot of our students doing it tough as well as enabling a variety of educational, fun, training and learning experiences.

Thank you so much to Ian and OGR from us all at Port, we very much look forward to inviting you down to some of our events and our end of year award and scholarships ceremony.

*OGR is a West Australian company providing professional labour hire and recruitment services to a range of clients within the oil and gas, maritime and construction industry. Their experienced and dedicated professionals draw on a depth of technical expertise and a demonstrated ability to execute projects and maintenance work to meet each individual client needs. With a solid understanding of the day-to-day operations in these industries, they believe that their clients can benefit from their skills in management, engineering and logistics.*



ONSHORE  
PRODUCTION

OFFSHORE  
PRODUCTION

MARINE

CONSTRUCTION

PROFESSIONAL  
SERVICES

# Working towards a brighter future for young families

Our Young Parent Centre and Early Learning Centre can provide you with all the support you need to complete your studies and develop and enhance your parenting skills



## Contact Us

80a Wheeler Road,  
Hamilton Hill 6163, WA  
0488 814 950  
(08) 9335 8323

youngparentcentre@portschool.wa.edu.au



THE YOUNG PARENT CENTRE & EARLY LEARNING CENTRE IS OPERATED BY PORT SCHOOL INCORPORATED IN CONJUNCTION WITH THE DEPARTMENT OF EDUCATION, WESTERN AUSTRALIA. ALL OTHER PROGRAMS, SERVICES, WITH FEES ARE RUN FOR PROFIT ENTITIES.

SUPPORTING YOUNG PARENTS

## YOUNG PARENT CENTRE



- Are you pregnant?
- Are you under 21 years of age?
- Do you have a child under 5 years of age?
- Would you like support to reach your educational goals?



At Port Young Parent Centre we believe that each student and their child deserves an enriching environment to learn and grow.

## WHAT WE OFFER

### Education & Training

Our purpose built centre will provide you with all the opportunities to continue your studies in a holistic environment. With opportunities to complete Certificate I & II in General Education for Adults, Certificate III in Community Services, Certificate IV in Hospitality, Sport & Recreation, Visual Arts, or support with Mathematics & English.



### Experienced Counsellor

Great! Counselling at counselling in a safe and secure environment by a fully qualified counsellor and keyworker.



## Early Learning Centre

Our Early Learning Centre is a fully accredited, registered Child Care Centre. The stimulating, well equipped centre and nature play garden will enrich your child's holistic development. The staff will provide quality care and education through play once a week. The Early Years Learning Framework.



### Additional Programs

Support is available from various community and government agencies and support workers. Programs include: Parenting Training, English as a Second Language, Parenting while studying, and more. Contact us for a full list of services and programs.







“Without the YPC I would not have been able to finish my studies. They have also helped me enrol in external courses.”

AGUER AIANG ZI  
STUDENT AT PORT YOUNG  
PARENT CENTRE  
STUDYING CERTIFICATE II  
CGEA AND CERTIFICATE III IN  
INDIVIDUAL SUPPORT



“The YPC has given me direction, encouragement and support to be the best version of myself for my son and I.”

LEAH BOWMAN  
STUDENT AT PORT YOUNG  
PARENT CENTRE  
STUDYING CERTIFICATE II  
CGEA AND CERTIFICATE III IN  
INDIVIDUAL SUPPORT



“The Young Parent Centre has helped me become the Mother I always wanted to be.”

LEAH BOWMAN  
STUDENT AT PORT YOUNG  
PARENT CENTRE  
STUDYING CERTIFICATE II  
CGEA AND CERTIFICATE III IN  
INDIVIDUAL SUPPORT



Email: [youngparentcentre@portschool.wa.edu.au](mailto:youngparentcentre@portschool.wa.edu.au)

