



Diversity

Growth

Empowerment

Community

We welcome, nurture and promote each other's differences

We keep the educational development and well-being of people at the core of all our activities

We encourage and enable each other to gain valuable skills and to seek one's personal best

We provide a safe and secure environment that promotes contribution, ownership and mutual respect



## Foreword by Anne Gee, Chair of Port School Governing Board

2020 was the year of ‘unprecedented times’ and for our young people the essence of anything of this ilk had an air of fiction, only read about in history books, watched in movies and played as video games in virtual reality. We were all, the Board included, working all hours, stumbling in the process to make things work in what seemed an ever-changing COVID-19 landscape.

The Board acknowledges Principal Barry Finch, Deputy Principal Mike Gilbert and Business Manager Nolene Martin for their outstanding efforts in ensuring the Board and our school community stayed abreast of developments. This team kept the Board up to date on how staff and students were faring over the course of this difficult year. Our staff ‘pulled together’ as they worked through this year of great challenge. The Principal informed the Board of the incredible efforts, plans and ideas that transpired as Port School moved to a remote platform of learning for the majority of our students. The Board also appreciated that a number of staff opted to remain at the coal face, dealing with students still seeking our services and I have no doubt that these services provided a much-needed place of comfort, safety and wellbeing. Port School’s staff are a cohesive team with astounding generosity of spirit, and this was exemplified as they worked with intent as the COVID-19 pandemic unfolded around us.

In between the consistent flow of COVID-19 disruptions, updates and communications, the Board managed to meet regularly via Zoom throughout most of 2020. My thanks to the executive team: Richard Curry, Ann Hamblin, Craig Menner and our executive officer, Deirdre de Souza, for ensuring the governance of the School maintained its development and integrity. This was particularly important as Port School faced the school re-registration process mid-way through 2020. The Board recognises our Business Manager Nolene Martin for her ‘master minding’ of this process which resulted in the School being awarded the maximum 5 years of re-registration. Eric Sankey has supported Port School since 2003 as a contracted bookkeeper. Eric’s dedication to Port often goes unrecognised, as he quietly goes about his job. As Finance Manager, he is an essential contributor to Board meetings and works tirelessly with Barry to ensure the Board is abreast of the school’s finances, budgets and projections. His mindful oversight of income and expenditure ensures that strategic plans for the growth and development of this not-for-profit organisation can be achieved, whilst still maintaining robust financial health.

In 2020, we extended our Student Support Services and Wellbeing Centre, our Young Parent Centre, and updated classroom spaces with most extensions completed unobtrusively in the school summer break. With generous support from the AISWA awarded Commonwealth Capital Grants Program we will begin a substantial upgrade of our existing commercial kitchen and dining area, supporting our increasing student body and providing a state-of-the-art training facility for our hospitality and catering programs. We hope once COVID-19 restrictions are lifted, we will be able to officially open the Young Parent Centre extension which was completed in February and was also made possible by the Commonwealth Capital Grants Program.

As Port School grows and develops, and we fine-tune our vision, it is important that we continue a cycle of reflective review, evaluation and improvement to ensure our programs and offerings are the very best we can offer. It is pivotal that our governing body, the Port School Board, includes a collection of qualified and invested individuals to guide our incorporation both today and into the future in this ever-changing landscape.

*Anne Gee*

Port School Board Chair

## The Principal's Reflections

Port launched the 2020 school year with the introduction of its new Academic Model, the philosophy of which is based on high expectations of attendance and participation. The model groups students with a greater attendance record into classes allowing them to maximise their education time, giving them the opportunity to leave school with higher grades and more skills to learn independently. The model embraces high impact teaching strategies, including Explicit Direct Instruction.

The arrival of COVID-19 in Term 1 regrettably impacted on the roll-out. The subsequent lockdown had a significant impact on the Port School student and staff cohort and resulted in our focus quickly moving away from the roll-out to a remote delivery model. The introduction of the Microsoft Office 365 suite was also fast-tracked to improve future remote delivery via the use of Teams. The return to on-campus delivery in Term 2 came as a great relief to both students and staff.

One of Port School's great strengths is the ability to identify and understand the many challenges faced by young people in today's world. It goes beyond this though. It's the ability to take this knowledge and to create a program to better service the needs of those young people that sets Port School apart. Port is proud of its:

- Structured programs offering educational opportunities and pathways to young people who have previously struggled in mainstream educational settings.
- Strong numeracy and literacy programs which are data driven and evidence based.
- Vocational Education Training program (VET) offering Certificate courses delivered by Port School's own Registered Training Organisation and by partner external providers.
- Holistic student support, offering wrap-around services provided by in-house practitioners and external providers.
- Extensive range of facilities and excellent physical environment which promote student engagement and create opportunities including in-house school-based traineeships.
- Strong community connection. Port is a safe place and a beacon of hope for many students, families, and members of the greater community.

Port School's growth and success are underpinned by a strong Leadership Team, tailored to meet the diverse needs of the School. Each member has specific knowledge and experience in their field, enabling them to best respond to the rapidly evolving needs and landscape of Port. Our strong, cohesive, dedicated and highly motivated team of staff create a solid foundation upon which all of Port's strengths are built.

