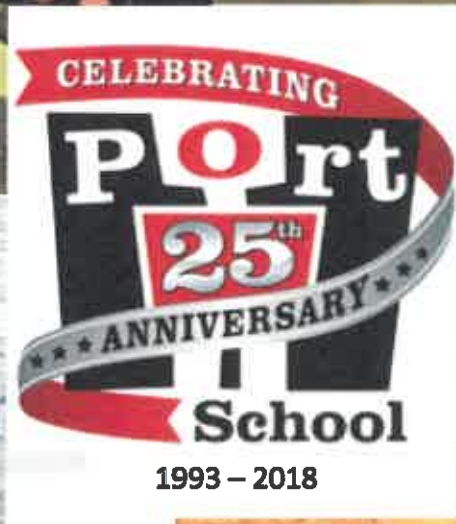




# Port School Annual Report 2017



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## **Foreword – By Anne Gee – Chair of Port School Incorporated**

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2017 was a year of growth at Port School. We welcomed 20 new students and 6 new staff including the strengthening of our counseling team, a vital element of our school's success. Port hosted more than 200 teachers and education support staff from across Western Australia for the state's Care School Conference run at our campus, strengthening our profile within this area of specialised education.

Back in 2015 we started working to secure the Main Roads Department land south of the school property. Two years of enormous efforts, lead by the tenacious Mike Gilbert and the enthusiastic support of Federal and State MP's Josh Wilson, Simone McGurk, Peter Tinley and Minister for Transport Rita Scaffioti MLA, past Federal minister Melissa Parke and Senator Linda Reynolds, finally reaped rewards. Minister Scaffioti has formally agreed to lease the land to the school. The Board, staff and students have worked together to consider the growth opportunities and potential this new space presents.

By year's end this newly acquired space was grassed, instantly cooling our outdoor space and providing much needed green space. Fencing was erected and parking space for staff and school vehicles was established. Plans are currently underway for the garaging of Port School vehicles, a fitness gym and outdoor recreational spaces and additional classrooms looking forward into 2018-19.



A beautifully landscaped amphitheatre on the school western boundary has provided a wonderful space for gatherings and celebrations. Also, the school welcomed our new groundsman, Andr , who has worked his magic across the campus.

It wasn't just buildings and grounds that grew and developed over the course of the year; many of our programs also evolved. The Mobile Classroom program has experienced growing success, together with the Outreach program, and we now offer 10 RTO certification programs to our students. The Young Parent Centre is full to capacity with students studying next door to their young babies and toddlers in the Early Learning Centre. There are discussions at Board and Management level about the possible extension and expansion of space for these programs.

Our increasing Staff numbers are putting pressure on existing Staff working spaces and The Board is finalising plans for the extension of the Office space on the northern boundary of the property, to address our ever-growing needs.

The Board reviewed the existing Strategic Plan and Vision/Mission and Values statements to ensure they continue to meet the growing needs and nature of the school. This was timely as our student population has increased by 60% over the past 8 years and we have strong waitlists for 2018. The 2017 - 2021 Strategic Plan process included meetings, retreats and collaborations from all Port School stakeholders over the course of 2016-17. This plan will act as a guide to ensure we hold true to our ideals.



There were many highlights to celebrate this year, including our 6th International Community Service Tour to Klang, Malaysia, the inaugural YPC Young Mum's Camp, the first of its kind in Western Australia, the Women's Wellbeing Camp and a Cultural Camp for our boys.

I'd like to take this opportunity to thank our board members, who volunteer their time and wisdom each month, and well beyond, with their involvement in our school's community events and endeavours. 2018 will be Port School's 25th birthday, providing us with the opportunity to look back and reflect upon where we have come from and how we have changed along the way. We are excited by the potential pathways and developments envisaged for Port School over the coming years.