**YOUNG PARENT  
& EARLY LEARNING CENTRE**

PORT SCHOOL - HAMILTON HILL

CONTACT: MICHELLE FORSYTH - 0468814950



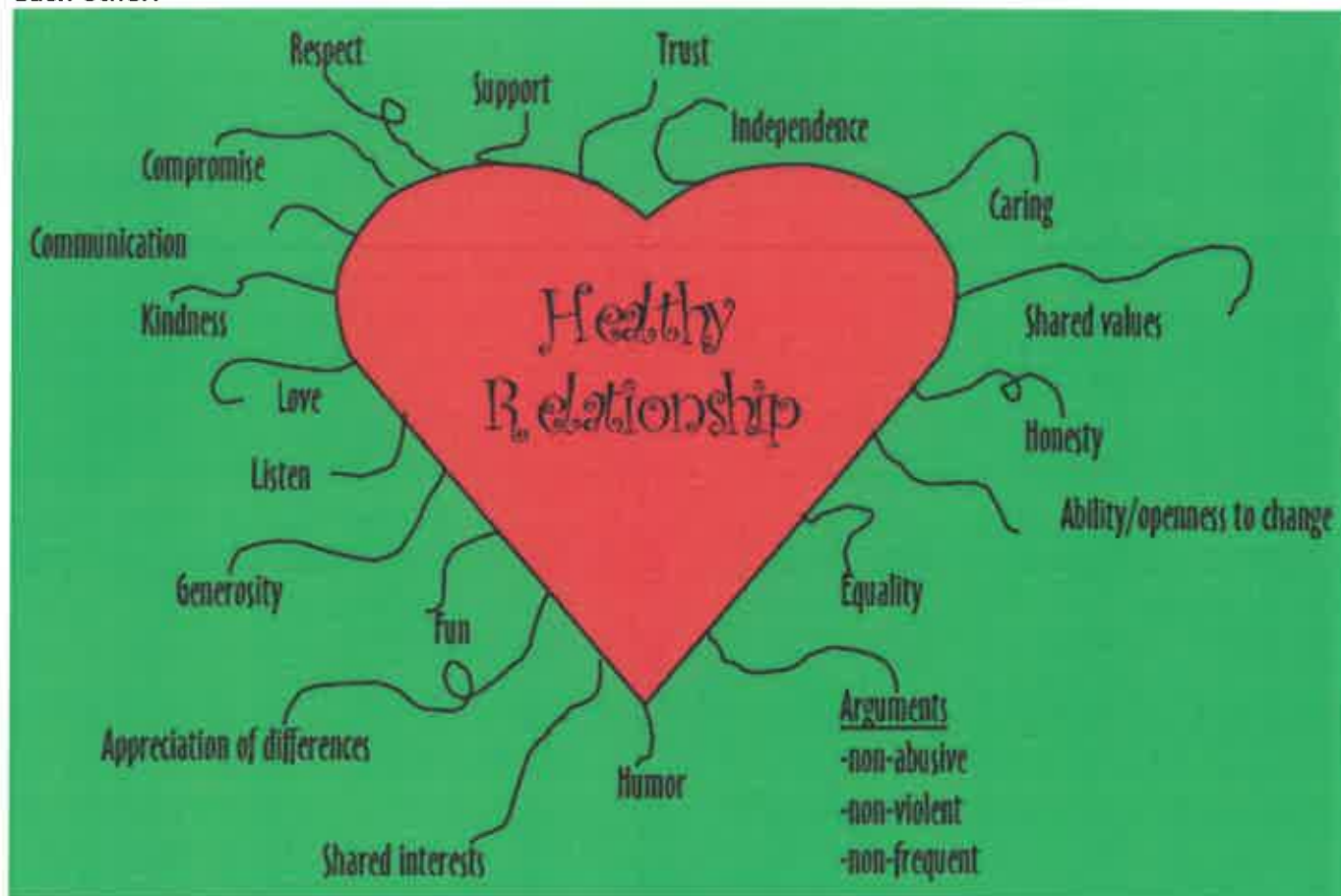
# STUDENT SUPPORT & WELLBEING

## What Makes a Healthy Relationship?

Hopefully, you and your significant other are treating each other well. Not sure if that's the case? Take a step back from the confusing feelings of being in love and think about whether your relationship has these qualities:

**Mutual respect.** Do they get how great you are and why? Does your partner listen when you say you're not comfortable doing something and then back off right away? Respect in a relationship means that each person values the other and understands the other person's boundaries.

**Trust.** It's OK to get a little jealous sometimes — jealousy is a natural emotion. But how a person reacts when feeling jealous is what matters. There's no way you can have a healthy relationship if you don't trust each other.



**Honesty.** This one goes hand-in-hand with trust because it's tough to trust someone when one of you isn't being honest.

**Support.** It's not just in bad times that your partner should support you. Some people are great when your whole world is falling apart but not that interested in hearing about the good things in your life. In a healthy relationship, your significant other is there with a shoulder to cry on when you are struggling and to celebrate with you when you succeed.

**Fairness/equality.** You need to have give-and-take in your relationship. Do you take turns choosing which new movie to see? As a couple, do you hang out with your partner's friends as often as you hang out with yours? You'll know if it isn't a pretty fair balance. Things get bad really fast when a relationship turns into a power struggle, with one person fighting to get their way all the time.



# STUDENT SUPPORT & WELLBEING

**Separate Identities.** In a healthy relationship, everyone needs to make compromises. But that doesn't mean you should feel like you're losing out on being yourself. When you started going out, you both had your own lives (families, friends, interests, hobbies, etc.) and that shouldn't change. Neither of you should have to pretend to like something you don't, or give up seeing your friends, or drop out of activities you love. And you also should feel free to keep developing new talents or interests, making new friends, and moving forward.

**Good communication.** Can you talk to each other and share feelings that are important to you? Don't keep feelings bottled up because you're afraid it's not what your partner wants to hear. And if you need some time to think something through before you're ready to talk about it, the right person will give you some space to do that.

## **What's an Unhealthy Relationship?**

A relationship is unhealthy when it involves mean, disrespectful, controlling, or abusive behaviour. Some people live in homes with parents who fight a lot or abuse each other — emotionally, verbally, or physically. For some people who have grown up around this kind of behaviour it can almost seem normal or OK. It's not

Many of us learn from watching and imitating the people close to us. So, someone who has lived around violent or disrespectful behaviour may not have learned how to treat others with kindness and respect or how to expect the same treatment. Qualities like kindness and respect are absolute requirements for a healthy relationship. Someone who doesn't yet have this part down may need to work on it with a trained therapist before he or she is ready for a relationship. Meanwhile, even though you might feel bad or feel for someone who's been mistreated, you need to take care of yourself — it's not healthy to stay in a relationship that involves abusive behaviour of any kind.

## **Warning Signs**

When a partner uses verbal insults, mean language, nasty putdowns, gets physical by hitting or slapping, or forces someone into sexual activity, it's a sign of verbal, emotional, or physical abuse.

Ask yourself, does my significant other:

- get angry when I don't drop everything for him or her?
- criticize the way I look or dress, and say I'll never be able to find anyone else who would date me?
- keep me from seeing friends or from talking to other guys or girls?
- want me to quit an activity, even though I love it?
- ever raise a hand when angry, like he or she is about to hit me?
- try to force me to go further sexually than I want to?

These aren't the only questions you can ask yourself. If you can think of any way in which your partner is trying to control you, make you feel bad about yourself, isolate you from the rest of your world, or — this is a big one — harm you physically or sexually, then it's time to get out, *fast*. Let a trusted friend or family member know what's going on and make sure you're safe.

It can be tempting to make excuses or misinterpret violence, possessiveness, or anger as an expression of love. But even if you know that the person hurting you loves you, it is not healthy. No one deserves to be hit, shoved, or forced into anything they don't want to do.

