

# PORT SCHOOL

ANNUAL REPORT 2015



# Port School

## **Contents**

Page 4 - 5	Port School Overview
Page 6	Notification and Information about the School
Page 7 - 9	School Program
Page 10 - 15	School Development
Page 16	Funding Information and Statistics
Page 17	Referral Information and Statistics
Page 18	Student Body Statistics – Ethnicity / Enrolment
Page 19	Student Body Statistics – Gender / Student Cohort per Term
Page 20	Student Body Statistics – Disabilities / Average Attendance
Page 21 - 25	Student Academic Levels and Statistics
Page 26	Post School Destinations
Page 27	Staffing and Organisational Structure
Page 28 - 29	Workforce Composition
Page 30	Staff Professional Development
Page 31	ICT, Pastoral Care, Buildings, Grounds and Vehicles
Page 32	Parent / Carer / Guardian Engagement
Page 33	Board Information
Page 34 - 35	Acknowledgements - Stakeholders, Sponsors, Partners
Page 36	Additional Documents available

## **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 who ultimately performance-manage the Principal. The Principal is the strategic and operational manager of the entity, known as Port School Incorporated.

Port School Incorporated operates the following entities:

Port School and Port School Mobile Classroom Education Facilities

Port School Young Parent Centre

Port School Early Learning Centre (fully registered childcare facility)

Port School Registered Training Organisation

Port School Outreach Program

### **Note:**

The Port School Early Learning Centre, will be referred to as the “Early Learning Centre” or “ELC”.

The Port School Young Parent Centre service / program will be referred to as “YPC”.

The Port School Registered Training Organisation will be referred to as “RTO”.

### **Port School:**

Port is an independent school that aims to engage at-risk students in years 8 -12 who have not been able to achieve success in mainstream school settings for a variety of reasons and circumstances. The students at Port are successful because the school operates in a very different way to most others, including small class sizes, hands-on vocational learning, personalised and flexible learning groups, community projects, excursions, individualised pastoral care and social support from a variety of networks and external agencies.

### **Port Mobile Classroom**

The Port School Mobile Classroom is an innovative and progressive educational program, aimed at engaging our community's most at-risk, disadvantaged and disengaged youth. The program operates within the community from a customized, converted bus. It is a structured educational program that encourages its participants to re-engage with the community and achieve educational outcomes. We aim to do this through the building of strong relationships and placing decisions and consequences in the hands of our young people.

### **Port Early Learning Centre:**

A brand new facility exists at Port School's innovative Early Learning Centre. This targeted provision aims to assist young teen mums stay in education, undertake parenting programs and improve the health of themselves and their child through a variety of health and social well-being initiatives. All this is happening, whilst their baby or toddler are at the Early Learning Centre!!

### **Port Young Parent Centre:**

The YPC aims at providing 'flexible educational and training opportunities' to young parents who have disengaged from their education and training due to falling pregnant or being a mum. These young people are also supported in transitioning into their parenting role by being provided with healthy and evidence based knowledge, effective parenting skills and empowering confidence in themselves.

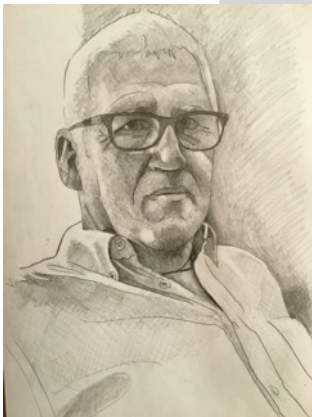
### **Port RTO:**

In 2015 Port School achieved status as a Registered Training Organisation (number 52718) through the Training Accreditation Council (TAC) of Western Australia. It trades under the RTO name Skills Development Services and delivers Nationally Recognised Training.

### **Port Outreach Program:**

Port School's Outreach Program aims to help encourage disadvantaged adolescents of the community to re-engage back into the education system. The program is also designed to compliment and coincide with a student's existing school program. One aspect of the program is to help young students via positive mentoring and the use of a mobile education model where activities and enrichment programs are usually done off-site. The program ideally works with small groups with an option of one-on-one support when needed. Using a variety of educational, social and emotional well-being programs, the students are invited to participate in the Outreach Program if the school feels there is a need.





# School Performance Report 2015

## Notification

As a condition for receiving Australian Government funding under the Schools Assistance Act 2004, the Australian Government has outlined a range of accountability requirements, including publication of financial information and reporting on school performance.

This report is presented to the school community through the schools website and newsletter. A copy is available to all parents on request.

[www.portschool.wa.edu.au](http://www.portschool.wa.edu.au)

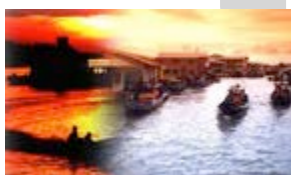
## Information about the School

Port School was established in 1992 and was originally situated in the heart of Fremantle. The school is a co-educational, private day school for students in years 8 – 12. Port School is one of Western Australia's 'Curriculum and Re-engagement in Education' (CARE) Schools, specialising in working with adolescents at extreme social and educational risk. Students are referred to the school after encountering serious problems in mainstream schooling. These difficulties may arise from academic, social or behavioural issues.

Port School is funded by both State and Federal Government sources through recurring per capita grants, program grants and other individual grants. The per capita grants are allocated on a quarterly basis and are provided on the number of students enrolled and on an attendance criterion. These criteria differ between the State and Federal Governments. The Students at Port also pay fees. These fees potentially can be heavily subsidised by Government departments, depending on their living circumstances.

Port School's current Principal, Barry Finch was appointed at the end of 2009 and is the 8th Principal. The previous Principal, Dr Peter Roguszka was Principal for 7 years. He worked successfully at representing CARE schools within the State and Federal Governments. His work consolidated a funding model for CARE schools. Because Port is an independent school its umbrella organisation is AISWA, or the Association of Independent Schools of WA. This is the organisation through which the Federal Government distributes funding for independent schools.

Port School now resides in the City of Cockburn. It is housed in a building which was previously a squash court and which the school now owns. The building has undergone significant changes over the last seven years, with a Federal Government 'Building the Education Revolution (BER)' Grant of some \$936,600.00 going towards major improvements and upgrades. In 2014/15 the school has also seen a major project and expansion with the purchase of two duplex properties, which culminated in the development of, and by the end of



2015, a fully operational Young Parent and Early Learning Centre. The school has also developed its grounds with gardens, seating, outdoor areas for the students and security fencing. A land acquisition project that started in late 2013, in conjunction with Main Roads and the Department of Transport, is still ongoing and has been constantly delayed due to the land being a potential alternative option for the Perth Freight Link.

The focus of the school has also changed since its inception. Originally the school concentrated on being an alternative school with an academic focus. Its emphasis has changed to accommodate the student profile. By 2013, there were 86 students, with more than 25% being of aboriginal descent. The school has had to respond to an ever-changing profile and to the funding arrangements that sustain its programs for disengaged and indigenous students. Over the last year, Port has looked differently at the students' needs and, along with the Young Parent Centre, it has introduced other exciting options such as an Outreach Program and a Mobile Classroom off-site program. 2016 will also see the addition of Certificate courses delivered, now that Port has its own RTO status.

## **School Program**

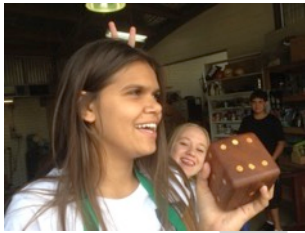
Port School has become very successful at running classes for students covering core subjects and electives that give the students a chance at re-engaging with education. They also learn life skills with workshop, cooking, gardening and health subjects being covered. To achieve this, class sizes are very small and every effort is made to avoid points of conflict. All staff have a real commitment to working in this environment and are selected through a process that outlines challenges they will face. There is an expectation that all staff will make a significant contribution to the operation of the school through a highly collaborative approach to administration. Port School believes that the classroom teacher has the greatest understanding of the needs of the students, that is, the purpose of all decisions made in the school.

The program at Port is diverse and core subjects are very much based on ability levels. Classes are split by this method, and not by age range. Hence group's A and B for instance, would be lower level learners. Groups E and F would be certificate group appropriate students and are those who show more of a leadership capability within the school environment. The program diversity can be seen overleaf.

At Port School, there is a strong focus on 'filling the gaps' and improving the functional literacy and numeracy of the students. The school uses the Australian Curriculum and offers classes in Math, English, Science and SOSE. These courses meet three times a week and are taught to match students' ability levels. Learning at Port is often hands-on and practical so that students are able to work on the outcomes in a variety of ways, which suit their individual learning styles.

An emphasis is placed on both one-on-one instruction and independent learning at both ends of the learning spectrum. Also, the diversity of the courses offered

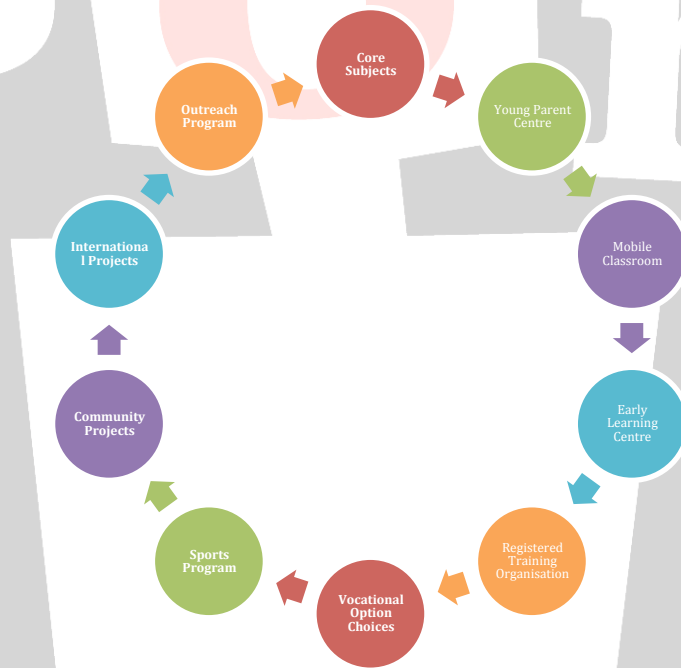




to students allows them to have a sufficient amount of choice in how they engage with the curriculum. Port now offers a variety of certificate courses in:

- Community Services
- Conservation and Land Management
- Sports and Recreation
- Hospitality
- Construction

The school has certainly emerged into a leading provider in the CARE school arena, with a multitude of offerings highlighted in the diagram below.



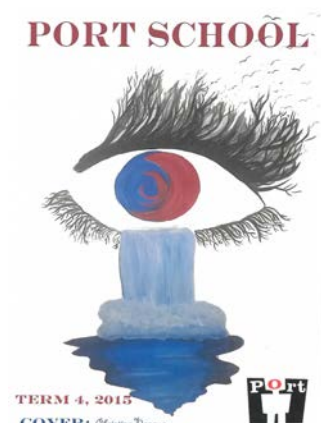
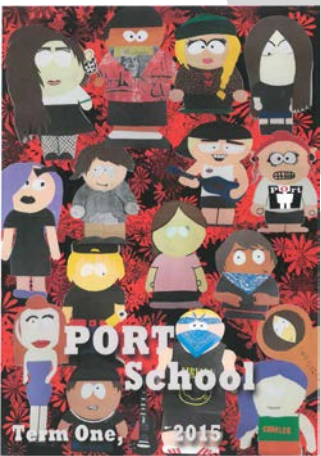
In 2015 Port School started working to develop an integrated program for implementation in 2016, offering a variety of vocational Certificate Courses to Year 10's and above. This curriculum is designed to support students in leaving school and entering the workplace. These courses and the associated workplace experience are invaluable for employers. They show that students can achieve both practically and academically, as undertaken during the certificate coursework and the more practical hands-on work placements.

Graduating from Port School also indicates that students have re-engaged with education, are confident and can manage their behaviour to go on to jobs, further training at TAFE or education with private providers.