In 2020, Port applied for renewal of its registration, a process that all non-government schools must undertake every 3 to 5 years. All school policies and procedures were rigorously reviewed by an in-house panel to ensure that the School was fully compliant with the current required standards as defined by the WA Department of Education. Confirmation was received in October, with the School being granted five years registration commencing 1 January 2021.

The future looks brighter than ever for Port School. We are extremely excited about our new academic structure and will continue to maximise the potential of this excellent program.

I take this opportunity to thank all members of staff for their outstanding commitment, ongoing support and contribution throughout what can only be described as a challenging year. Together, we look forward to a successful 2021.

*Barry Finch*

Port School Principal



Principal Barry Finch (left), Art Teacher Dionne Garvey (4<sup>th</sup> from right) pictured above at a Child Protection Week event in Fremantle with members of the Department of Child Protection and Family Support (CPFS) along with Port School students Geoffrey King, Jamison Laxton, Anika Mourish and Lily Slater.

The Department commissioned the Port School Art Department to create a banner showcasing the 2020 theme: "Stronger Communities, Safer Children".

Port students, including those pictured above, worked collaboratively on this project.



## **Port School Incorporated Overview**

---

Port School is an incorporated body, overseen by a board of directors who guide and assist in the direction of the School and performance-manage the Principal. The Principal is the strategic and operational manager of the entity, known as Port School Incorporated.

Port School is an independent secondary school that aims to engage at-risk students in Years 8 to 12 who, for a variety of reasons and situational circumstances, have not been able to achieve success in mainstream school settings. It comprises a Middle and Senior School, and offers students small class sizes, personalised and flexible learning groups, community projects, individualised pastoral care and student support through a variety of networks and external service providers. Port School operates the following programs:

- Port Middle School
- Port Senior School
- Port Mobile Classroom
- Port Young Parent Centre
- Port Early Learning Centre
- Port Registered Training Organisation
- Port Outreach Program
- Port Student Support Services

Detailed program information is available at <https://www.portschool.wa.edu.au> .

## **Port School Teaching and Learning Framework**

Quality teaching and learning is central to our purpose at Port School. As a provider to a very specific clientele base, Port staff work together to equip students with the best chance to succeed and grow in a learning environment that is engaging, encouraging, dynamic and purposeful. Our approach to pedagogy is aligned with the Australian Professional Standards for Teachers (APST) and is communicated through our Teaching and Learning Framework. This framework reflects the shared beliefs of our school community about high quality teaching, pastoral care and professional practice. Our framework guides the actions and behaviours that shape and direct staff practice at our school.

- Engaging, innovated and differentiated programs and delivery
- Aligning curriculum and assessment
- Developing and maintaining positive relationships with high expectations for engagement and achievement
- Creating and maintaining safe, supportive and inclusive living and learning environments
- Ongoing reflection, analysis and adaptation
- Commitment to learning as a lifelong pursuit
- Establishing and maintaining successful partnerships

## Our Vision

---

Port School is an independent school of choice for our local and wider community, for students who have not been able to achieve success in mainstream school settings. Our vision is to provide a safe, nurturing and supportive environment in which students are empowered to lead purposeful and fulfilling lives. In achieving our vision, Port School:

- Provides distinctive, specifically designed, holistic education models
- Delivers and strengthens essential literacy/numeracy foundations and life skills
- Implements effective pastoral care and wrap-around health care programs
- Ensures small class sizes and real life, hands-on learning
- Commits to removing conflict between students and the school by developing meaningful and positive relationships

## Our Purpose

---

Port School creates and uncovers pathways to a meaningful life by providing experiences that enable student potential.

Port School supports attainment of its vision through an environment that:

- Is safe, nurturing and inclusive
- Fosters confidence, personal best and respect for self and others
- Inspires students to live purposeful lives.

## Our Values

---

### Diversity

We welcome, nurture and promote each other's differences

### Growth

We keep the educational development and wellbeing of people at the centre of what we do

### Empowerment

We enable each other to experience thoughts and feelings as valid and important

### Community

We provide a safe and secure environment that promotes contribution, ownership and mutual respect





# School Performance Report 2020

---

## Student Academic Levels and Statistics

Australian Council of Educational Research (ACER) Compass testing, completed on entry, takes place alongside Progressive Achievement Testing (PAT), conducted biannually in Term 1 and Term 4. 2020's term one testing dates were impacted by COVID-19. Unfortunately, this resulted in testing taking place at different times for different areas throughout the first three terms. All Term 4 testing was completed as normal. Given the PAT is designed to be administered 9 to 12 months apart, the data for 2020 does not give an indication of growth. Most PAT norm-referenced samples consist of Australian students from all states and territories and from all school systems – Government, Catholic and Independent. Port School students in 2020 were referenced against Year 5 and Year 6 academic norms.

## Middle School

Middle School (MS) students attained universal growth in Reading over the 2020 academic year. The average stanine among the students is 3.8 in Semester 1 and 4.8 in Semester 2, demonstrating an average improvement of one stanine over the year. Mathematic results were a little more inconsistent, however not unexpected considering the initial test was not conducted until all students had returned, post COVID-19 lockdown, in mid-May.