**Anne Gee**

**Port School Board Chair**

## Principal's Reflections – Barry Finch

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The 2017 school year has been another year of growth, as well as consolidation. Mental health funding has enabled the school to employ more people to support our students, while allowing the school to remain small and personal. We have continued to integrate Vocational and Educating Training courses into our program. We now see it as our primary pathway, the aim being that all students should obtain a VET Certificate II by year 12, with some students achieving at Certificate III level. For students who have had gaps in their education, this is by far the best way to ensure good pathways into the workplace and onto further education. To achieve outcomes that are appropriate and relevant for our students, we have become one of only twenty schools in the state to be a Registered Training Organisation. This has been a huge commitment for the school but has allowed us to tailor our courses in a way that is most relevant for our cohort.

The public perception of the school has changed in the last few years, with more organisations and families seeing that Port is not a place of last resort, rather a viable and positive placement for young people in their care. This has seen a spike in enrolment enquiries and an increase in referrals for students with complex mental health needs. To cater for the change in our client base we have taken on more counsellors and support staff to give these students the level of support they need. Our staffing increase and our need for space to have confidential conversations have made it paramount that we expand our administration, staff rooms, and counselling facilities. This initiative is in the planning stage and we hope it will be completed in the second semester of 2018.

Outreach has also become a significant arm of our school with an increased need to support students with high levels of anxiety and other disorders that do not allow them to be part of the school community. The outreach team has been successful at slowly integrating students into the school as well as offering out of school programs and support to these students.

The Young Parent Centre, with the Early Learning Centre, has continued to offer a well-rounded program of academic and parenting skills with students transitioning into further study and the workforce. Additionally, our Mobile Classroom program continues to support boys who are not able to deal with the school environment. It is working particularly well for indigenous boys, who have missed large portions of schooling. The indigenous boys in this program are supported not only in connecting with their culture, but also in accessing support agencies. We look to continue our success in 2018 and beyond with a small but constant increase in student numbers.

**Barry Finch**

**Port School Principal**

## **Port School Incorporated Overview**

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Port School is an incorporated body, overseen by a board of directors. They guide and assist in the direction of the school and ultimately performance-manage the Principal. The Principal is the strategic and operational manager of the establishment 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 [YPC]

Port School Early Learning Centre (fully ACECQA registered childcare facility) [ELC]

Port School Registered Training Organisation [RTO]

Port School Outreach Program

Port School Student Services & Support

### **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: small class sizes, hands-on vocational learning, personalised and flexible learning groups, community projects and excursions. In addition, individual pastoral care and social support is provided in a myriad of formats, 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. Port aims 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 ELC. 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 and/or toddler are at the ELC.

### **Port Young Parent Centre**

The YPC aims to provide flexible educational and training opportunities to young parents who have disengaged from their education and training, having become pregnant, or become a mum. These young people are also supported in their transition to the parenting role by being provided with healthy and evidence based knowledge, effective parenting skills, whilst empowering self-confidence.

### **Port Registered Training Organisation**

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. Throughout 2017, Port consolidated its offerings, as well as determining new accredited training certificates for 2018 and beyond.

### **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 complement a student's existing school plan. 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 projects are usually done off-site. Ideally, the program works for 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.

### **Port School Student Services**

Throughout 2017 Port School has invested heavily in its Student Support Services arm, working collaboratively with students, parents, staff and external community networks. The aim is to offer early supportive intervention with children and young people who have additional needs, or who are at risk. These additional supportive services enable students to achieve successful education & wellbeing outcomes by overcoming barriers to learning.

The student services team responds to emerging student wellbeing needs. The team contributes to identified school and network priorities, responding to critical incidents involving students, staff and school communities. The team provides targeted intervention options and coordinated service provision for children, young people and their families.

## **School Performance Report 2017**

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### **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 school's 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 Incorporated was incorporated in November 1992, opening its doors to students in January 1993, 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 and other individual grants. The per capita grants are allocated on a quarterly basis and are related to the number of students enrolled, and on their attendance record. These criteria differ between the State and Federal Governments. The Students at Port also pay fees. Potentially these fees can be heavily subsidised by Government departments, depending on their social circumstances.