## Naplan

Students frequently come to the school several grade levels below their peers in English and Maths. In past years parents have withdrawn their young people, as this is an area that is not overly relevant or appropriate to our students. It creates unnecessary stress and anxiety for our already complex young people. Hence in general, our students are withdrawn.





Ports exciting 2015 program consisted of the following areas:

**Core Subjects** - Maths, English, Philosophy, Society and Environment, Career Enterprise.

**Vocational Option Choices** - Technology and Enterprise, Art, Cooking, Circus, Fitness, Health and Well-being, Conservation and Land Management, Music.

**Sports Program** - PE, Gym, Female Health and Exercise, Skateboarding, Outdoor Ed, Team Sport (Training, coaching and leadership program).

**Young Parent Centre** – Parenting workshops, promotion of health support services and continuation of a variety of educational options with support from Port's teaching and pastoral staff.

**Early Learning Centre** – ACECQA accredited childcare facility offering education and care to the young mums, babies and toddlers aged from 0 – 3 years. The early childhood educators will provide quality care and education through play that encompasses the early years learning framework.

**Outreach** – Working with some of the hardest to engage young people. Selected Port staff are engaged in home visits and external educational working options to try and re-engage back into the school environment.

**Mobile Classroom** –Port is working off-site in a converted bus with some of the students who are too volatile or where its been identified that this is a better option. Students are encouraged to follow the bus programs four principles and work towards re-engaging back into the school environment.

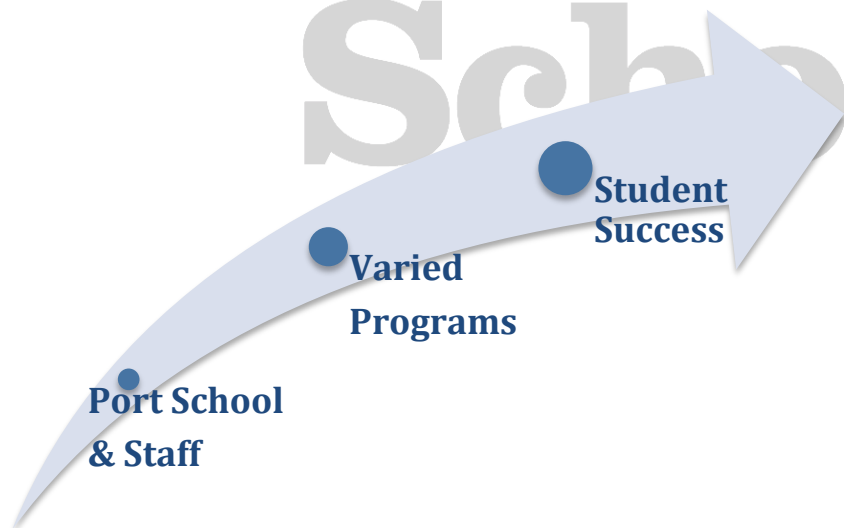
**Community Projects** - Community work (Apex Camp Jurien and Point Peron).

**International Projects** - Malaysia excursion (planning, fundraising and cultural awareness).

Port is also flexible in its approach to learning and, through Individual Education Plans, it identifies if it is more appropriate for a student to be partially based on work experience placements and in the work environment.

In 2015 Port has been offering school-based traineeships and apprenticeships more often and has engaged a part time traineeship coordinator to assist in this approach.

At Port, albeit not always as simplistic as the table below, we believe in a good school model, great staff and a variety of options that lead to opportunities that inevitably aim to embrace positive change.



## **School Development**

By far the biggest addition to the Port offering in 2015 has been the development of the Young Parent and Early Learning Centres. A three-year \$1.4m project with support from Lotterywest, AISWA Capital Works grants and other funding streams saw a state of the art facility opened by the Honourable Peter Collier MLC – Minister for Education.



### **Port Young Parent and Early Learning Centres Official Opening Speeches and Pictures**

#### ***Anne Gee – Port Chairperson***

I am both humbled and honoured to be the Chair of the Port School Board. I find my role here incredibly satisfying, despite the vast range of emotional states and challenges. I often think Port School, so named due to its original location in the Port of Fremantle, remains so apt despite a location change to Hamilton Hill. The word Port has a list of synonyms, the first two being a safe harbour and a haven.



Christine Nannup conducting a welcome to country (with her body guards)



Port Staff acknowledged for their great work

Most Ports are a welcome rest for the weary, boats in need of repair, a place to unload, replenish, restock, prepare and plan for the next journey. Our students, mothers and young parents are temporary visitors here – they come from various walks of life and for many the seas they have travelled before docking here have been wild, stormy and unpredictable.

But this school, this very special place, is not just any Port in a storm. Relationships are at the core of what we do and are the key to success. Principal, Barry Finch and Mike Gilbert, Special Projects, are magic weavers. They are the dreamers and do-ers who seek staff of good heart, with the perfect touch, that special quality and a boundless supply of patience and faith. Surround yourself with good people and great things happen – seems to be their mantra.

The nature of the students they work with is fraught, with dramatic highs and lows. The Board recognises the truly exceptional role all Port School staff play in the lives of these young people. The opening today of our ELC, beautifully linked to our YPC, is another exciting chapter in the Port School story. I hope a bountiful flotilla of boats drift in and sail out stronger from this Port, with wind in their sails. It sounds corny and cliché, but the impact will be much grander than we ever imagined and we may never see the final outcome our staffs' efforts - of their influence,



their kind and timely words, their consistent dependable approach, their open hearts and their never-ending patience.



Education Minister Hon. Peter Collier MLC opens the centre



Senator Linda Reynolds announces her delight at the new centre

### **Barry Finch - Principal**

Thank you everyone for coming to this very special day for our school community. Four years ago I was inspired after hearing a talk by Jeffery Canada, an educator, who having grown up in Harlem, wished to make a difference for the children stuck in the cycle of generational poverty. His two guiding principles were to help kids as early in their lives as possible, and to create a critical mass of adults around them who understand what it takes to help children succeed. My initial research led me to Carol Lyons, from the Balga Teen Centre. Her early support made me feel that a Young Parent's Centre could be a viable option for Port. She was exceedingly generous with her support and advice. Once committed to this project, and having the amazing good fortune of this site becoming available for purchase, I handballed the project to Michael Gilbert who put together a business plan, which our very supportive Board approved.



Political preference went out the window as multiple politicians and partner agencies all came together for the opening of Port's Young Parent and Early Learning Centre. From left to right Hon. Melissa Parke MP, Hon. Simone McGurk MLA, Principal Barry Finch, Senator Linda Reynolds, Hon. Peter Tinley AM, Port Special Project Manager Mike Gilbert and Hon. Peter Collier MLC

As Principal, I extend my most sincere thanks and gratitude to Mike. Mike has nurtured and grown this Centre to what you see here today – a Young Parents Centre which already has 12 young parents and parents to be, and the Early Learning Centre caring for their babies and toddlers. Congratulations Michael you can be very proud of what you have achieved here. I can't do justice, in words, to your effort, passion and devotion in setting up the Centre. Embarking on this project, it didn't take long for me to realise that I had bitten off more than I could chew. Lucky for me, you were there to pick up the ball and run with it. Mike, this is your day, bask in the glory because tomorrow you have to finalise arrangements to take 10 students to Malaysia in 9 days.

### ***Mike Gilbert – Special Projects***

The journey started back in late 2012 when Barry Finch, the school Principal, and the School Board changed my role somewhat and charged me with the task to research the feasibility of a young parent centre and early learning facility. Rarely do you get a boss that gives you a free rein to run amuck and spend over \$1m on such an exciting project.



Over that journey, there have been numerous agencies involved offering support and services and, recently and most importantly, we have recruited a team of staff for both centres, in whom we are extremely confident. All have amazing personalities, skills and attributes, which is so incredibly important working with our students.





To end, I would like to quote a short one liner African proverb:

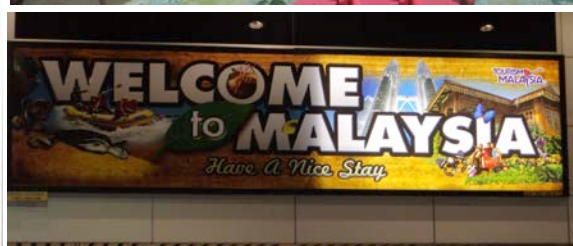
*'It takes a village to raise a child' - more importantly "Our Port Village Community" and its expanded diverse and dynamic offerings has never been more important than it is today.*

We live in an extremely fast-paced, instant information, and pressure-packed world. Our students are faced with both a wide array of challenges and opportunities. Parenthood is a daunting undertaking at any age, as many of us know, but especially in teenage years. Strategic partnerships and network supports are essential and must be openly welcomed to prepare our students for tomorrow.

Thank you for all your support along this journey and especially to Barry, Anne and the Board, for entrusting me with this great addition to our school.

### **International Malaysia Excursion**

The annual Malaysia excursion continues to be a drawcard for our Port students, and the relationship with Klang Special School and Klang Apex Club has grown and developed over the past 4 years. With a new Principal at the school in Malaysia, Port are keen to again introduce new aspects to the trip in 2016. Additionally Mike Gilbert, through Rotary connections, introduced a Klang Rotary to the table this year and hopes their involvement will become an integral part of Rotary in both countries.



### ***Special Projects / Deputy Principal***

The Special Project role that was implemented in late 2012 to take on a variety of business management style tasks, has recently been further acknowledged. In Term 4 Mike Gilbert was offered the Deputy Principal role with the task of heading up and implementing some of the following:

- Staff performance appraisal and supervision
- Revamping and updating all staff contracts
- Managing Early Learning Centre staff and compliance requirements
- Training needs analysis and training program for staff
- Project management of Malaysia excursion
- Research, scoping and planning new administrative block
- Elements of OHS and Risk Assessment
- Community consultation and parent surveys
- Grants, marketing and other duties that assist the Principal

### ***School Psychologist***

Port School psychologist, who is shared with several other independent CARE schools, has been an excellent addition to the Port team. He works in conjunction with our student support counsellor and pastoral care teams, as well as Port's preferred doctors, to provide a seamless and much needed service to those who need it the most. The main focus is mental health diagnostics with our young people. He is also a good support mechanism for staff, by offering alternative approaches with our students.



### ***Student Support***

Port saw the employment of a new and very experienced counsellor at the start of 2015 and things have been moving along apace at the office of student support. We have been pleased to see more and more of our community taking advantage of the opportunities counselling offers. Everyone can use a little counselling from time to time, and we are promoting that seeing a therapist or a counsellor doesn't mean that there is anything 'wrong' with you, or that you are mentally unwell. Rather it is a chance to get to know yourself a little better.

Life moves very quickly these days, and we don't often get a chance to slow down and really think about things. Time spent in the counselling room is all about doing just that. We have encouraged students, parents and families to utilise these services if they feel that they need someone to talk to at any time.

We recognise that with each of our students comes a family, a carer, a guardian, all with their own stories and their own joys and struggles. These realities intersect with and influence the lives of our students in turn. Ultimately, the more complete a picture we can construct of the lives of our kids, the more we can do for them.