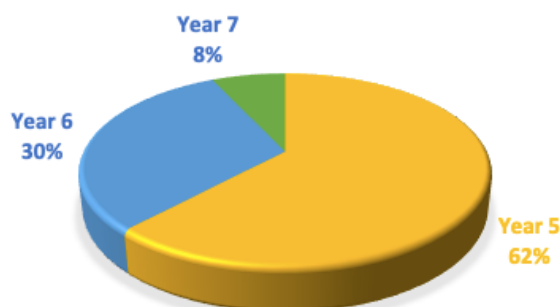
## Middle School Reading Results

Fig. 1 and 2 depict improvements in Reading levels of all Year 8 and/or 9 students upon entry, against levels attained after 12 to 18 months in the Middle School program.

Fig. 1 Middle School Year 8/9 entry levels



Fig. 2 Middle School levels after a 12-24 period



Notable from test data gathered:

- All students progressed by at least one academic year level – for many students this would be the greatest academic growth in a school year since they commenced schooling.
- 61% of students improved in Reading by two or more academic years.
- Two students improved in Reading by three academic years.

## Middle School Mathematics Results

Fig. 3 and 4 depict improvements in Mathematics levels of all Year 8 and/or 9 students upon entry, against levels attained after 12 to 18 months in the Middle School program.

Fig. 3 Middle School Year 8/9 entry levels

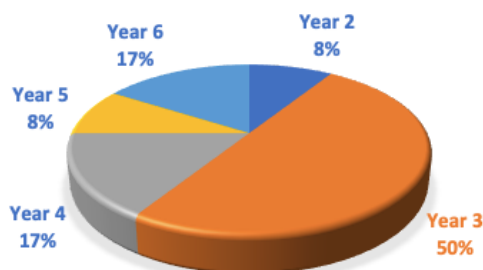
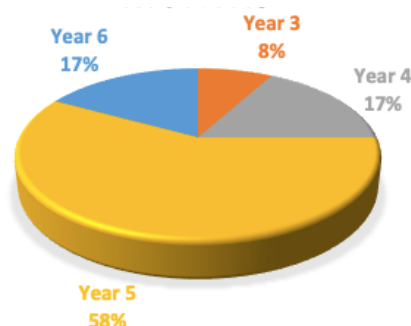


Fig. 4 Middle School levels after a 12-24 period



Notable from test data gathered:

75% of Middle School had Year 4 or below Numeracy levels or below in their first semester of Year 8. After 12 to 24 months 75% of these students achieved Numeracy levels of Year 5 or above. Again, for many students this would be the greatest academic growth in an academic year since they commenced schooling.

Notable:

- 67% of students improved their results by one academic year or more. For many students this would be the greatest academic growth in a school year since they commenced schooling.
- Of the students who did improve, 75% improved by at least two academic years.
- 25% of students maintained their level.

## Naplan

NAPLAN is offered to the Port School Year 9 cohort. However, as students are not working toward obtaining a Western Australia Certificate of Education (WACE), it is usual practice for students to be formally withdrawn by their parent or guardian. If students do not meet benchmark levels by Year 9 they are offered the opportunity to sit the Online Literacy and Numeracy Assessment (OLNA). As OLNA competency is well regarded by employers, participation in this testing program is encouraged where appropriate.

## Senior School

Senior School (SS) students are placed in five learning groups, Group 1 and 2 for low attenders (modified assessment) and 3, 4 and 5 for regular attenders. Literacy and Numeracy results for Groups 3, 4 and 5 are shown in Fig 5. It is important to note that although the School attempts to place students in groups based on academic levels, due to a range of different reasons, this is not always possible.



The introduction of Direct Explicit Instruction has been more challenging in a Senior School setting where students are not with the one teaching group all day and with many students finding it difficult to revert to what they perceive to be a primary school style delivery. This will become easier to manage as more of our Middle School students move through to the Senior School with experience and understanding of the delivery style.

### Senior School Reading Results

Group 3 demonstrated marginal change in Reading but overall increased as a group by 0.4 stanines. While some students demonstrated only marginal gains, these are significant when individual educational challenges are taken into consideration.

Group 4 showed limited improvement. There have been myriad disruptions and test difficulty for these students who either avoid testing or self-sabotage these sessions. Often for these students, personal growth is better measured by anecdotal and summative assessment.

Academic testing was less disruptive for Group 5 due to sound attendance rates. Anecdotally and in other testing there has been satisfactory development across this group. Again, for these students, personal growth is better measured by anecdotal and summative assessment.

### Senior School Mathematics Results

Group 3 recorded positive increases in this learning area. Group 4 has quite varied results indicating group allocation needs to be reviewed for 2021. Group 5 exhibited positive growth over the period. Again, this will inform revision of group allocation for 2021.

## Port School Registered Training Organisation


Port School's Registered Training Organisation (RTO number 52718) allows the School to deliver nationally recognised Certificate courses. The RTO has several courses on scope, with some being delivered through auspice arrangements with other registered providers. In September 2020 Port School RTO underwent re-registration with the Training Accreditation Council of WA (TAC) and was awarded the maximum 7 years of registration.