Port School's current Principal, Barry Finch was appointed at the end of 2009. He is the 8th Principal. Over the last 8 years Barry and his team have driven a dynamic range of impressive programs that rise over and above those of mainstream schools.

Port is an independent school. Its umbrella organisation is AISWA (Association of Independent Schools of WA). This is the body through which the Federal Government distributes funding for independent schools.

Port School is now situated in the City of Cockburn. It is housed in a building which was previously squash courts, now owned by the school. In 2010 Port received a Federal Government 'Building the Education Revolution' (BER) grant of just under \$1 million, which was used to make significant major improvements and upgrades to the building. In 2014/15 the school undertook a major project and expansion with the purchase of two duplex properties, culminating in the development of a fully operational Young Parent Centre and Early Learning Centre. The school has also developed its grounds with gardens, seating, outdoor areas for the students, with security fencing.

A land acquisition project, originally started in late 2013 in conjunction with Main Roads and the Department of Transport finally came to fruition. Because of the Perth Freight Link plans of the previous government, negotiations had been continually deferred. With assistance from current State Member for Fremantle, Simone McGurk and Federal Member for Fremantle, Josh Wilson, the land was finally leased to Port School by Transport Minister Rita Saffioti in May 2017. School management acted speedily on previously approved board funding and fenced off the 2700sqm of land. This created additional and much needed car parking, as well as a small, grassed oval and a totally new look to its southern boundary. At the end of 2017, plans were drawn up to include a proposed transportable classroom, bus garage and fitness gym for 2018.

Port has continued to increase staff numbers significantly. In 2016/17 the board approved the development of a \$500k administrative block for its growing team. Original plans to have that completed by the end of 2017 were amended, due to complexities around fire regulations. Building work is now planned to start in early 2018, with completion in June/ July of that year.



The focus of the school has also changed since its inception. Originally the school concentrated on being an alternative school with an academic focus. Port has had to respond to and accommodate an ever-changing student profile. Student numbers have increased every year since the Principal's appointment in 2010, when there were approximately 45 students enrolled. By 2013, there were 86 students, with more than 25% being aboriginal. In 2017 the school roll is 123.

The funding arrangements that sustain its programs for disengaged and indigenous students have altered too. Now that Port is an RTO, 2017 has seen the successful delivery of various certificate courses, an ever-expanding folio. The mobile classroom facility, Outreach Program, ELC & YPC, as well as the abundant in-house facilities, have enabled Port to look at students' needs from different perspectives.

Where mainstream educational settings have failed, or have not been suitable, Port really is ensuring that its students gain the best possible opportunities to succeed in their education and later through Port's networks and transition pathways.

## 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

### **Empowerment**

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

### **Diversity**

We welcome, nurture and promote each others' differences

### **Growth**

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

### **Community**

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



## **Our Practice - Teaching and Learning Framework**

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Quality teaching and learning is central to our purpose at Port School. As a provider to a very specific clientele base, our staff works together to provide students with the opportunity 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

## **Key Focus Areas**

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Underpinning the Vision, Purpose and Teaching and Learning Framework of the School is our day-to-day core business of schooling and re-engagement; our cultural practices, our academic and co-curricular initiatives, our character-building programs and community partnerships. The School has four key focus areas that drive our planning, targets, actions and communications. Our School Improvement Plan will be addressed under these four areas.

- Educational Offerings and Programs
- Quality Staff
- Community Connection
- Infrastructure and Governance

## School Program

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Port School continues to be very successful at running meaningful, relevant and appropriate educational programs for students. A mixture of practical, fun and real-life experiences that include core subjects and optional electives, give the students the best possible chance at re-engaging with their education. Students have the scope to learn life skills with workshop, cooking, gardening and health subjects also all being covered. To achieve this mix, class sizes are very small and every effort is made to avoid points of conflict. All members of staff make a 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, educational assistants, youth workers and our mental health support teams all have a good sound understanding of the needs of the students. That professionalism, inherent in our business areas and teams, is the foundation of all the educational and life decisions made in the school.