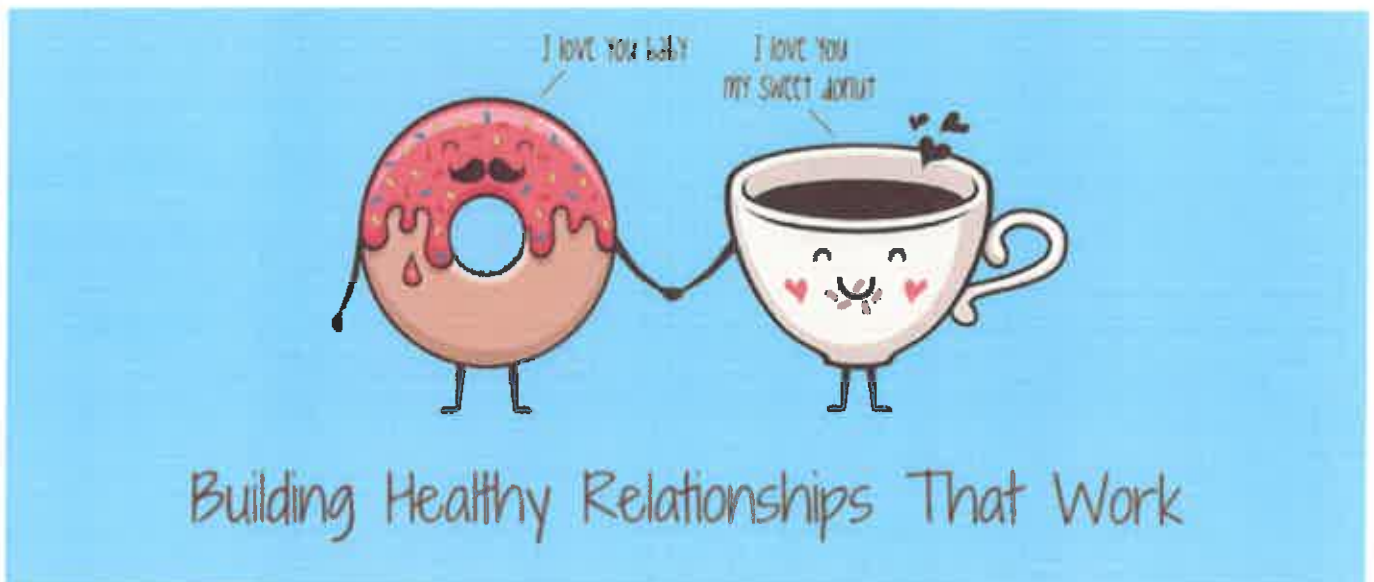


# STUDENT SUPPORT & WELLBEING

## Why Are Some Relationships So Difficult?

Ever heard about how it's hard for someone to love you when you don't love yourself? It's a big relationship roadblock when one or both people struggle with self-esteem problems. Your partner isn't there to make you feel good about yourself if you can't do that on your own. Focus on being happy with yourself, and don't take on the responsibility of worrying about someone else's happiness.

Also, intense relationships can be hard for some teens. Some are so focused on their own developing feelings and responsibilities that they don't have the emotional energy it takes to respond to someone else's feelings and needs in a close relationship. Don't worry if you're just not ready yet. You will be, and you can take all the time you need.



Relationships can be full of fun, romance, excitement, intense feelings, and occasional heartache, too. Whether you're single or in a relationship, remember that it's good to be choosy about who you get close to. If you're still waiting, take your time and get to know plenty of people.

Think about the qualities you value in a friendship and see how they match up with the Ingredients of a healthy relationship. Work on developing those good qualities in yourself — they make you a lot more attractive to others. And if you're already part of a pair, make sure the relationship you're in brings out the best in both of you.



Dave, Molly, Michelle & Charl  
Student Support Services

Tel: 08 9335 6323

Email: [admin@portschool.wa.edu.au](mailto:admin@portschool.wa.edu.au)

# TeamSport

## THE BENEFITS OF PHYSICAL EDUCATION

Physical education plays an important role in the physical, mental, spiritual and social development of our students. Students deserve to be physically educated as well as academically educated. Children have bodies as well as brains.

This term our Sports program focused on activities that help develop the students Fundamental Movement Skills of running, body movement, and object control. Activities that have been popular with students this term has been our Flag Rugby and cricket games. Our students have consistently asked me if we can play flag rugby, and we have been able to accommodate this request due to the fact we have our own oval.



So far this term our flag rugby games have been played with high intensity, good skill and have provided some outstanding team and individual moments. We are all looking forward to when we can play our Friday Night Flag game, and if the way our students have been participating is any indication, It should be our best game yet. Our fitness centre has re-opened for students to improve their cardiovascular endurance and muscular strength and we have a number of trainers who have nearly completed their certificate 3 in fitness that can facilitate this. It has been good to see students asking if they could use the fitness centre during their lunch break and use that opportunity to improve their health.



Team sport staff would like students to embrace every opportunity to participate in our sports options and have fun, and develop their physical, social, and mental health. If any student would like a fitness program, please contact one of our trainers who can design a fitness program according to your personal fitness goals, and help you get the benefits that physical activity provides. I believe our fitness program can have a profoundly positive impact on depression, anxiety, ADHD, help our students with stress, improve their memory, help them with sleep, and boost their overall mood, which is vital for everyone.

**Brad Rowden**  
Sports Chaplain.



# EARLY LEARNING CENTRE

We have all survived Covid-19. It was amazing to be back in the centre with our families after almost 5 weeks. It took a little time for some of our friends to remember who we all were, but I'm happy to say that everyone has now settled nicely. We had Amelia & Matty, Annaleise & Allina-Jae and Lyra join the ELC family this term and we look forward to welcoming Immogen & Avaleigha, Heidi & Zarni and Klera & Amelia to the family in the coming weeks.

## PLAYGROUP

This term has seen playgroup move from the afternoon to first thing in the morning on a Thursday. Klaudz has created a song book that has the words to the children's favourite songs. We just love listening to our mums join in with 'Good Morning Train', 'Acknowledgement to Country' and 'Inanay'. Our amazing educators plan variety of activities for the parents and children to participate in then to finish the session off we enjoy a delightful morning tea prepared by Maree (and it is delicious!!).

This term there has been focus on edible play experiences that the mums could do at home with their children. These have included dirt (made with coco powder, flour and oil), sand (crushed up milk arrowroot biscuits) and paint (instant pudding and food colouring). We held a special morning tea for Mother's Day and National Families Week.

We had a visit from two local police officers who work predominately with the youth in our local community. Next time they visit maybe they can show us their police car.



## PROFESSIONAL DEVELOPMENT

While we were busy working from home the ELC educators all took part in some professional development. The whole centre completed Covid-19 training as well as Child Protection and I'm Alert – FoodSafe. Our wonderful team also had the opportunity to complete some PD's on areas that interested them. Some of the training completed was on Critical Reflection, Program Planning, Outdoor Play, Mat Times, Zoom and Microsoft 365. Some great resources were also created and the children have loved using these at group times.