# VOCAATIONAL DUX

Awarded to the highest achieving student in a vocational pathway

Incredible and amazing; Port is beyond thrilled to award a first ever and very well-deserved joint **Vocational Dux** to two incredible young ladies. Carlie Monaco & Isabella Domasz have achieved the following in their final year 13 at Port:

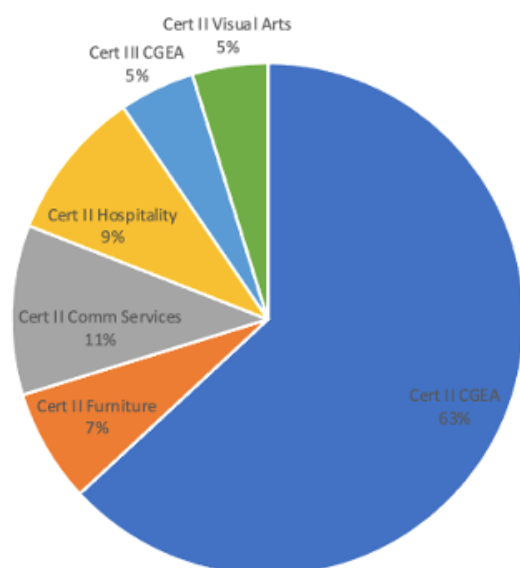
- Certificate III in Beauty
- Certificate II in Hospitality
- Certificate II in Furniture
- Certificate II in Visual Art
- Certificate II General Education for Adults
- RSA – Responsible Serving of Alcohol
- Barista Course



Having reached the end of year 12 they realised that they still needed to do a bit of work to really set themselves up for life after high school. And work at it they have, having now completed 5 certificates and a few extra vocation-based qualifications.

Extract from Port School Term 4 2020 Newsletter

## Enrolments in RTO Courses in 2020



# Certificate III in General Education for Adults (CGEA) is delivered through an auspice arrangement with Communicare RTO (number 50548).

In addition to the above qualifications Port School RTO also delivers or contracts to deliver:

- White Card
- First Aid
- Responsible Service of Alcohol (RSA)
- Barista training
- Occupational Health & Safety training

## Pathways

Despite COVID-19 disruptions in 2020, there were 47 Port students engaged in pathway programs. Port's Employment Officers help transition students from school to traineeships, work experience, further study and a range of other opportunities. The fundamental role of Port RTO is to assist students to transition into lifelong and rewarding careers and to avoid long term welfare dependence.

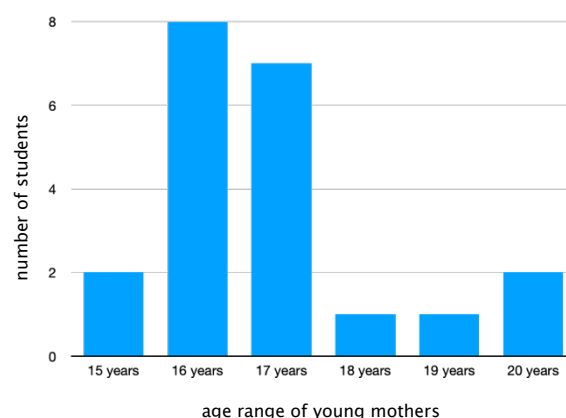
Students engaged in a range of programs including:

- |  |             |
|--|-------------|
| • School-based traineeships and/or apprenticeships | 20 students |
| • Vet in Schools (VETiS) courses                   | 10 students |
| • External provider qualifications enrolments      | 6 students  |
| • Work experience placements                       | 8 students  |
| • Try-A-Trade enrolments                           | 6 students  |



## Young Parent Centre

The Young Parent Centre (YPC) has continued to grow over the past five years since its inception in 2015. Increases in student numbers has led to a successful bid for an AISWA awarded Commonwealth Capital Grant for an extension, which was completed in February 2020. The new facilities include a larger classroom, a semi-commercial kitchen, counselling room, two additional ablutions and staff offices. The newly extended Centre now caters for a maximum of 25 students/young mothers, which marries with the capacity of the Early Learning Centre (ELC).