### **Registered Training Organisation (RTO)**

In 2015 Port School achieved status as a Registered Training Organisation (number 52718) through the Training Accreditation Council (TAC) of Western Australia. A TAC auditor conducted a detailed examination of the compliance of all policies, procedures, training materials, staff and databases related to running as an RTO and the RTO status was then approved by the TAC Board. This rigorous process resulted in Port being legally able to trade under the RTO name Skills Development Services and deliver Nationally Recognised Training, with the scope of delivery including:

- 22236VIC Certificate I in General Education for Adults (CGEA)
- 22237VIC Certificate II in General Education for Adults (CGEA)

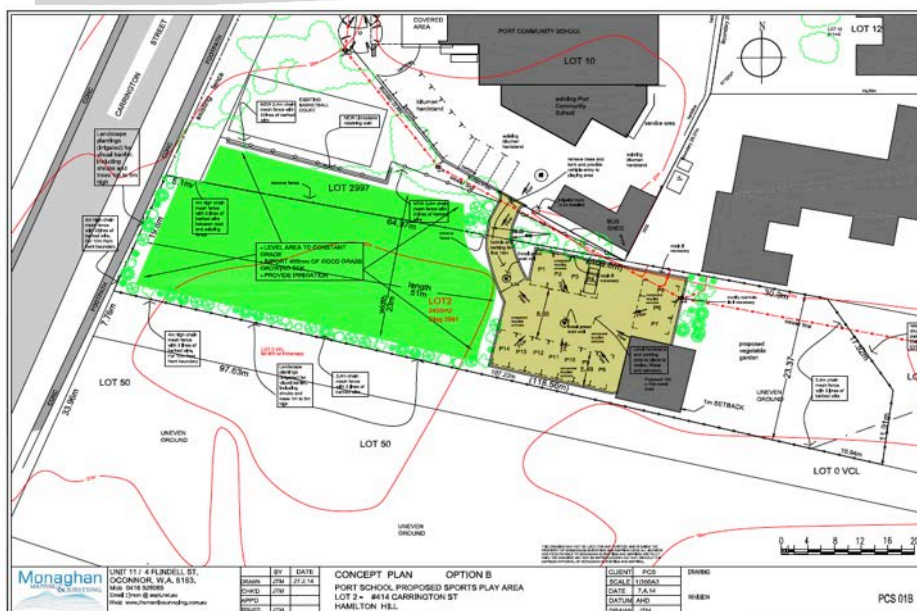
Materials for Certificate III Community Services are currently being written and, when completed, will be added to the schools scope in 2016. Similarly, it is planned that Certificate II in Construction, currently being auspiced through Fairbridge, will be written and added to Port's scope. Further qualifications may be added in future years. All training materials are also mapped to the Australian Curriculum General Capabilities and Mathematics and English.

Mapping to the Australian Curriculum gains students maximum credit for the time they spend at school, which may be limited or extensive, depending on circumstances. Exiting from Port with a Skills Development Services Certificate of Attainment gives our students maximum employability. Employers often favour either traditional curriculum work or skills-based employability and industry qualifications, so Port students have evidence of both in their Resumes.

In line with Port's innovative approach to all aspects of education and training, the RTO registration has broadened what can be offered to students in 2016, enabling us to tailor offerings to each student within the very niche market of a CARE school.

### **Main Roads Development**

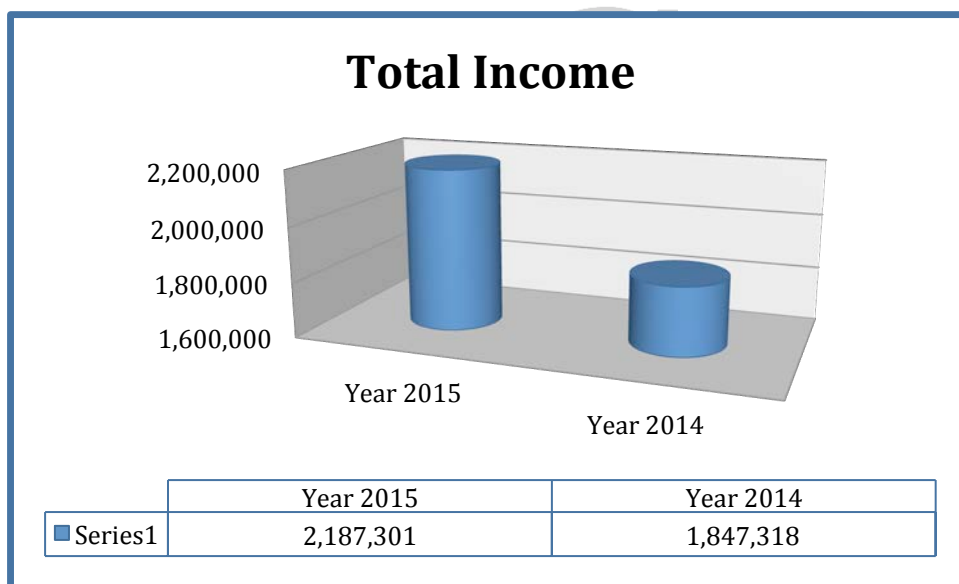
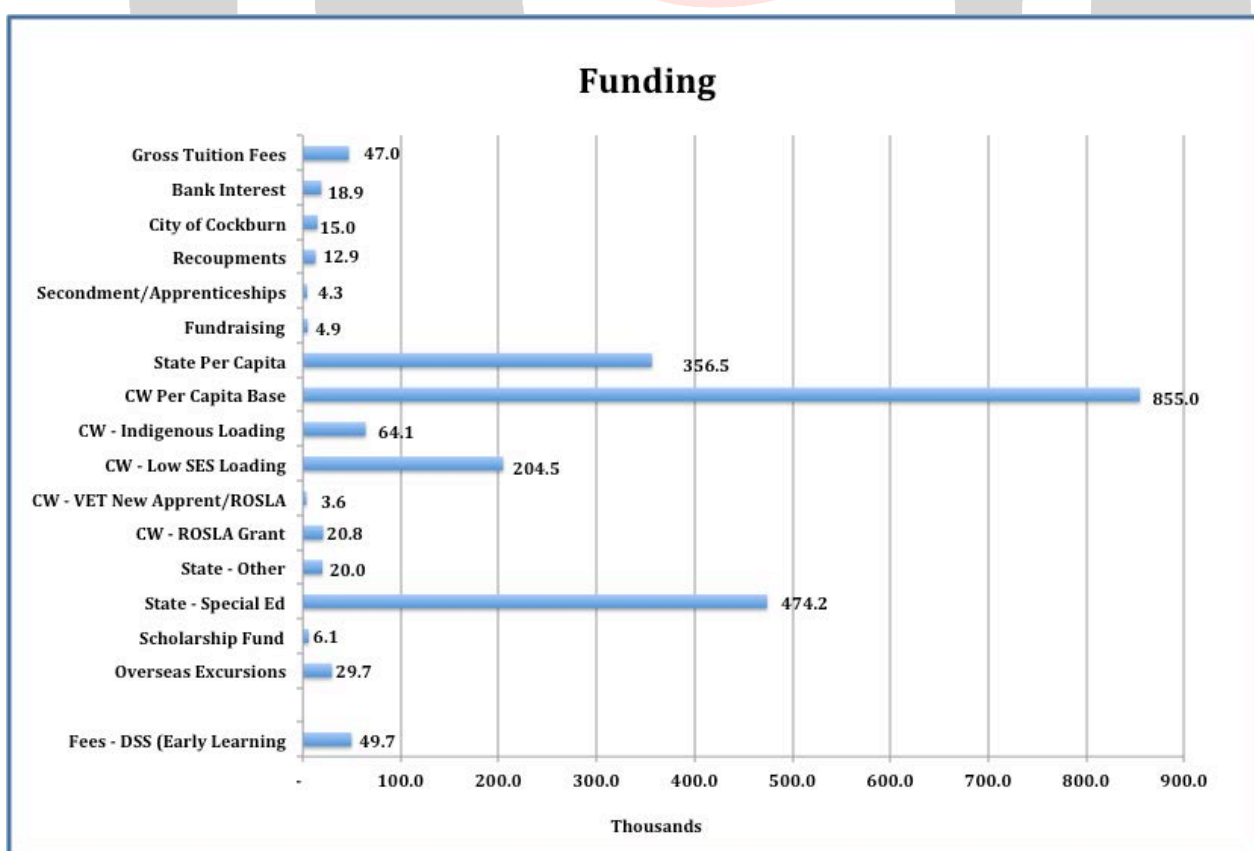
Port is still engaged with Main Roads and the Department of Transport to secure land adjacent to the school's southern boundary. The project development was abruptly stopped and delayed by Minister of Transport (Dean Nalder) due to it potentially being an alternative option for the Perth Freight Link. At this juncture, the Minister's office is advising no decision will be made until May 2016. The business proposal for this project is available by request to the Principal.



## Funding Information

Income during the 2015 period has seen an increase of 15% on the previous year. When breaking down the sources over those periods there have been a few areas of significant change. The majority of the increase came from Commonwealth Low Socio Economic Status Funding, Commonwealth Indigenous Funding, Department of Foreign Affairs Malaysia Grant and income from the Early Learning Centre.

Working with some of the most disengaged and high-risk young people always has its challenges. When a student is diagnosed and attracts higher levels of funding, Port is able to offer a higher level of support. High staffing ratios are however always needed and must be in place regardless of whether a diagnosis is in place or not. The high staffing expenditure reflects as much. Well-trained professional people are the school's greatest asset. Hence income generated is always highly weighted towards staff and individual program costs.



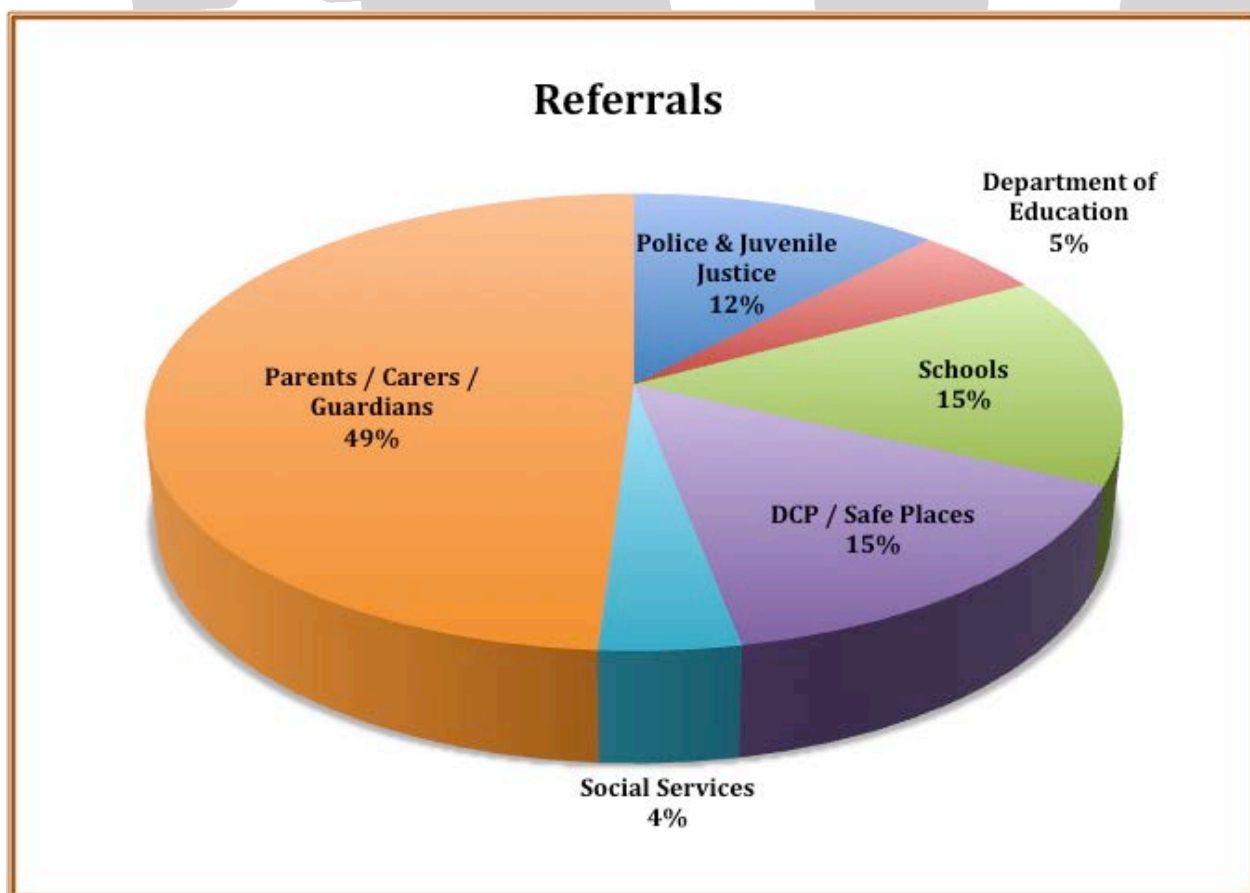


## **Referral Information**

The schools main referrals come from the following sources, the breakdown of which for 2015 can be visually seen below:

- Schools – Principals, Deputies, Year Heads
- Department Child Protection / Safe Places
- Parents / Carers / Guardians
- Police and Juvenile Justice
- Social Services – Social Workers and Mental Health Teams
- Department of Education - Participation Officers and Youth Workers
- Chaplains

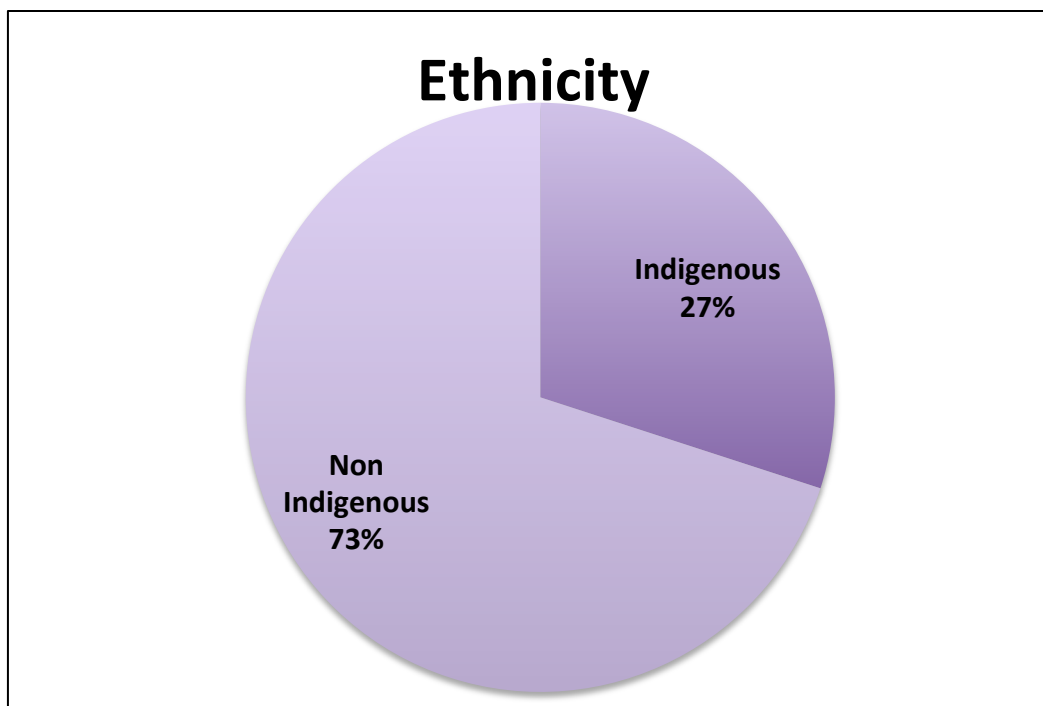
The above partners continue to be strong advocates of Port's ethos, and networks continue to grow stronger with these organisations and groups.



It is poignant to note that although most of the referrals are from parents or carers, this in itself is largely due to parents being at the end of their tether. More often than not, it is they who approach Port School on recommendation of a high school, participation officer or other agency. This is becoming far more prevalent, and is an accolade to the work Port is undertaking in marketing the schools offerings and ethos.

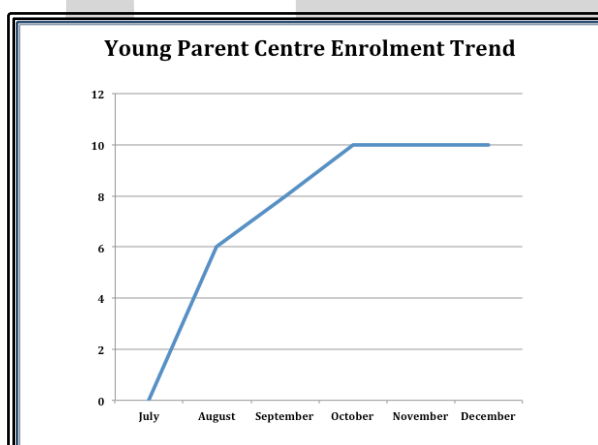
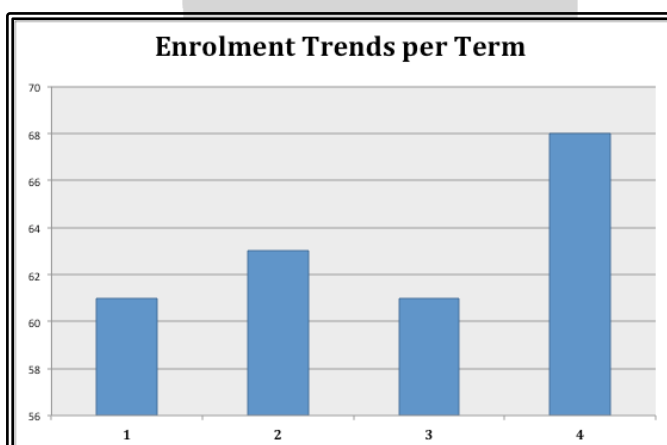
## Information about the Student Body

The Port cohort changes frequently, hence the ethnic diversity, gender and age ranges frequently change each term. The following charts give an overview of the 2015 cohort.



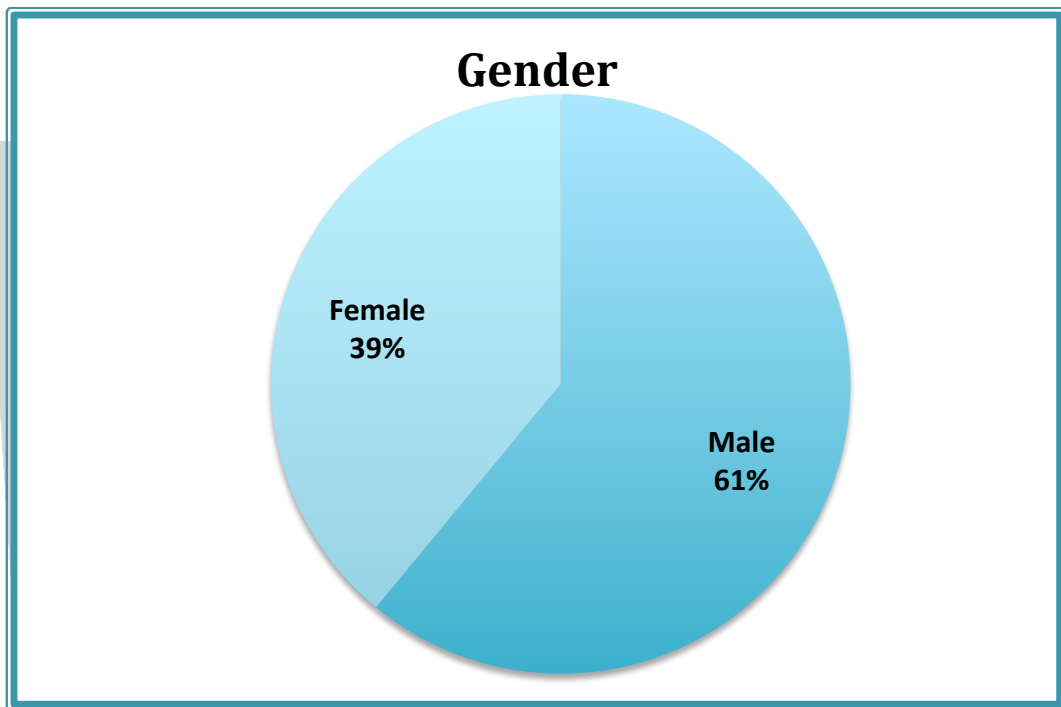
Enrolment at Port is continuous throughout the school year and throughout each term. Although the graph shows a maximum of 68 pupils on roll in Term 4, in real terms, Port has had a maximum of 99 pupils with whom it has been working at various points in time during 2015.

The statistics are taken from the Federal Census returns. These do not allow for the more qualitative work undertaken with students who are visited at home, nor for those who do not actually make it through the school doors to attend, and as such, cannot be claimed for.

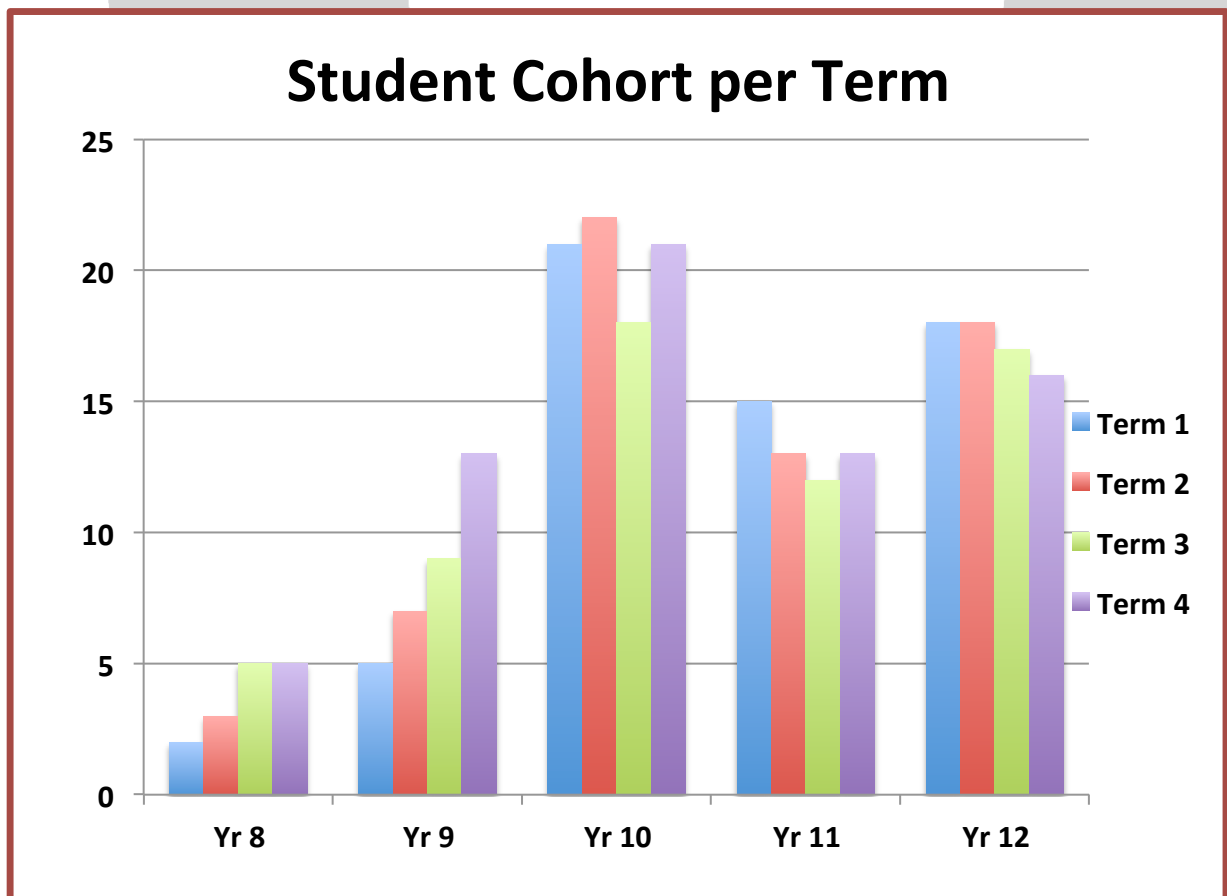


The Young Parent Centre officially opened in August, with pre-work happening in July prior to opening. The sharp initial increase in enrolments can be seen above. As the year continued, numbers stabilized. There is however an expectation of a spike of up to about 15 young mums for 2016, as we receive expressions of interest and pregnancy and birth occurs.

The gender ratios of male / female have remained stable over the last several years and have stayed within +/- 5% of what is seen below. This year has seen a 4% increase in female students.



Th student cohort can be seen below, broken down into year group and per term.