The program at Port is diverse and core subjects are very much based on ability levels. Classes are grouped by ability, not by age. For instance, groups A and B may be lower level learners. Groups E and F might be a certificate group appropriate students, who potentially 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 continues to follow S.C.A.S.A. WA (Schools Curriculum and Standards Authority Western Australia) model, whilst interpreting and adapting, as appropriate for Port student learning. This includes:

- *setting standards of student achievement and for the assessment and certification of student achievement according to those standards*
- *developing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement*
- *developing and accrediting courses for schools*
- *maintaining a database of information relating to*
  - *the participation by students during their school years in education, training or employment as provided by the School Education Act 1999*
  - *the achievement of students during those years*
  - *records of assessment in respect to students.*

The School provides classes in Math, English, Science and SOSE. These courses meet several 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.

Emphasis is placed on both one-on-one instruction and independent learning at both ends of the learning spectrum. The diversity of the courses offered to students in 2017 allowed them to have a sufficient amount of choice in how they engaged with the curriculum. Port now offers a variety of certificate courses as listed:

- Certificate General Education Adults - CGEA I, II & III
- Community Services - certificate II & III
- Conservation and Land Management - certificate II
- Sports and Recreation - certificate II
- Hospitality - certificate II
- Furniture Trades - certificate II

Certificates in Visual Arts and Leadership are being considered for a potential Term 1, 2018 start. This would continue to expand the wide and varied offerings to our students.

The school has continued to be strongly positioned as a leading provider in the CARE school arena, with a multitude of offerings highlighted in the diagram below.



In 2017 Port School consolidate and fine-tune its integrated program of vocational Certificate Courses for Years 10 and above. The varied offerings are designed to support students leaving school and assist in entering the workplace. These courses and associated workplace experience are invaluable for both students and employers. They show that students can achieve both practically and academically, through certificate coursework and the more practical hands-on work placements.

Graduating from Port School with meaningful and realistic options also indicates that students have re-engaged with education, are confident and can manage their behaviour to go on to employment, further training at TAFE, or education with private providers. If required, Port can provide an extended year 13 program for those who need that little extra support to transition.

Port's exciting 2017 program consisted of the following areas:

**Core Subjects – Maths, English, Health & Wellbeing**

**Vocational Option Choices - Technology & Enterprise, Art, Cooking & Hospitality, Fitness, Health and Well-being, Conservation and Land Management, Music, Community service, Boat Building, Theatre & Drama**

**External Provider Programs Offsite – Horse Riding, Bike Repair & Recycle, Boys' Camp, Girls' Camp, YPC Camp, Adventure Camp, RYPEN (Rotary Youth Program of Enrichment)**

**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 with babies and toddlers aged from 0 – 3 years. The early childhood educators oversee quality care and education, through play that encompasses the early years learning framework.**

**Outreach** – selected Port staff are working with young people, some of whom are the hardest to prevail upon, using home visits and external educational working options to try and re-engage them with the school environment.

**Mobile Classroom** – Port staff work off-site, in a converted bus, with some of the students who are too volatile for the school environment, or where it has been identified that this method is a better option. Students are encouraged to follow the bus program’s four principles and work towards re-engaging back into the school environment.