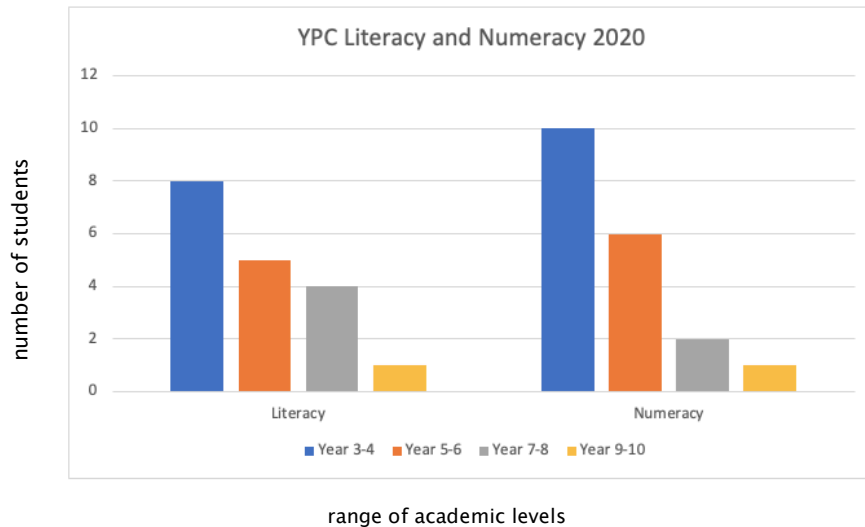


2020 has been very different in comparison to the past four years. There has been a significant change to the demographic age and educational levels and attainment of the cohort. Previously, the students were primarily 18+ years with an average of 18.5 years of age. This year, there were 21 enrolments with a significant shift to a much younger cohort. The year 2020 brought about a year of uncertainties, with by far the biggest challenge faced by the YPC being the COVID-19 pandemic. This virus impacted on the way the YPC facilitated its classroom and parenting programs. Transitioning to a hybrid model of remote learning became the new norm, with staff well prepared and well-resourced to switch to online learning. Many learning sessions were conducted via facetime and Zoom sessions. The YPC collaborated with the ELC to host some online playgroup sessions involving staff, babies and their mums. As the year progressed, the threat of lockdowns continued to impact on the health and wellbeing of both staff and students. This year more YPC students accessed Student Services, as they faced mental health challenges exacerbated by the pandemic. Many of YPC girls struggled to complete online work, whilst having their baby/child at home and most benefited from face-to-face and one-on-one delivery implemented by teaching and support staff. One of the positives to come out of this pandemic, is that all staff and students are now trained in using Microsoft Teams, with all the YPC students being able to access external learning portals during enforced lockdowns.

One of the continuous focus areas of the YPC has been academic progress and increasing literacy and numeracy levels of the students. The students have been tested using the Australian Council for Educational Research (ACER) PAT tests. YPC staff implement numerous pedagogical approaches including constructivist, collaborative, integrative, reflective and inquiry-based learning. We reflect on and evaluate performance in academic and non-academic areas to plan for and enact improvement through a systemic continuous and comprehensive delivery. This involves gathering and analysing data and other evidence to make judgments about the standards of student achievement and the effectiveness of Port School's processes and operations.

The Young Parent Centre only conducted one PAT assessment for Reading and Mathematics in 2020. The result of this data demonstrates that these students have very similar levels of literacy and numeracy to the greater cohort in the Senior School. 2021 will give us better data to inform

our programming, as the YPC students align with Senior and Middle School student in sitting PAT assessments in Term 1 and Term 4.

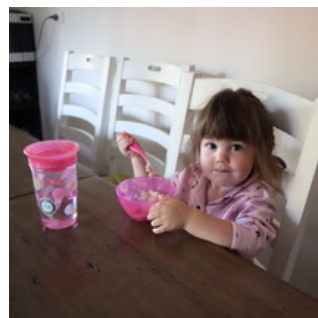


This data indicates the academic year level achieved in the YPC based on the ACER PAT testing results in numeracy and literacy.

YPC students have substantial gaps in student learning and achievement. Limited academic progress is due to a myriad of reasons including poor attendance, parenting and pregnancy from a young age and mental health issues. We envisage that the results will improve substantially next year as we facilitate Explicit Direct Instruction (EDI) in the classroom. The YPC has employed a literacy specialist to further develop and enhance literacy skills, as well as implementing specific numeracy lessons to improve core foundation skills.

In 2020 one YPC student successfully completed her Certificate II in General Education for Adults (CGEA II). It is anticipated that next year, all students will be returning to the YPC to complete their studies in the CGEA II.

The Young Parent Centre continues to engage with key network services and agencies to further help support the teen mums with parenting, community engagement and educational support. These services include Oz Harvest, Meerilinga, Earbus, City of Cockburn. Through these “in kind” services, the young mums have been able to access support with food and product donations, have access to hearing tests for themselves and their babies and participate in community programs.



One of the highlights of the year was the annual 'Mums and Bubs' Camp at Fairbridge in November. 12 young mothers and 11 babies attended the camp, supported by staff from the YPC, ELC and Student Services. Michelle Forsyth was awarded a Judge's Choice \$5,000 Scholarship, through NGS Superannuation, which was used to ensure that the students and their babies had the opportunity to participate in many team building exercises such as canoeing, archery and a night out for dinner.

The camp was a great opportunity for staff to support the girls with their parenting and to see how they parent, and where they further need support. Staff were able to confer during team meetings and implement strategies to ensure ongoing support is afforded to the teenage mums.

## Early Learning Centre

Twenty-nine children enrolled in Port Early Learning Centre during 2020. Nineteen of these were babies of Young Parent Centre students and ten children were from community families. Half of these community enrolments were children of Port School staff.

COVID-19 made the year unpredictable at times. We introduced Home Activities on Earlyworks, which meant we could provide experiences for the parents to do at home with the children and then share photos, comments and feedback with us. We also implemented mat times weekly over Zoom, this was a wonderful medium to ensure we were able to see all our wonderful families and their children.



During the lockdown period, all ELC staff were lucky enough to continue to receive a wage, even though the Centre was not eligible to apply for Jobkeeper. The staff were incredibly grateful for this as they faced such uncertain times. We were limited in providing opportunities to engage with the wider community because of COVID-19, but still managed to attend the Teddy Bears Picnic, NAIDOC celebrations at Port School and hold our annual Kids Christmas Party.

Playgroup with our YPC mums continued this year which allows the ELC educators to support the attachment between mother and child. During playgroup, the mums and children are provided with activities that can easily be implemented at home with their children, while also being provided with time to connect with their child and receive support and advice from our team of knowledgeable and supportive educators.



Port Early Learning Centre educators were able to expand their knowledge base through information sharing, professional development opportunities, training, seminars, workshops and conferences. In August they took part in two days of professional development, which they found inspiring, stimulating, thought provoking, and interesting. The team takes pride in giving the children at Port Early Learning Centre an environment that stimulates their natural curiosity, interests and desire to learn, empowering them for a future of learning.