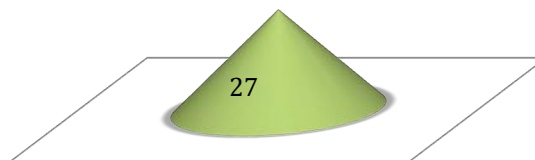
## **Disabilities**

Port actively supports students with inclusive educational needs who present with a variety of disabilities which may potentially be diagnosed including:

- Post Traumatic Stress Disorder
- Autism Spectrum Disorder
- Intellectual Disability
- Conduct Disorder
- Foetal Alcohol Syndrome
- Foetal Meth Syndrome

ADD / ADHD, which is quite prevalent at Port School, is not included in these statistics as it is not funded. As indicated by the statistics below, 27 students were formally diagnosed with one or more of the above issues during the 2015 school year. Port has seen a significant increase in this area over last few years.

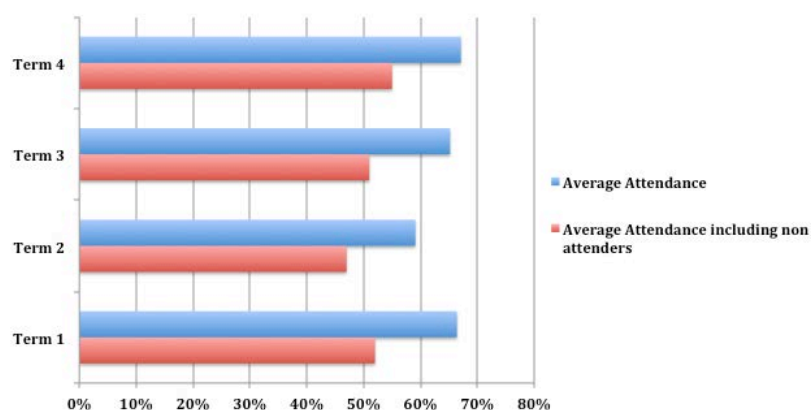
### **Students with Disabilities**



## **Average School Attendance**

The two figures below have been used to present the average overall attendance of Port students. The main reason for this is that there is often a lot of qualitative work undertaken with no real end results as such, and those students significantly reduce that %. The differentiation can be seen in the diagram below. The 61% statistic shows students who have attended for a period that meets federal funding / attendance criteria.

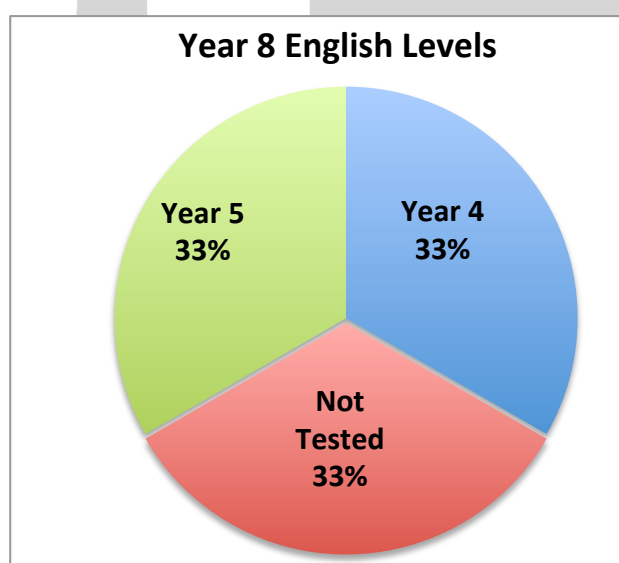
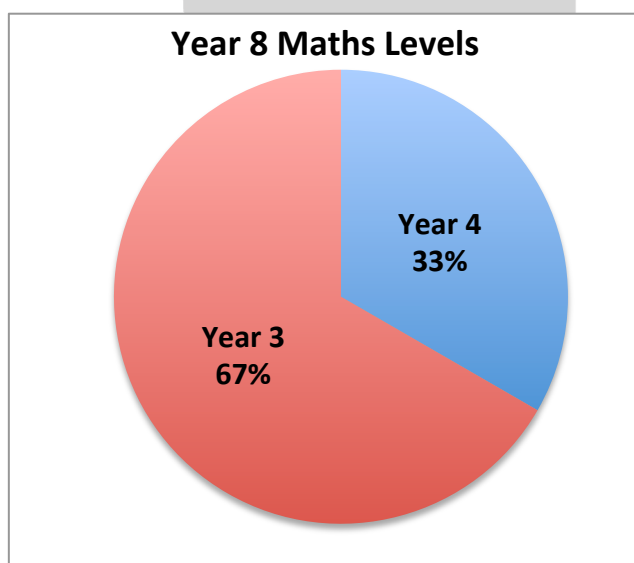
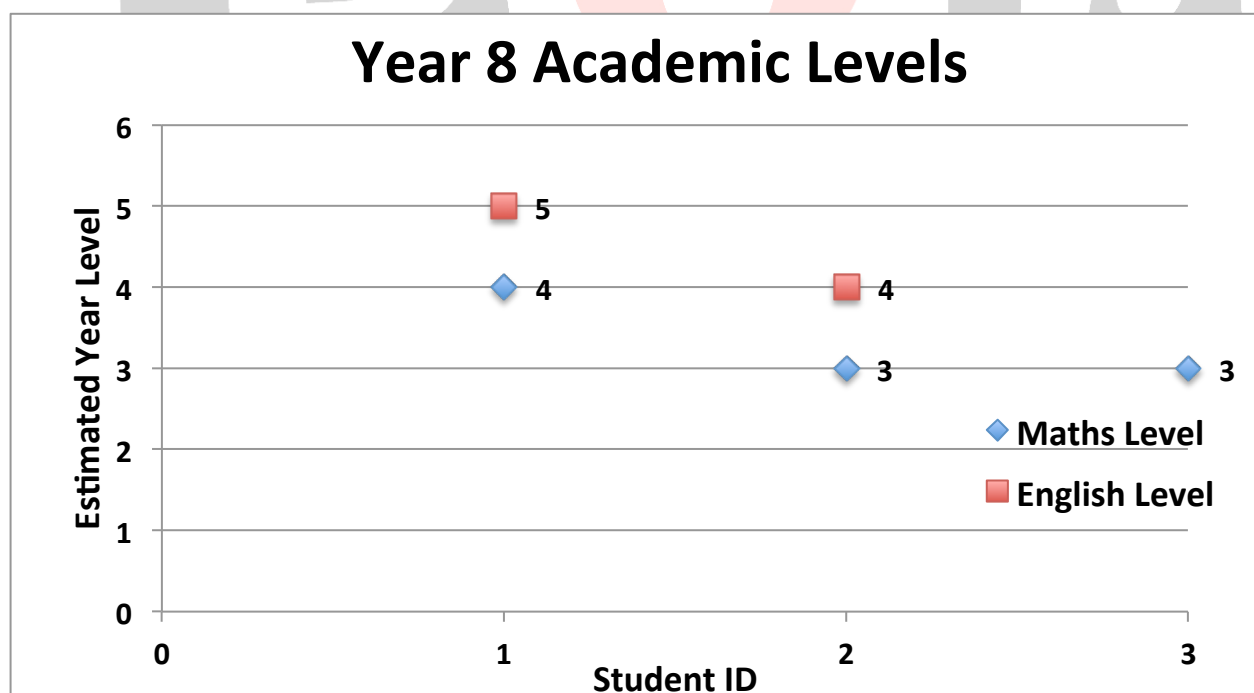
### **Average Attendance per Term**



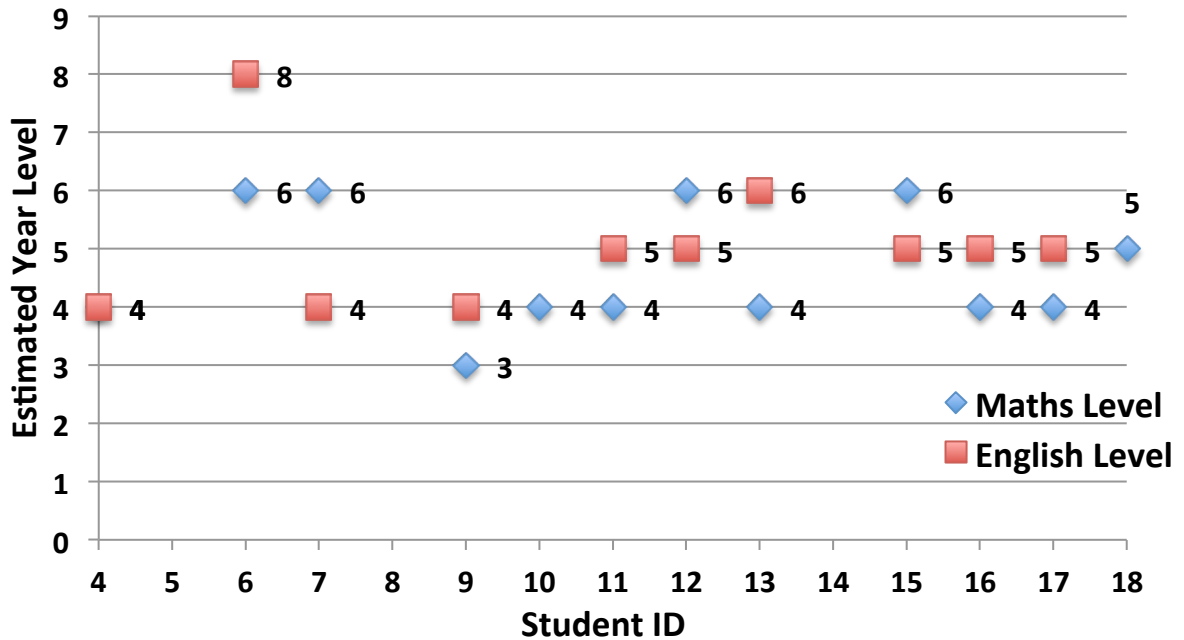


## Student Academia

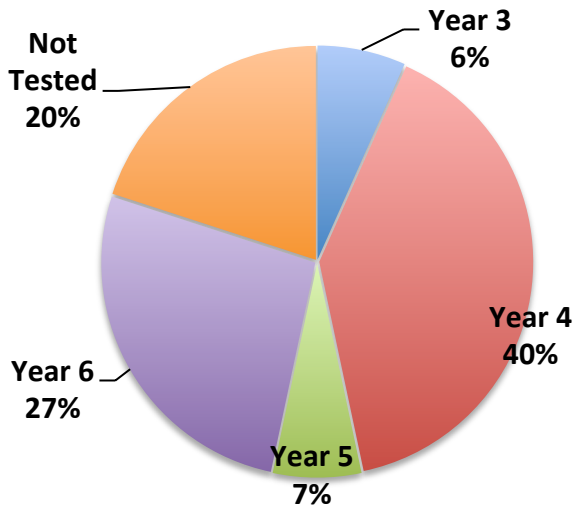
In 2015 Port School delivered Certificates in General Education for Adults I, II & III (CGEA). These are designed to improve literacy, numeracy and general education skills of young adults. This curriculum is designed to support students in leaving school and entering the workplace or as an alternative pathway into tertiary studies. We offer the CGEA to students in Year 10 and above. Our academic lower school programs are designed to support and facilitate students as they navigate their way through literacy and numeracy. These programs are informed by the School Curriculum and Standards Authority (SCSA) which sets out the mandated curriculum, the guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.