# EARLY LEARNING CENTRE



*'Play is the highest form of research' – Albert Einstein*



# KEEPING SAFE: CHILD PROTECTION CURRICULUM

As part of Port's duty of care, the School is committed to the National Principles of Child Safe Organisations and our policies and procedures, values and culture, foster child safety and wellbeing.



Port is a safe school and we implement the Keeping Safe: Child Protection Curriculum (KS:CPC). Teachers delivering the program receive explicit training in the use of the Curriculum. The KS:CPC is a Department for Education and Child Development (DECD) responsibility, to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum.



## Wheel of Child Safety

Please click on the link below to read a letter from our Principal, giving you further information regarding the delivery of the Keeping Safe Curriculum.

[https://www.portschool.wa.edu.au/ks\\_cpc-letter-to-carers/](https://www.portschool.wa.edu.au/ks_cpc-letter-to-carers/)

More information can also be found on the Department for Education and Child Development Keeping Safe: Child Protection Curriculum at <http://tiny.cc/DECD-KSCPC>



**LEEWIN**  
Ocean Adventure Foundation

For students aged 14+ who may be interested in participating in the Weekend Leadership voyages.

Ideal for leadership groups, Duke of Edinburgh's International Award Bronze Adventurous Journey or just an adventure to develop the soft skills such as team work, communication, resilience and leadership.



Previous Weekend Leadership was a huge success, so we now have two a year on the schedule plus other schools doing private charters, especially for the Bronze. Adventurous Journey as this can be achieved in one weekend voyage for both practice and qualifying components.



Please feel free to contact me to discuss any questions and thank you for supporting the Youth Development Programs with Leeuwin Ocean Adventure Foundation.

Kind Regards

*Michelle*

**Michelle Reidy- Crofts**  
Education Manager - (08) 9430 4105  
[education@sailleeuwin.com](mailto:education@sailleeuwin.com)  
[www.sailleeuwin.com](http://www.sailleeuwin.com)

## Past Student News

Hello everyone, I've started working up at the mine sites and it has been an exciting and amazing journey so far.



I couldn't be prouder of myself and I thank you guys for shaping me into the lady I am today all your support and motivation is one of the reasons where I am today, so I thank you all so much!

Santanna



## Creative Kids Art Club

*Come join us and have fun creating!*

After School Art Classes

- 8 week term, all materials provided
- Holiday Workshops and Art Parties
- For Kids from 4 to 14 years

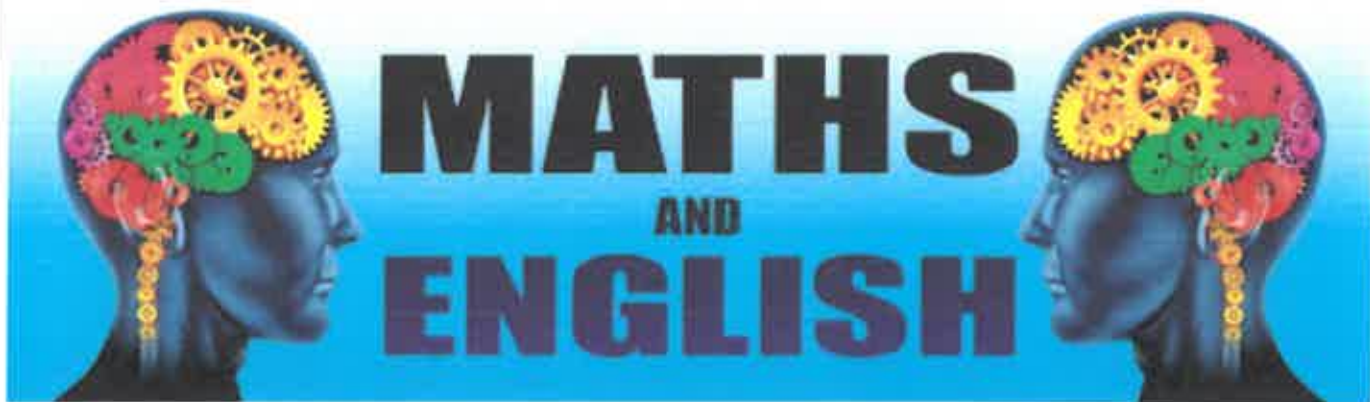


Ph 93677618 or visit the website  
for more information or to book!



[www.creativekidsartclub.com.au](http://www.creativekidsartclub.com.au)





Term 2 is almost at an end and as usual it has been a busy and productive time. Many of our students are making the expected progress, progress that allows them to enrol in or complete one of the CGEA courses, which in turn sets them on a pathway of success in our increasingly competitive society. The CGEA qualifications remain an important part of the English and Mathematics program however, if students haven't learned the fundamentals of each subject, they are not receiving a fully rounded education.



## LESSON DELIVERY

Verify students are learning while you're teaching!

**T**

### Teach First

before you ask the question so students are equipped to respond.

**A**

### Ask a Question

specific to what you just taught.

**P**

### Pair-Share

with a partner so students practice their response to the question.

**P**

### Pick a Non-Volunteer

randomly to verify that everyone is learning.

**L**

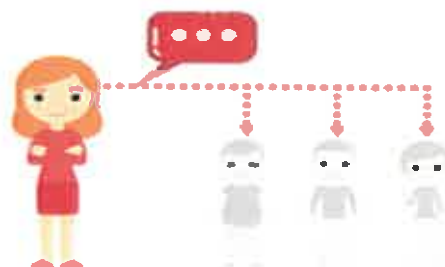
### Listen

to student responses so you can make real-time instructional decisions.

**E**

### Effective Feedback

Elaborate, explain or reteach based on student responses.



**dataworks**  
Educational Research

WWW.DATAWORKS-ED.COM • GREAT INSTRUCTION IS THE SOLUTION

With this in mind the decision was made to introduce the Explicit Direct Instruction (EDI) model of teaching. Coupled with the CGEA courses we are ensuring our students are provided the opportunity to learn, to revise and to practice essential literacy and numeracy skills, making certain of long-term retention of key concepts.