## **Outreach Program**

The year of 2020 for the Port Outreach Program (POP) was extremely challenging. The social impact of the COVID-19 pandemic on the program was significant.

The POP student cohort is a significantly socially marginalised group who in the whole struggle with a range of mental health issues, so prevalent their ability to attend school is impaired. Students who were already socially isolated became more so, their ability to communicate limited by access to phone credit and internet access. Home visits were limited in the first term and learning materials were dropped off and collected from students' homes weekly. Phone and contact via the internet were made where possible. Port Outreach Program's ability to access public buildings and gyms after the lockdown was lifted also impacted significantly on the operations of the program. Outdoor locations were often used but were not practical during inclement weather. Larger libraries were more accommodating, and classes would take place there.

The biggest impact the pandemic had on the Outreach Program was engagement. Historically it takes some time to engage students straight after the summer break and reconnecting can take several weeks. COVID-19 hit at the juncture of post-break engagement and consequently significantly impeded reconnecting with students after lockdown. Essentially, the program was set back ten weeks and all the gains and positive engagement that had been fostered was lost and staff had to start again at the beginning of Term two. Several students did not reengage in the second term and their level of need was so severe they were placed in secure care.

The 2020 student demographic demonstrated a significant number of girls accessing the program whose ages ranged from 14-19 years. Twenty girls in all were engaged in the program in contrast to four boys. This has been an increasing trend over the last three years and therefore the decision was made to engage another teacher for 2021. The staff full time equivalent (FTE) for POP in 2020 was 3.6FTE, which included two full-time employees, two staff at 0.6FTE and two staff at 0.2FTE. The team was comprised of three youth workers, two teachers and a counsellor. This combination allowed us to meet the variety of needs of each student.

The POP curriculum is vocationally focused with the basic components of literacy and numeracy accessed through Certificate II and III in General Education for Adults. Corrective Reading delivery through Explicit Direct Instruction (EDI) is also available for students demonstrating deficits in this area. This program can provide basic baseline data when students are reluctant to participate in more comprehensive testing. Students also accessed work experience and a PCYC vocational course in Mechanics. School-based traineeships were offered to students with the capacity to self-regulate and access the workplace independently after initial support was withdrawn.

Highlights of the 2020 POP year were our graduating students, who are not generally part of school leaving ceremony and tend to shy away from accolades and the limelight. For some of the students, accessing NDIS has become part of their transition program, offering support to access post-school options including employment and further study. Some students in the program have come from remote communities and have been living in residential care for their secondary school life. For these students, going home to country and joining their community again has been their post-school option of choice. One student completed a Certificate III in Aviation (Cabin Crew) through the VET in Schools (VETiS) program.

The long-term goal for all POP students is to transition to Port's main school program. For some students this is not possible, and they remain in the POP program for the duration of their school years. The transition program comes in a variety of forms for those students deemed able. Some students access the Inreach Program, which is three sessions a week in an allocated class designed to provide a quiet, supported working environment, particularly suitable for students with high levels of anxiety. Students who wish to access a wider range of curricular offerings may focus on a specific vocational pathway, e.g., hospitality. In these cases, students have access to classes on site, with support of an Outreach worker who shadows the student in each class. POP students can therefore access the program, have one-to-one support and can withdraw from the session if they become anxious or escalated.

## **Mobile Classroom**

Port Mobile Classroom (PMC) continued its attempts to reach out and meaningfully engage some of the most marginalised and disenfranchised young people in our community. The program seeks to provide an environment that allows young males, who have had very negative experiences with their education, to experience connection and success. It is a challenge. Many of these young people are also facing a whole range of external pressures and influences that make connecting with education difficult. Nonetheless, the program continues to strive to connect and engage with this group of young men, as these are the students most in need.

2020 was a year like no other. Already up against the odds in encouraging students to board the bus, the COVID-19 crisis added yet another challenge. With our usual workplace, Cockburn Basketball Centre, shut down we were adaptive in finding refuge out-and-about much more than expected. This did lead to the design and conversion of the old bus shed on the school campus to a multi-use workspace for the program. This space provides a comfort in learning and a space for repairs and maintenance of a fleet of mountain bikes that were purchased in 2020. The newly introduced mountain bike program drew a strong number each week, challenging the students both mentally and physically as they navigated tracks all around Perth.

During 2020 there were 15 students enrolled on the PMC. Three of these students were in and out of the Juvenile Justice system throughout the course of the year. There was a good core group of five students whose attendance fluctuated throughout the year. Two students stand out in 2020, having successfully turned their schooling around. Both joined the program at the start of 2019 with an average attendance of less than 30% at their previous school. They both finished the year

with an above average attendance of 90% and were ranked each term with the top attenders for the School. In 2021 we will be working closely with the main school to transition these boys, plus a further two students to the main campus. The reengagement and transitioning of these students, who were significantly disengaged, is a huge achievement for the boys as well as for the program.



Highlights for the year included two camps which engaged students from both the main school and the PMC. These camps helped PMC students develop relationships with other students with whom they may otherwise not interact. The mountain bike program has been a great asset for the School and a drawcard this year. The new PMC classroom space will be a focus in 2021, with a plan to install a SMART board and an aim to complete baseline ACER testing for all students on the program.

## **Student Scholarships and Awards**

---

Port presents annual scholarships and awards for outstanding performance in a variety of areas throughout the School. The following were awarded in 2020.