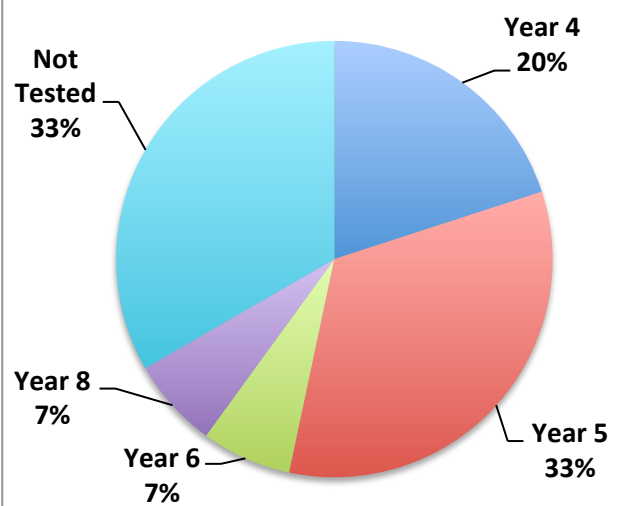
## Year 9 Academic Levels



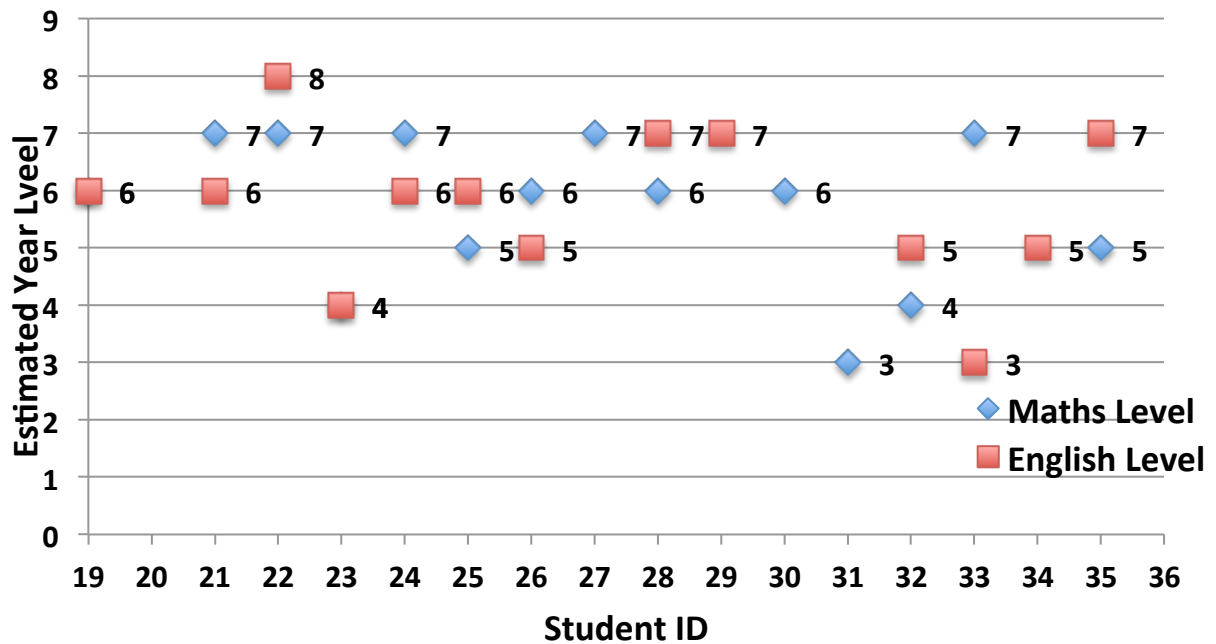
### Year 9 Maths Level



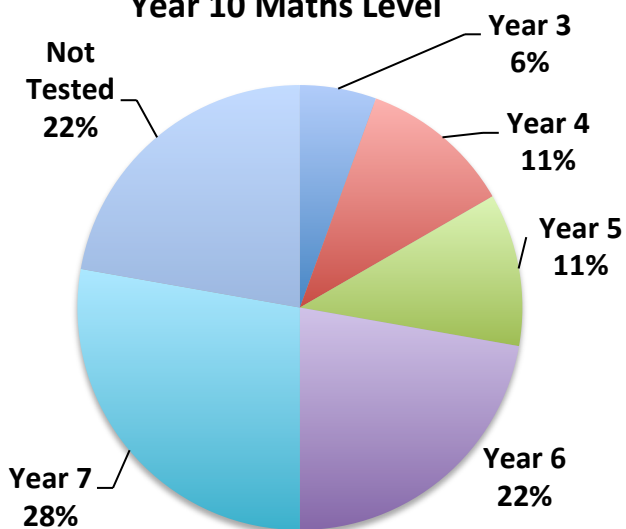
### Year 9 English Level



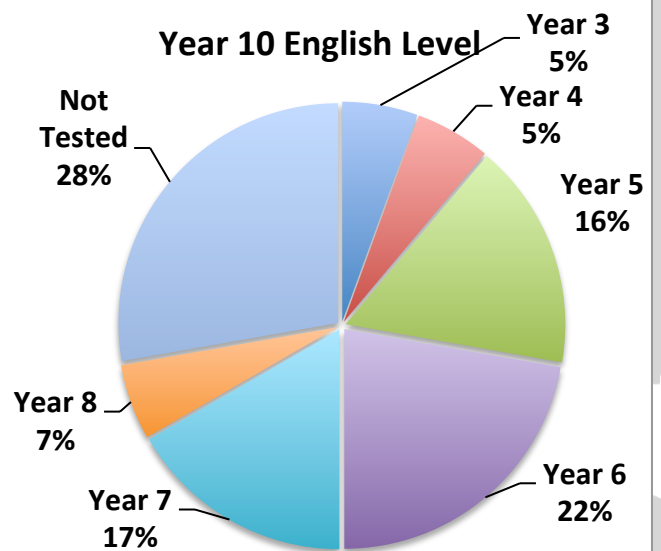
## Year 10 Academic Levels



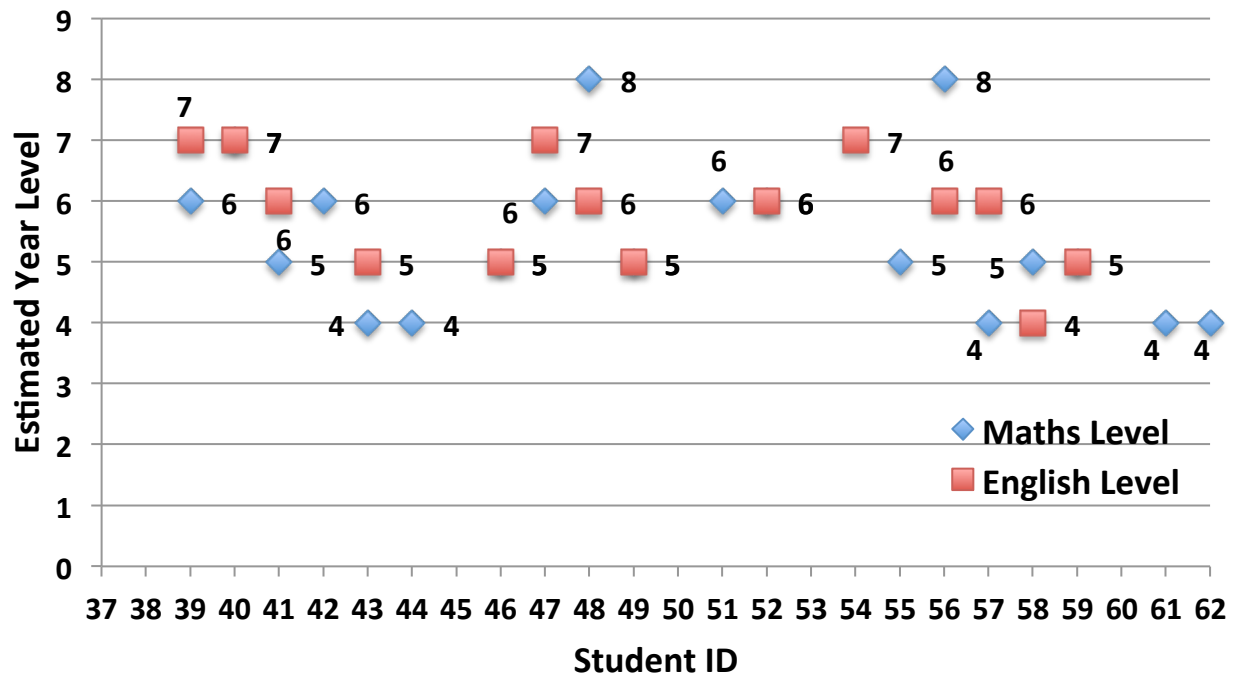
### Year 10 Maths Level



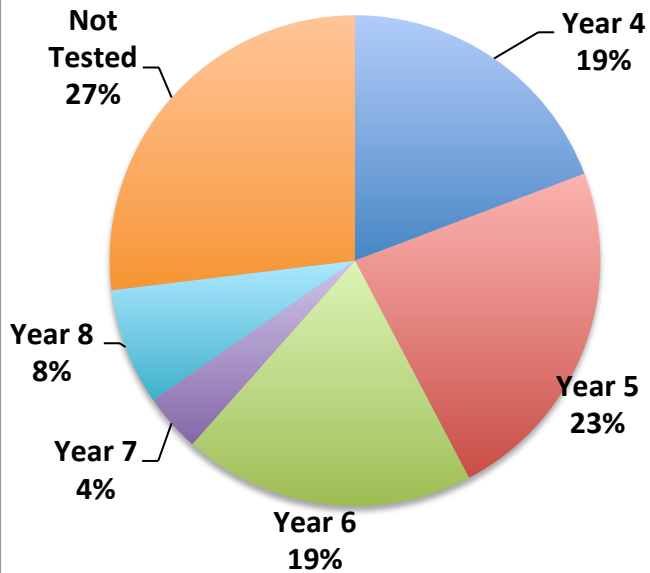
### Year 10 English Level



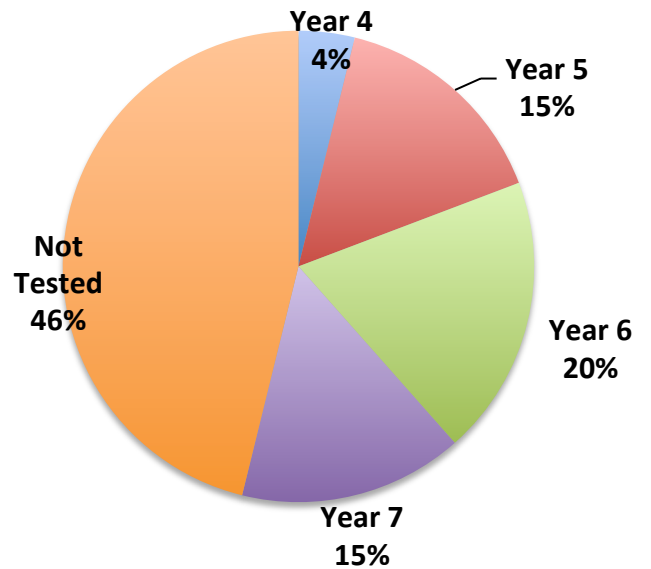
## Year 11 Academic Levels



### Year 11 Maths Level

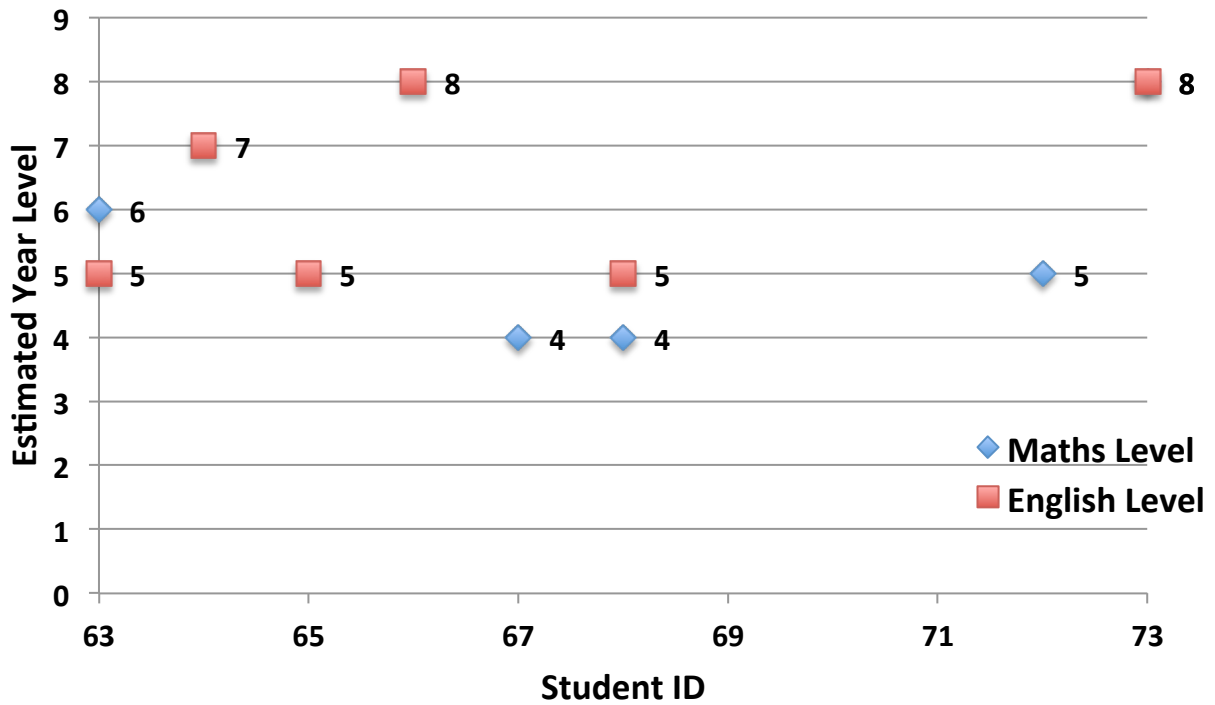


### Year 11 English Levels

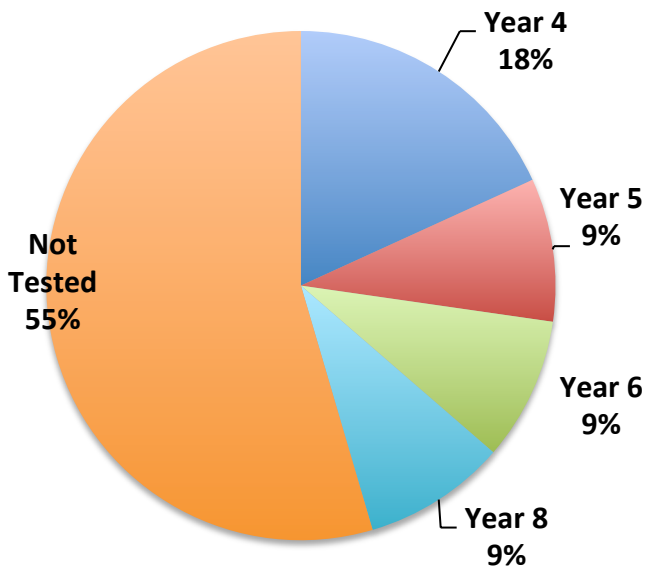




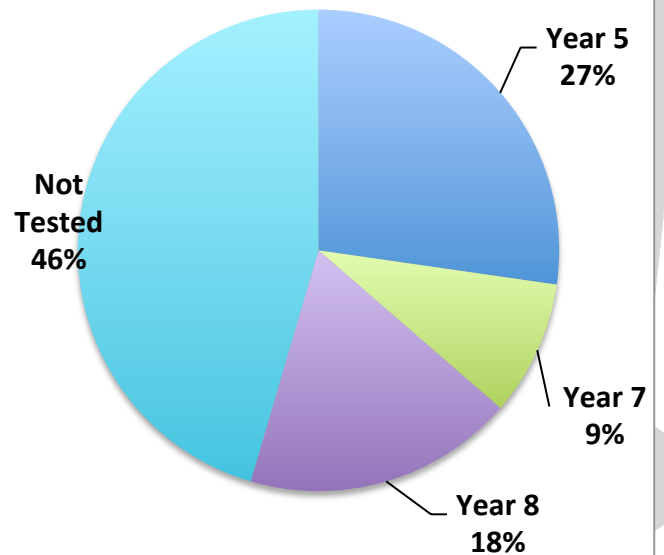
## Year 12 Academic Levels



Year 12 Maths Level



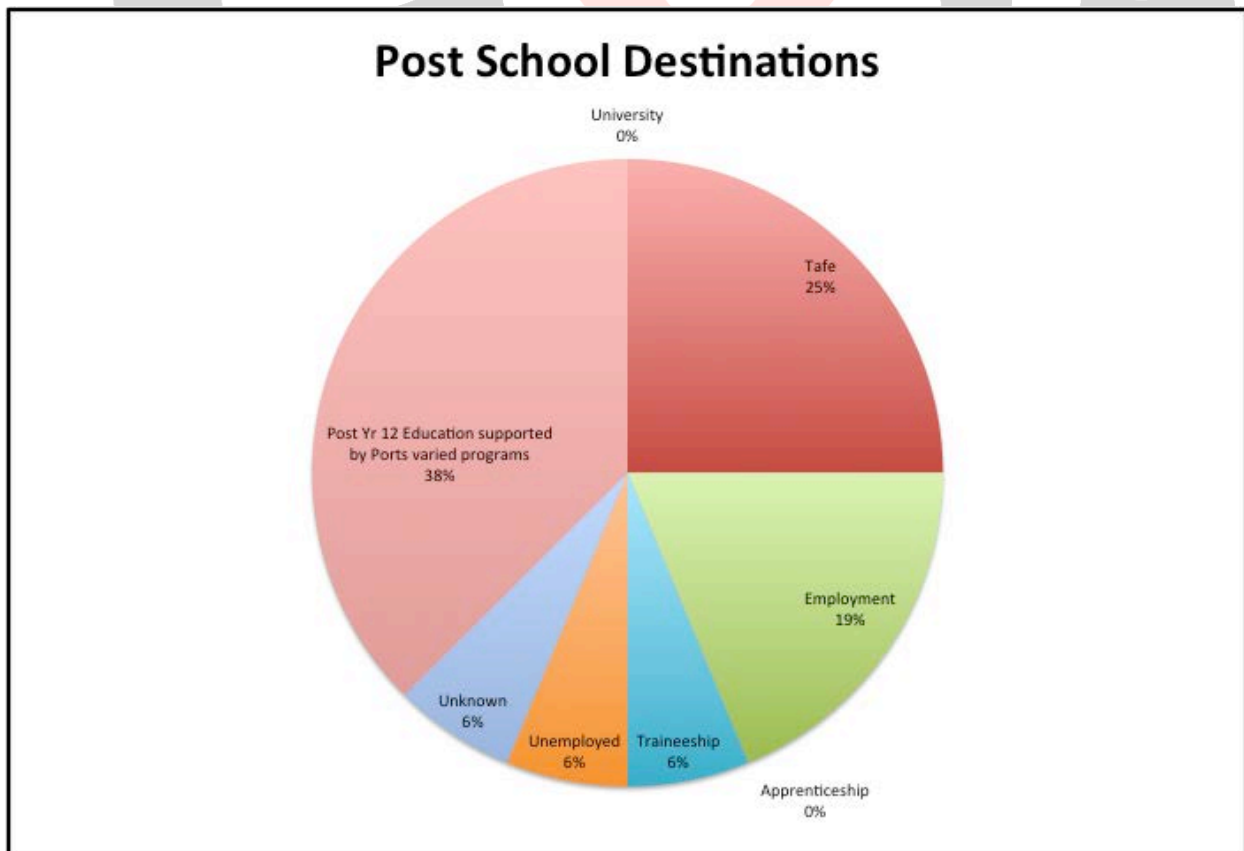
Year 12 English Level



## **Post School Destinations**

Tracking destinations is always difficult for a CARE school. Port tries to offer the best opportunities to all leaving students by way of a comprehensive transition plan through the IEP process.

In 2015 there were sixteen students at Year 12 leaving age who went to a variety of destinations that we have identified. More and more however, we are seeing numerous students, specifically those with quite acute learning difficulties, not being ready to move on. The gap between Port's offerings and the likes of further education and TAFE presents far too big a leap. Through its varied on and off-site programs, Port frequently allows students to continue into a Year 13 / 14 scenario with the focus being on transition and readiness down the line.



Port is aiming in 2016 to work far more in the RTO space, offering a variety of Certificate II courses. Once these courses are fully established (Term 3 2016), we will see the employment of a Vocational Education Training Coordinator who has, until now, been working with us on a casual as needs basis. This individual has direct links and contacts within industry and has worked for the Apprenticeship and Traineeship Board in WA. The role will enable Port, from 2016, to offer a seamless provision in numerous vocational education areas and a more realistic transition pathway for students who have already completed extended work experience in their chosen areas.

## Staffing and Organisational Structure

Port's staffing has significantly increased and changed over the last several years, having nearly doubled since 2010. In 2015 three new full time staff were appointed in the Young Parent and Early Learning Centres, along with additional casual staff in the ELC as the childcare facility grew.

There were also new appointments of a Senior Teacher and Teacher, Chaplain and a Business Administration Manager, due to the ever-increasing business needs and offerings in the RTO and Mobile Classroom provisions. In addition to the above, 2015 saw our Special Projects Manager being appointed the role of Deputy Principal.