A key principal of the EDI model is the expectation of full participation from all of our students. This is achieved through methods such as **guided practice** and TAPPLE. (See image below). It is integral that our students are fully supported in their learning and, as the name suggests, are guided through each of the curriculum outcomes, ensuring they progress in their learning and improve confidence in their abilities. This teacher-directed approach presents new learning material to students in an explicit, direct and highly scaffolded manner. Putting it simply, the EDI style of teaching has at its core: 'I do, we do, you do'.



I had a hen that  
could count her  
own eggs. She was a  
mathemachicken.



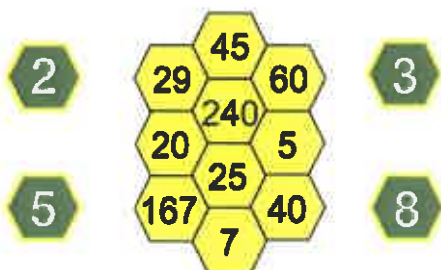
Ensuring we provide your young adults with skills—skills that empower them to actively play a starring role in the various stages of their young adult life, is very much our target. And as most of adults know making effective choices during our high school career is a seriously daunting task! At Port we are firm believers in establishing solid foundations; such foundations are significantly advantageous when faced with jumping over the many hurdles they'll experience in their young adult lives. Building foundations that prepare each student for the 'real world', shaping confident and independent individuals. The EDI model encompasses these teaching goals.

**Regular attendance** is crucial to the success of the program and more importantly the overall success experienced by your child in high school. We cannot stress enough how important regular attendance is not only academically but also emotionally and socially. Although there was some resistance to the curriculum changes, Eileen and I are very pleased to say we have seen huge improvements, academically, behaviorally and in student participation. **We are very proud of all of our students.** Well done to you all, enjoy the 2-week rest – you have certainly earned it!

Joy & Eileen

## At Home Challenge

1. I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I?
2. I have cities, but no houses. I have mountains, but no trees. I have water, but no fish. What am I?
3. Can you use each of these four outside numbers exactly once, as well as any operations (+, -, x, ÷) and brackets to find each answer in the honeycomb? Numbers can be placed together, such as using the 2 and 5 as 25.



V	N	O
G	D	R
E	E	C

Did you hear about the mathematician who's afraid of negative numbers?

He'll stop at  
nothing to avoid  
them.

Answers: 1. Echo, 2. Map, 3. Example  $52 - (8-3) = 20$





It has been a busy and productive term in the middle school. Our fear leading into the Covid-19 shutdown was that we would spend a great deal of term-2 working from home so it was a massive relief to find that we would be allowed to reopen. Even more exciting was the strong attendance over the first few weeks of term, some students took a little while to get into the swing of being back on campus but overall it was back to business as usual pretty quickly.



As our students know, business as usual means the business of increasing our knowledge and capabilities in the core subjects of Maths and English and it has been a strong term for many of our students in this regard. It has been great to see how much progress has been made in such a short period of time.

Our daily reviews and Direct Instruction style of teaching and learning are really helping to fast track students' knowledge and prepare them for their eventual transition to the senior school.

Alongside this academic learning we are also learning so many of the social skills and capabilities which will ready our students for the next stages of their lives. It has been wonderful to see the re-starting of team sports activities, both outside and in the Gym and to see how well everyone gets on, even when the competition gets heated. Even reluctant participators eventually get involved and the efforts of Brad and his team of student helpers has been much appreciated.



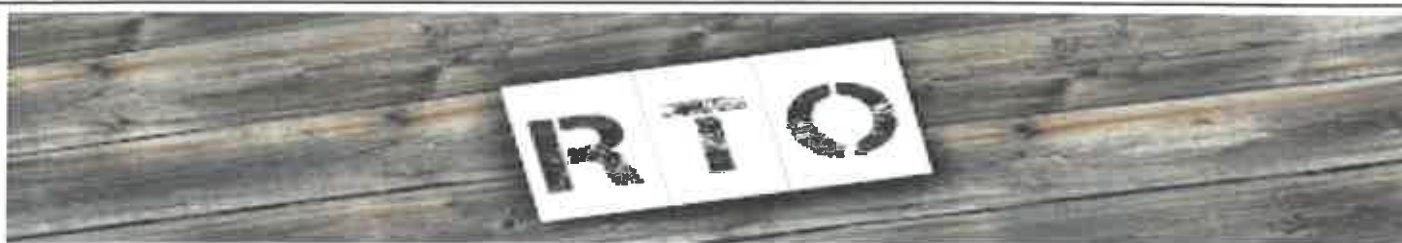
Our students who have done workshop this term have produced some fantastic tool boxes and are currently working on small leather pouches to carry smart-riders or other cards. The creativity does not end there however, as over in Art, expertly guided by Dione and Dan, students have been studying the art of well-known artists such as Keith Haring and Hundertwasser. They have then used the techniques of these artists to plan, trial and finalise a range of incredibly effective designs which they have then painted onto skateboard decks. The results look very professional, and we look forward to seeing them on display in the art exhibition which will hopefully take place later in the year.



With all this underway, plus their efforts in so many of their other options such as cooking, boxing, fitness and singing it has been a busy term and we are all looking forward to a couple of weeks off before coming back and getting stuck into the second half of the year.

**Matt, John & Dan**



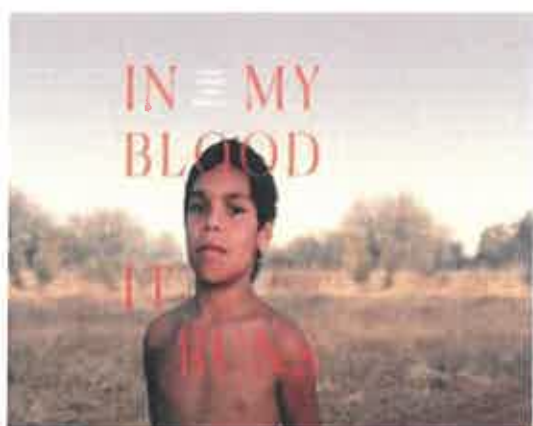


## COMMUNITY SERVICES

It has been a rocky start to this term as Covid- 19 has put a stop to many of our planned outings and volunteer work. Plans are already underway for term 3 this term, one of the units we have covered is Working with diverse people: Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles:

- Key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures
- Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- Human rights
- Discrimination

We watched the documentary on a 10-year-old boy named Djuwan from Alice Springs. This documentary opened up some fabulous discussions in our class on racism, education and families struggling with the current system's in place. We have also discussed The Australian Dream documentary on Adam Goodes as well discussing a fascinating story about a woman on the autism spectrum named Temple Grandin. Temple is a consultant on the livestock industry, animal behaviour and autism. Watching and listening to her interviews gave us a great insight to understand autism better and ways we can help people with it.