### **2020 Vocational Dux**

Awarded to the highest achieving student/s in a vocational pathway. Two students, Carlie Monaco and Isabella Domasz, successfully completed the following nationally recognised qualifications whilst enrolled at Port School:

- Certificate II General Education for Adults
- Certificate II Hospitality
- Certificate II Furniture Making
- Certificate II Visual Art
- Certificate III Beauty

## 2020 Scholarships

The following students were recognised for their commitment and achievements:

- |                                  |                         |
|----------------------------------|-------------------------|
| • Health & Wellbeing Scholarship | Maya Fowler             |
| • Numeracy Scholarship           | Geoffrey King           |
| • Excellence in Art Scholarship  | Blake Della Bona        |
| • Excellence in Art Scholarship  | Maya Fowler             |
| • Literacy Scholarship           | Joshua Daniels          |
| • Workshop Scholarship           | Mitchell Hoskin-Hantler |
| • Team Sport                     | Lillie Lewis            |
| • Team Sport                     | Isabella Murray         |

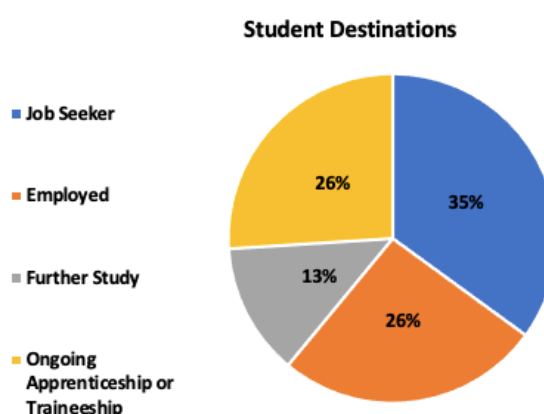
## Student Destinations

Port aims to support students transitioning to the workforce or to further education or training. Tracking student destinations accurately proves challenging as the parameters frequently change. Year 13 is an option for some students who may not be quite ready to transition out of school and into the workforce.

Students in the Year 13 program are expected to contribute to the community and take on a leadership role whilst completing an agreed vocational course. An Individual Education Plan (IEP) and transition plan is implemented to ensure their readiness to transition into employment or further study.

### 2020 Leavers

Jasmine Andersen	Jamison Laxton
Billy Bayens	Lionel Mead
Joachim Carrier	Angie McNally
Cheyenne Bernardi	Carlie Monaco
Joshua Bromham	Sophie Myers
Dylan Carter	Chloe-Ann Polley
Ben Davenport	Indigo Schulze
Georgina Davies	Dylan Smith
Zoe Evans	Jerome Tabakovic
Isabella Domasz	Kaylem Thorne
Emily Frappell	Tanesha Walley
Luke Goncalves	Marlene Ware
Rhys Irvine	CJ Watts

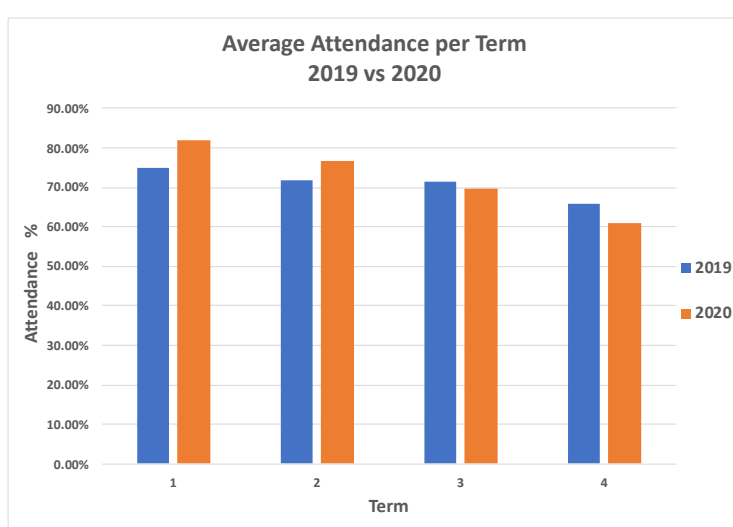




## Student Attendance

---

Port School has a non-attendance management system. If a student is recorded as being absent without a notification, an SMS is sent to the parent/carer or guardian by the school administration team. If the student continues to be absent, the parent/carer or guardian is contacted by phone. Regular attendance still poses a great challenge for students, some of whom may have not attended school for an extended period before enrolling at Port School. Attendance remains a priority focus, with a targeted approach to parents and guardians through the Individual Education Plan (IEP) process. Students who continue to struggle with engaging on campus, may be referred to the Outreach Program.



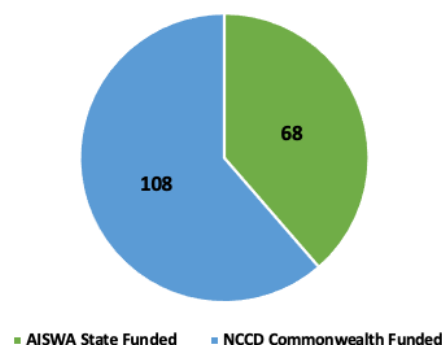
## Student Services and Inclusive Education

---

The Port School Student Services Department provides wrap-around services to the student cohort, including one-to-one counselling, group therapy, Centrelink, housing, food and clothing support. Port School, through its student support team of counsellors and psychologists, is strongly focused on student mental health and wellbeing. Mental health challenges impact greatly upon the level of attendance and engagement of many Port students.