Port School Organisation Structure									
		Port School Incorporated Board							
		Principal							
		Deputy Principal							
		Support Staff							
Grounds and Maintenance	Chaplain	Administrative Officer 0.1 Admin. Assist.	Bookkeeper	Counsellor F1	Clinical Psychologist 0.2	Technical Officer			
Main School Campus		Bus Programme		Outreach Program		Young Parent's Program			
Head of Curriculum and Research		Teacher		Senior Teacher 0.8		Early Learning Centre	Young Parents Centre		
Literacy		Teacher		Other staff as available 1FTE		Co-ordinator	Co-ordinator and Head Trainer		
Numeracy		Youth Worker*				Assistant Co-ordinator	Teacher/Trainer		
Health and Wellbeing (Science and HASS)						Qualified Educator			
Physical Education/ Team Sport						4 Trainee Educators			
Woodwork						Cook *			
Art									
Cooking									
Teaching Assistant									

\* Positions to be implemented in Term 1 2016

Port's growing team now delivers a diverse range of offerings both on and off-site. The teaching staff are qualified in working with disengaged students, and working in such a small school demands that they are flexible and creative. Everyone rallies when there are problems, or for extra curricula events. These factors, combined with students who have high needs, make their job sometimes difficult and stressful. The staffing structure is shown above.

Excitingly, Port will be advertising during the Christmas holiday period for a Youth Worker to be part of the Mobile Classroom offering and a cook for the Early Learning Centre. Beyond that, Port is looking into the feasibility of a female counsellor and an indigenous worker which will add further staff in 2016.



## **Workforce Composition**

The following members of staff were employed in 2015:

<b>Role</b>	<b>Numbers</b>	<b>Full Time</b>	<b>Part Time/ Casual</b>	<b>Changes in 2015</b>
<b>Principal</b>	1	1	N/A	No
<b>Deputy Principal</b>	1	1	N/A	Yes
<b>Senior Teachers</b>	2	2	N/A	Yes (1)
<b>Teachers</b>	7	7	N/A	Yes (2)
<b>Teacher Assistants</b>	1	1	N/A	Yes
<b>Psychologist</b>	1	N/A	1	No
<b>Counsellor</b>	1	1	N/A	Yes
<b>Chaplain</b>	1	1	N/A	Yes
<b>Administration</b>	2	1	1	Yes(1)
<b>Finance</b>	1	N/A	1	No
<b>Casual</b>	1	N/A	1	No
<b>Indigenous Employees</b>	0	0	0	N/A
<b>Young Parent Centre</b>	2	2	N/A	Yes
<b>Early Learning Centre</b>	2	2	3	Yes
<b>Maintenance and Grounds</b>	2	N/A	2	No

### ***Staff Qualifications and Experience***

All senior teachers and teachers employed by Port hold the appropriate qualifications and are registered and approved by the Teacher Registration Board (TRB) of Western Australia.

Many of Port's staff have trade, business, management, consulting and corporate experience and bring to the table a wealth of knowledge. They also have a wide and diverse range of additional qualifications, as well as life and travel experiences, all of which add value to Port's overall offerings.