We have been practising interview techniques with virtual handshakes for our First point of contact unit we developed and discussed what goes into the position and why people who are first point of contact are so important. Boosting a customer's experience and ensuring all issues and concerns are resolved quickly is a key aspect of this role. We also went through various positions in Community services such as disability care worker, Residential housing staff, protection workers and youth workers. We had youth worker and education assistant Celeste come in and spoke to the students about her position and why It's so important to be able to connect with youth and the benefits of the job.

Next term we are starting the Nutrition cooking skills unit and will be creating some fabulous meals/snacks for the middle school to taste and review, hopefully we will be able to start visiting some community services centres as well.

# Keys for Life

Keys4Life is a pre-driver program that helps to educate young people about safer road use and allows them to sit their Learner's Permit Theory Test free of charge. Preparing young people for safer driving is an important component of the Western Australian road safety strategy as each year young drivers are over-represented in road crash statistics.



Port School's Keys4Life program is funded by the Road Safety Commission, administered by the Department of Education, and delivered by Tristan Eastwood four periods per week.



**NEED HELP WITH YOUR L's or P's ?**



Talk to Tristan for more information

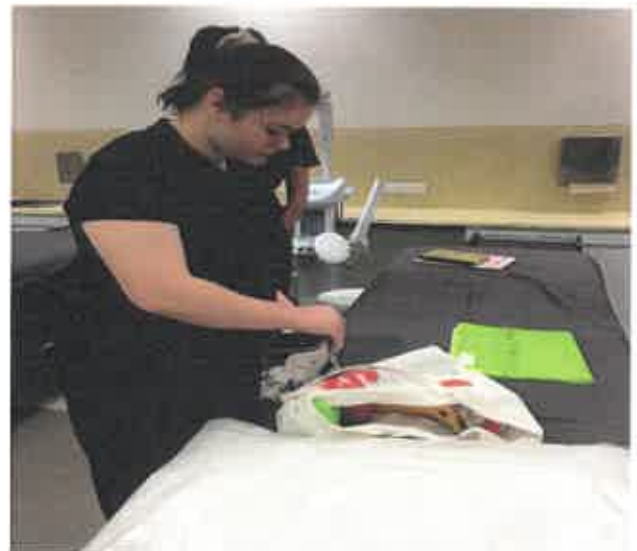
# TAFE WESTERN AUSTRALIA



Jack, Isla and Wolf are just a few of our students who have taken the opportunity to get out there and experience learning new skills in a workplace or TAFE environment