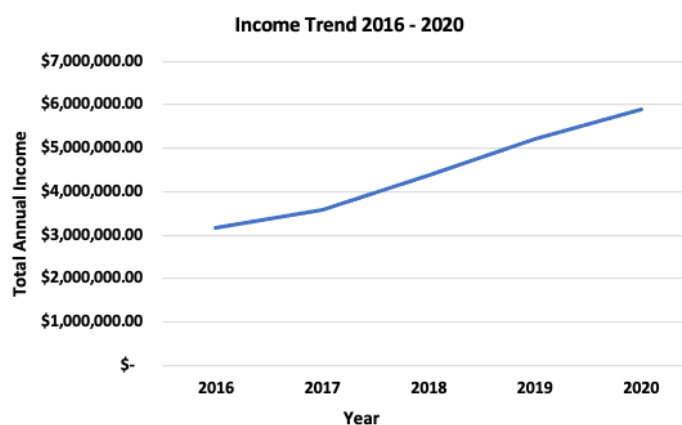
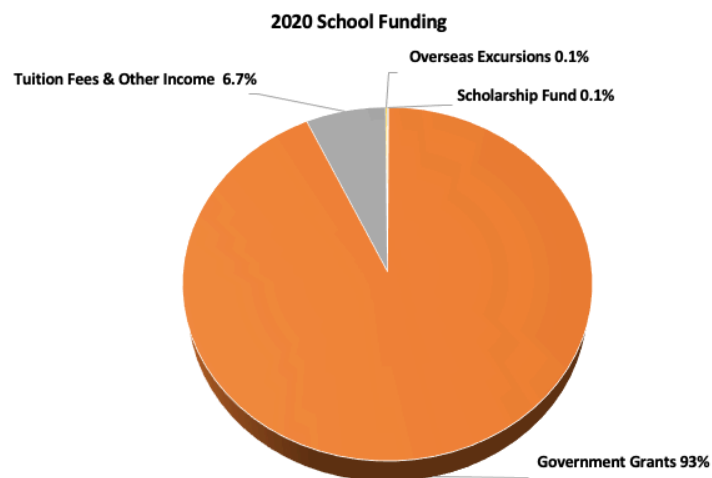
Port School is increasingly gaining a reputation with external agencies as a premier institution for adolescents with mental health challenges. Funding received allows the School to engage specialised staff to support the complex needs of these young people.

**Number of Students Attracting Inclusive Education Funding**



## Funding Information

---



## Family and Carer Engagement

---

Port School conducted a Parent/Carer Survey in May 2020. A link to the online survey was sent via SMS to approximately 100 parents/carers and guardians. The questionnaire could be easily answered on a mobile device and contained 23 questions covering a range of topics including:

- Port School's level of care
- Communication with the School
- Student Support Services offerings
- Port's programs including academic, sporting, leadership and pathway/transition programs
- How the School deals with concerns and complaints

Full results of the Survey are available at <https://www.portschool.wa.edu.au/port-school/port-school-survey>.

## Workforce Composition

---

Male staff	20	Female staff	34
Teaching staff	13	Administration/Operations	41
Full-time	33	Part-time/casual	4
Total Workforce	54		

2 members of staff identify as Aboriginal or Torres Strait Islander

## Teacher Standards and Qualifications

---

All senior teachers and teachers employed by Port School hold the appropriate qualifications and are registered and approved by the Teacher Registration Board of Western Australia (TRBWA). Trainers delivering vocational Certificate courses hold the appropriate option area qualification, a Certificate IV TAE and have extensive industry experience.

Mr. Phil Brooks	BA Visual Art & Crafts, Grad Dip Ed, Master of Design, Cert IV TAE
Mr. Joshua Brun	BSc Sports & Exercise, Grad Dip Sec. Ed, Cert IV TAE, Cert IV Fitness
Ms. Joy Cromwell	BEd Secondary, BA English, Cert IV TAE
Ms. Raffaella Fecondi	BA Theology & Philosophy, MA Oxon, Grad Cert Ed, Cert IV TAE
Ms. Jenna Garard	BAS Adventure Ecotourism, Grad Dip Ed, Cert IV TAE
Ms. Dionne Garvey	BEd Secondary, Cert IV TAE
Ms. Jane Hawdon	BA Anthropology & Linguistics, Grad DipEd, Cert IV TAE
Mr. John Hill	BA Philosophy & History, BA (Hon) Philosophy of Aesthetics, Grad DipEd Primary
Mr. Matt Hopkins	BEd Primary Cert IV Hospitality Cert IV TAE
Mr. Tom Lee	BA History, English & Cultural Studies, Grad Dip Ed, Cert IV TAE
Ms. Elizabeth Love	BEd Grad Cert Education (Special Needs)
Mr. Aidan Rowden	BEd Primary, Cert IV Fitness, Cert IV TAE
Ms. Eileen Vlahovich	BA Psychology, Master of Teaching Primary, Cert IV TAE

## Additional Documents

---

The following documents are available on request from the School.

- 2020 Port School Incorporated Financial Audit
- 2020 Minutes of the Association Meetings and AGM
- 2020 Newsletters
- Port School Policies and Procedures