### ***Staff Movement***

Generally attrition has remained minimal, 2015 did however see the appointment of a new full time counsellor, a maths teacher and an art teacher after two staff moved interstate and one was offered the Principal role at another CARE school.

### ***Staff Contracts***

Due to the everchanging business model, it was deemed appropriate by the Board and Principal to look at developing a more up-to-date contract for all Port staff. The Deputy Principal has therefore been charged with the task of updating the contracts of all staff, taking into consideration their current role, salary and business needs, but not forgetting their years working at Port to date.

### ***Induction, Supervision and Performance Appraisal***

With a significant increase in staff numbers, the school has also been reviewing its induction, supervision and performance appraisal processes and aims to implement a new system for all staff in early 2016.

### ***Conditions of Service***

In 2015 Port School maintained teachers' salaries in parity with the State School Teachers Award. Teachers are given a yearly rise on that basis to ensure that the level of pay remains competitive with their colleagues in the state school sector. Staff members are employed under conditions in the Port School specific contracts.

## **Professional Development**

Throughout 2015, staff members participated in numerous 'all staff' professional development activities in a variety of areas including: curriculum, pastoral care, compliance issues, networking, administration and leadership. Staff are encouraged to find professional development opportunities in their own areas and to approach the Principal or Deputy, expressing their interest and the subsequent benefit to their area of work and to the school.

Staff in 2016 will be introduced to a new individual training needs analysis document, that identifies their own professional development needs.

### ***All Staff***

Gatekeeper Suicide Prevention Training

AISWA - All Care Schools Conference: Focusing on Mental Health Issues

Mental Health First Aid

Senior First Aid Training CPR refresher course

### ***Administration***

CARE schools Principals Network

### ***Teaching***

AISWA Literacy Network Training (English)

Sharp Reading (English)

Developing Curriculum Materials - Deadly Culture and Classroom Management Strategies (English)

Strategies for Instruction and Assessment - Naplan Literacy (English)

Cert IV in Training and Development (12)

### ***General***

Aquatic Surf Life Rescue course (5)

LR / MR Class Driving Licence (2)

City of Cockburn Food Handling and Food Safety (5)

### ***Student Support***

Distressed or Deliberately Defiant

Trauma Triggered Behaviour

Mental Health Professionals – Trauma Response Network webinar

Positive Psychology in Adolescents

## **ICT Development and Communications**

The school has undertaken an update of its telecommunications systems across the school and its new developments. In addition, mobile phones have been offered to staff who frequently operate off-site. The local area is notoriously bad for internet connectivity and at this stage, there is no defined timeline for the implementation of NBN in the area.

Recently, an Information Technology expert has been engaged to overview the school's systems, hardware and software and is now contracted to assist with rolling upgrades and any ongoing issues. In the interim, the school has sourced a better 4G connectivity provider which offers faster network speeds for all staff and students.

## **Pastoral Care**

All students are allocated pastoral care (PC) teachers, with whom they have an open door relationship. Students can openly talk with pastoral care staff during allocated PC periods at the start and end of each day.

Pastoral care teachers are also responsible for students' Individual Education Plans (IEP's), work experience (if age appropriate), and liaison with parents and carers, as needed.

From the outset, Port aims to engage closely with the families / guardians in relation to any positive and negative interactions a student may have at Port.

## **Buildings, Grounds and Vehicles**

Port School are fortunate to have extremely well equipped classrooms and workshop. The school has area-specific rooms for Maths, Philosophy, English, Art, Physical Education, Home Economics and Technology and Enterprise. The school now boasts fully accredited childcare facilities in its Early Learning Centre and a Young Parent Centre, which essentially offers extended satellite classroom space for young mums.

The school is also now proud to have four vehicles available for all staff and departments.

- Mobile Classroom bus
- 12-seater transit bus
- 12-seater mini bus
- 22-seater coaster bus

Although the school has limited grounds, there is a small basketball court, nice grass and bushy 'chill out' area with several outdoor garden settings. The school also boasts its own wood fire pizza oven that was built by the students in 2012. As previously outlined, the Port administrative team is still working on securing the Main Roads land adjacent to the school, which would allow for a small oval, additional staff parking and a market garden.



## **Parent / Carer / Guardian Engagement**

**Initial Entrance Meeting** – Parents, guardians and carers complete a pre-interview with the Principal, and are engaged and empowered to work collaboratively with the school from the onset. This is followed by a second interview with the identified pastoral care teachers and the completion of an enrolment pack.

**Proactive Contact** – Staff are encouraged through a pastoral care approach to keep in regular contact with students' families, to advise of the good work students are undertaking and of course the ones that have daily or weekly issues. Student support staff also work collaboratively with parents, guardians and carers in the best interests of the student.

**Daily SMS system** – Port uses a database called SEQTA that has the ability to text students, parents, carers and guardians. This enables the school administrators to advise and remind of up and coming events and activities, reminders to for instance 'bring bathers' and of course to send out notices advising when students are not attending.

**Termly Newsletter** – On a termly basis, Port staff produce a twenty page colour Newsletter promoting the success stories of its pupils and programs. This is offered to parents, carers and guardians and to the wider community audience. It has developed significantly over the years and is now sent to over 200 people, as well as being published on the school's website. It has become an excellent document that showcases the great work Port staff undertake.

**Malaysia Newsletter** – The Malaysia excursion is a culmination of two terms planning including: organisation, fundraising, logistics and culture. The Newsletter produced upon return is sent to all parents, carers and guardians. It highlights and promotes this amazing excursion and the opportunities being undertaken and experienced by the students.

**Facebook** – Port has its own Facebook site and Facebook page for the school and ELC. It is strictly managed by staff and like the Newsletter, allows for the promotion of positive activities, events and school related topics. Parents and students are encouraged to join the site to keep up to date with what is going on termly.

**Semester Reports** – These reports ensure parents, carers and guardians are kept apprised of their student's academic levels, attendance and behaviour. This is also undertaken, as outlined above, in a less formal manner through the proactive contact approach and pastoral care process.

**Consultation Sessions and Parents Evenings** – Port actively tries to engage parents, especially during the Malaysia excursion. Parents have been involved in fundraising sausage sizzles. Staff are proactively trying to engage with parents, with the positive as well as the negative, to ensure they are part of their student's learning. Parent Satisfaction Surveys have been introduced, but even with incentives offered in the way of canteen credit, it has still been hard to get them completed and returned to gain any meaningful data.

**End of Year Awards Dinner** – A time to celebrate the year's events. Over 100 staff, students, parents, siblings, carers and guardians gather to celebrate the success of their young people at a sit down three course lunch held in the main PE hall. This is a great community event with individual awards, scholarships and prize giving and is just another way of acknowledging the positives at Port.

## **Board Members**

Port has an outstanding membership on its Board and has had some excellent strategic direction over the last several years. The Board, which is hugely beneficial and supportive of the school, consists of members from a variety of disciplines and organisations.

The Board meets monthly and has actively been engaged in reviewing the ongoing developments of the Young Parent Centre. It recently approved expenditure for an extension to the staff administration block.

The demographic of the Board can be seen below:

<b>Board of Governance</b>		
Anne Gee	Chairperson	Independent Education Consultant / Past Teacher
Craig Menner	Vice Chairperson	Private Investigator / Retired Police Officer
Barry Finch	Principal Port School	Principal
Professor Rick Cummings	Community & Education Representative	Education, Murdoch University
Mike Gilbert	Teacher Representative	Special Projects / Teacher
Megan Fitzgerald	Teacher Representative	Teacher
Leah Davidson	Business Representative	Self Employed Business Owner
Deb Hathway	Partner Organisation Representative	Lecturer Challenger Institute of Technology
Catherine Earnshaw	Parent Representative	City of Cockburn Administration
Kirstin Wardle	Parent Representative	Secretary / Administration
Steve White	Community Representative	Senior Support Engineer Information Technology
Paul Tod	Business Representative	CEO / Business Owner
Kirsty Sadler	Community Representative	Artist / Teacher
Jo Rees	Partner Organisation Representative	Clinical Nurse Specialist – Sexual Health
Eric Sankey	Port Financial Officer	Contract Financial Officer
Jo Blackley	Community Representative	Lawyer
Michelle Kennedy	Community Representative	Teacher

## **Acknowledgements - Stakeholders, Sponsors and Partners**

### **Stakeholders**

Port Schools relationship with service clubs Apex Australia, Apex Malaysia, Rotary International along with the Selangor Association Mental Health (SAMH) and Klang Special School have had a huge impact on the school's extended community and international offerings. Through Port's staff connections and board memberships, the following have become very advantageous links for the students of the school:

Apex Camp Jurien has become a home for camps, community service work and fundraising opportunities.

Karratha Apex Club have supported the international Malaysia excursion and donated over \$3,500 over the last few years.

Rotary International Club of Mindarie have engaged with the school, sponsoring annually two students to attend the Rotary Youth Program of Enrichment (RYPEN) and helping to develop students as trainee leaders. Mindarie Rotary have also sponsored Port's Malaysia student visit, and Cockburn Rotary sponsored several school scholarships. In 2015 Port introduced Port Klang Rotary Club to the annual Malaysia excursion and hope to develop bigger and better relationships with them and Klang School over the next few years.

SAMH and Klang Special School have not only been a beneficiary of Port's fundraising to date (which is now over \$20,000), but also a supporter of Port students visiting and undertaking cultural projects during their annual visit. SAMH offer opportunities for Port students at their two schools - Wisma Harapan in Kuala Lumpur and Klang School in Selangor.

### **City of Cockburn**

Port would again like to extend thanks to the City of Cockburn for its support from Mayor Logan Howlett, councilors, a variety of grants and directorate support when needed.

### **Acknowledgements**

Port would like to sincerely thank the following supporters who have assisted in a variety of Port's programs and funding in 2015.

Port has had significant support from the following Ministers in 2015:

- Hon. Melissa Parke MP
- Senator Linda Reynolds
- Hon. Peter Tinley AM
- Hon. Peter Collier MLC
- Hon. Simone McGurk MLA

Board members for their tireless efforts monthly and assistance in the schools strategic vision.

All Port staff for the dedicated service to our students.

Carol Lyons for her assistance in helping set up the Early Learning Centre.

School scholarships sponsored by Anne Hamblin, Cockburn Rotary Club.

Sheet Metal Fabrications for taking on Trainees and work experience placements.

Transitions Health & Fitness, Jandakot for the gym opportunities for our students.

Mindarie Rotary Club who kindly sponsored a Rottne excursion to the value of \$1,000.

Port's Board member Paul Tod who sponsored a Café breakfast for the Malaysia group.

Department of Foreign Affairs and Trade for a \$17,500 grant for Malaysia.

Senator Linda Reynolds who kindly funded \$500 towards a Leeuwin Sailing Trip.

Caversham Wildlife Park who donated free entry to all our Malaysian guests and Port students.

Aquarium of Western Australia who kindly offered a 40% discount on ticket prices.

Geraldton Apex Club who kindly donated \$200 towards Klang School's visit to Perth.

Northern Ladies Craft Group who donated \$900 towards the Malaysia excursion.

The Thompson Family who donated a lunch and tour of their factory at The Lobster Shack, Cervantes.

Klang Apex Club who sponsored a variety of meals and transport in Malaysia.

Klang Rotary Club who sponsored a dinner in Malaysia.



Australia -  
Malaysia  
Institute



Australian Government  
Department of Foreign Affairs and Trade



PARLIAMENT of AUSTRALIA



**Caversham  
WILDLIFE PARK**  
COME MEET AND FEED THE ANIMALS  
Web: [www.cavershamwildlife.com.au](http://www.cavershamwildlife.com.au)



David & Pat Thorne

Ph: (08) 9248 1984

Fax: (08) 9248 1985

Caversham Wildlife Park  
Unit B, Lot 99 Lord St  
Whiteman WA 6068



**transitions**  
health & fitness



Klang Special School



## **Documents available on request or online at Port School website**

- Document 1      - Audited Financial Report
- Document 2      - Parent Satisfaction Survey
- Document 3      - Termly Newsletters
- Document 4      - Malaysia Newsletters