Wolfe looking the part for his Electronics course at Clarkson

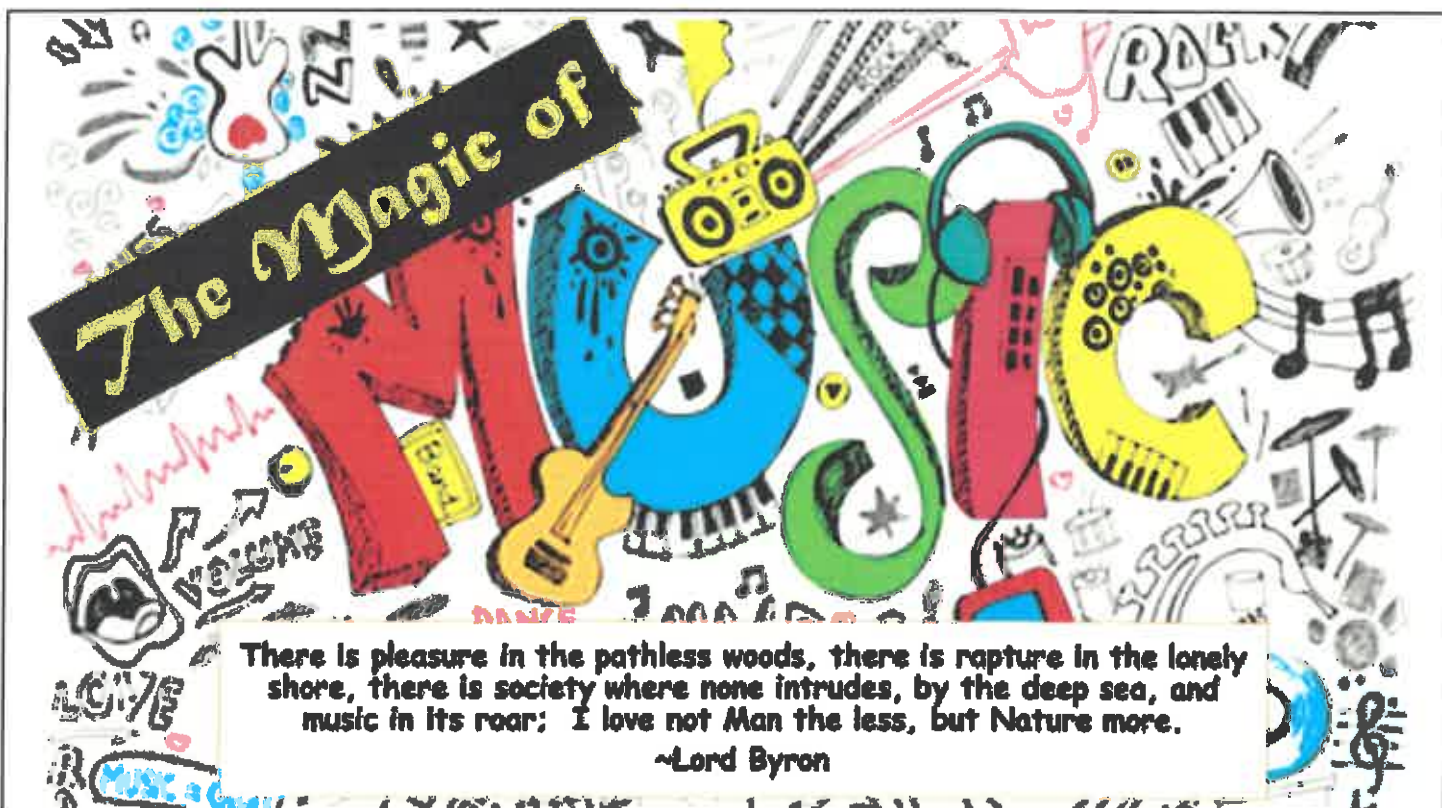


Isla preparing for her Retail Cosmetics course at Murdoch



Jack looking ready to get his hands dirty at his





Engaging in musical activities such as singing and/or playing instruments can improve autistic children's social communication skills and increase brain connectivity in key networks, according to researchers at University de Montréal and McGill University.



One of the reasons that music has quickly become a tool used in autism therapy is that it can stimulate both hemispheres of our brain, rather than just one. This means a song or instrument can support cognitive activity so that we can build self-awareness and improve relationships with others. Music encourages communicative behaviour and can encourage interaction with others.



"Music makes me forget myself, my true condition, it carries me off into another state of being, one that isn't my own..."

— Leo Tolstoy

In the Music Room we have commenced one to one ukulele sessions where the player needs to interact only with the instrument. In semester two we hope to expand to small group sessions where students will play and interact with the other group members.

Elizabeth Love (Specialist Teacher). 40





# THEATRESPORTS

We've had another fantastic semester in our theatre sports group, as an educator there is nothing greater than seeing my students happily engaged! And in Theatre we are a very happy bunch and although it may look like that's all we are doing –jumping about, making a lot noise and laughing a lot... students are in fact building and developing important skills. As they 'play' and get involved in Improvisation scenarios they are in fact developing key skills just in a different way. Skills such as communication, collaboration, self-confidence, self-esteem, self-expression, interpersonal skills, and, last but not least, imagination, that's just to name a few!



Enrolling in Theatre Sport provides the opportunity to rehearse roles, characters and a wide range of life situations, helping to explore and address some of the individual and personal ideas and feelings they may find difficult to articulate in a more structured environment. Students are able to view problems and opportunities differently, and from different perspectives, learning how to think on their feet and generate new ideas. As the year has progressed the group is growing closer, they feel safe and supported by each other and this in turn brings some of our quieter budding actors out of their shells. I have the chance to step out of my annoyingly persistent English teacher shoes (with heels ☹️) and into a more relaxed and fun role.



There are many moments during class when I step back and watch and think that I am getting more out of this class than the students, laughter and happiness really is contagious, and I laugh a lot! Well done and thank you to my dear thespians. Enjoy the break and I'll see you next term.

*"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand." - Albert Einstein*



# POP

## Port Outreach Program

***Port Outreach Program builds bridges to connect disengaged students with community, education, and a positive learning environment.***

The Port Outreach Program (POP) supports students academically, socially, and emotionally to reengage in their education. The program offers tailor made programs to meet the needs of the individual student. There is an emphasis in engaging students in areas of high interest and literacy and numeracy and facilitating the student to access their specific educational pathway.



The school's registration process has enabled us to reflect on our practices and has helped us refine our policies and procedures. The program is gathering some acclaim within WA and several schools have reached out requesting professional development to support them commencing a similar program modelled on Port School's.



The Port Outreach Program is generally a one on one, off site program that aims to reduce the stress some students experience when required to work in classrooms in a conventional school environment.

The program utilises local Youth Centres, libraries, and other community services as part of the Outreach classroom. Students are transported using public transport or Port vehicles to access the program. The long-term goal is to transition students back into an onsite school environment. The Port Outreach team is staffed by experienced Youth Workers, Counsellors and Teachers.

# POP

## Port Outreach Program

The student's program is structured around their Individual Education Plan, which is designed in collaboration with the student, care givers and when relevant, interagency consultation. The IEP offers

- Student specific timetable
- Goal setting and biannual review
- One on one tutoring and remedial support
- Opportunity to complete a CGEA Certificate II in General Education
- Vocational and work experience opportunities
- Participation in camps and recreational activities
- Counselling service
- Biannual comprehensive report
- School mentorship and case management
- Opportunity to engage in high interest subjects
- Access to Keys For Life program
- Interagency meetings and collaboration when required

The Port Outreach Team is also able to assist students to access health and medical assistance when the parent is absent or unable to support their child. The program has the capacity to support students to attend sport and recreational facilities and assist students to join local sporting teams and also aims to help improve social, emotional, and physical wellness. When necessary it can link the student in with the appropriate professional or agency.



Port Outreach is the helping hand that supports students to make contact and maintain healthy relationships within their community. We were recently delighted to hear of the success of one of Ports original POP students, Annamika Waddell-Rowe who has excelled in her bridging course at Notre Dame University and will be commencing fulltime study in Liberal Art with a specific focus on International Relations.

**Students must meet an eligibility criterion to be considered for the Port Outreach Program. This will be discussed during the enrolment process**

*Jane Hawdon & The Port Outreach Team*

*For more information contact the school on 9335 6323 or [admin@portschool.wa.edu.au](mailto:admin@portschool.wa.edu.au)*



# YOUNG PARENT CENTRE

The end of term 1 was like nothing we've ever experienced before. We are so proud of our young Mums during our time of working from home. We appreciate the difficulties they faced continuing their studies while caring for babies and toddlers. It is a testament to the culture created in the YPC that lead to high engagement during this time. The highlight would have to be the Zoom playgroup sessions run by Kathy in the ELC, thanks Kathy for creating a fun program for all to enjoy.

Congratulations to Aytiera who turned 18 and successfully obtained her driver's licence! We are so proud of you.

## ACADEMICS

This term we focused on Wartime Propaganda in English and fractions in Maths. Our Wartime Propaganda unit focused on the messages conveyed through media during WW1 and WW2. The unit enabled our students to analyse and break down media by analysing the symbolic, written, audio and technical codes presented in propaganda.



Fractions was the focus for our class this term. We looked at adding, subtracting, multiplying, dividing and converting different fractions. We have seen great progress in several students; displaying increased knowledge, understanding and confidence in solving difficult equations. We have also implemented daily Mental Maths, which has been a great success! We have seen students gain an understanding of difficult concepts and make progress each week in their booklets. Mental Maths has been a great platform for our students to learn different topics (i.e fractions, decimals, times tables, word problems, time etc) and experience success whilst doing so.

## The FABULOUS FEATS of

At Port we believe it's important to acknowledge our students for their behaviour and achievements. This term the following students were awarded \$5 onto their school tab for outstanding work in the YPC.

Aytiera – For outstanding progress in her Mental Maths booklet.

Anika – For consistent attendance and improvement in her times tables.

Amelia – For improved work ethic and increased attendance in the YPC.

Caia – For fantastic engagement in class and effort in her cert work.

Destiny – For her science essay on global warming.

# YOUNG PARENT CENTRE

## COOKING WITH MAREE

On Mondays we have continued our cooking for children classes. This term we started with exploring the sugar content of common cereals. The girls were surprised to see how high the sugar content was especially in comparison to the recommended daily consumption of sugar.

With this knowledge in mind Maree then taught us how to make a healthy low sugar granola that we combined with some greek yoghurt to make a yummy breakfast alternative.

On our Tuesday cooking on a budget class the girls have made pasta bake, sushi, mongolian beef stirfry, pies just to name a few.



## EXCURSIONS

Due to covid-19 restrictions still in place it has limited us in the places we can visit on excursion, although this hasn't stopped us completely. The students were introduced to orienteering, which is a free mapping and navigational activity at Manning Park. As the restrictions start to ease we will be seeing a return of our weekly excursions.

## BABY

Welcome to Hiedi and baby Zarni and Annaleise and baby Allina our newest members in the YPC. Congratulations also to Kiera on the arrival of Amelia and Immogen on the birth of her baby girl Avaleigha.





# Cooking Classes

## With Flic

It is wonderful to be back in the Port School Kitchen. The students and staff have been preparing and enjoying lots of delicious soups and stews, all of which are hearty dishes to support our immune system and keep us healthy throughout the winter months.



Morning tea gets the thumbs up

I would like to thank Blake Della Bona, our trainee, for his enthusiasm, assistance and his willingness to learn the ropes. We would like to welcome Terri Bosco, who has recently started working with us. She has been an excellent new addition to the kitchen crew. Terri has spent a lot of time in Italy, and we look forward to her sharing some of her experiences and recipes with us.



Take home food is a success with chocolate coconut slice



## CONCERNS, COMPLAINTS AND DISPUTES

Port School welcomes comments and feedback from students, parents/guardians and staff. All concerns and complaints are taken seriously. Most issues can be resolved easily by discussing them with the relevant people. However, if the matter is not resolved, members of the School community are encouraged to contact a staff member, or the Principal, to raise the matter.

Port School is committed to providing a child-friendly complaints process, which is child-focused and upholds the rights of young people.

### Do you have a Problem, a Complaint or a Suggestion?

Every student at Port School has the right to feel speak up about how they feel about something that is affecting them. Everyone has the right to tell someone if they feel worried, afraid or if they do not feel safe. The School will take what you have to say seriously and wants to help.

### How do I make a complaint?

- By talking about it – or by writing it down if that's easier. You can speak to any staff member with whom you feel safe and comfortable, including the Principal.
- You can do it by yourself, with a friend, as part of a group, or through your parents or another adult that you trust and or feel safe with.

### Who can I talk to?

- To anyone on staff, to anyone in the school that you feel safe and comfortable with, or you can talk to a family member who you trust and feel safe with.

### Does it matter what the issue is?

- No, it can be a big problem, or a small one. Talking things over can often help to find solutions.

### What will happen next?

- If possible, the staff member will deal with it in person. If not, he or she will explain who it needs to go to and why.
- We will ask you how you would like us to keep you updated on what is happening with your concern or complaint. We will support you in managing whatever is troubling you.

### Do others have to know?

- The teacher or the person you talk to will not talk to anyone else about your issue, unless they have to for your safety and wellbeing. If this is the case, we will discuss this with you.

**Even if you find the issue hurtful or embarrassing, we encourage you to talk to us, as we want to make sure you feel safe and happy at our school.**



# MOBILE CLASSROOM

Nobody could have predicted the madness that has become the first half of 2020! I'm sure this whole newsletter is full to the brim with COVID-19 references, so I will try and refrain from sounding like a broken record! We have had a great start to the year. The Mobile Classroom has had more or less a whole new cohort after five of our students transitioned in to the main campus at the start of last year. I've got to say a massive thank you and congratulations to all the new students for bringing a real positive energy and work ethic to the program. Particular mention goes to Royce Hall and Jack Hadfield who both had attendance figures in the 90%. Well done boys!



Some of the highlights of the year so far have really revolved around two things: adrenaline and cooking. Food and fun! The group this year are super active, and we have had some incredible days up in the Perth Hills on mountain bikes. The boys have shown a real passion and skill at riding and have impressed with their dedication and application to pushing the limits with their riding. Both downhill and uphill! Next semester we are hoping to expand the MTB program to include a fleet of our own Trek Marlin 7s, and the boys can be responsible for the maintenance and upkeep of the bikes as well as the riding of them. We hope this will give the boys applicable mechanical skills, as well a good foundation for further mechanical knowledge.

The kitchen has also been a major source of success for the boys this semester, as they consistently put up food on our Friday lunch slot that dazzles and impresses the whole school. We have been receiving rave reviews, and the critics have been lining up to get a table at our famous restaurant. Seriously though, the boys should be very proud of their efforts; we have served up some incredible food and that has been received ravenously by the masses.



Well done all you PMC crew, staff and students. This has been a semester to remember for a whole range of reasons, and COVID-19 is not necessarily one of them!

*Moorditj !!*

*Tom, Tristan, Yiannis and Dennis*