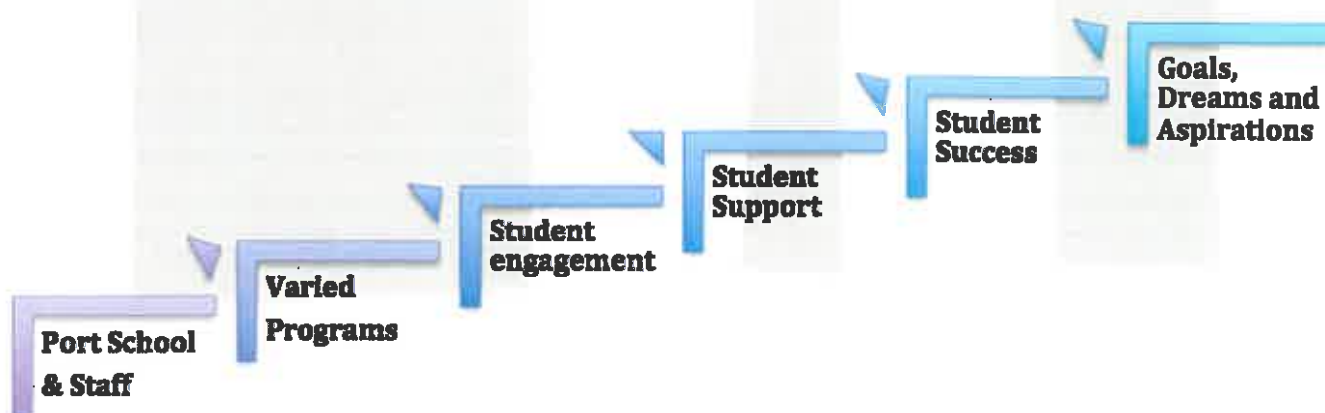
**Community Projects** - Community work (Apex Camp Jurien), Naidoc Day Celebrations & Events with Noongar Radio and local indigenous elders

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

Port is flexible in its ethos and approach to learning. Through Individual Education Plans, staff identify whether it is more appropriate for a student to be partially based on work experience placements, or in the work environment.

In 2017 Port has been actively increasing the number of students participating in work experience, school-based traineeships and apprenticeships. Port has engaged an Employment Co-ordinator, as part of the team, to work with local employers and our students to assist in this approach.

The simplistic table below, we believe, is a good solid school model. By having dedicated staff and a variety of options that lead to opportunities, students inevitably go through an experiential learning model and aim to embrace positive change in themselves and what they do.



## School Developments

## Land Acquisition – Main Roads

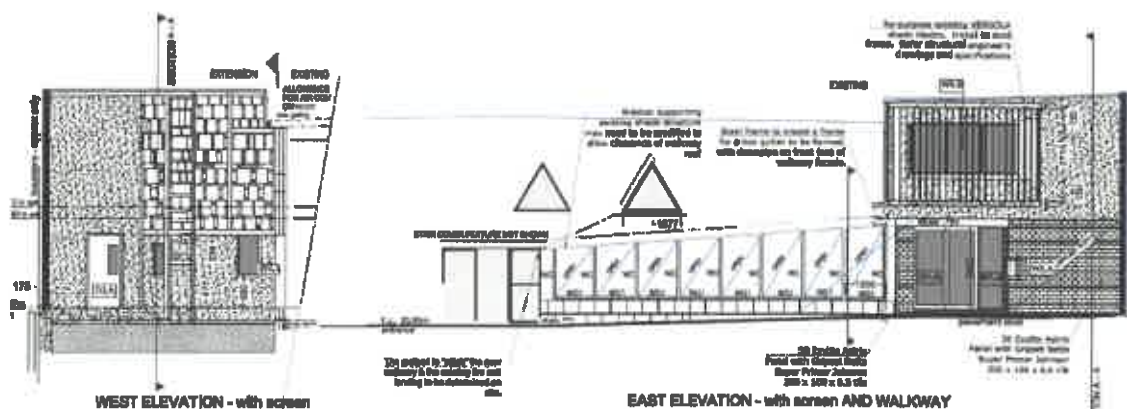
There were over 2 years of delays, due to the uncertainty of the Perth Freight Link options under the Liberal government. In 2017 the Liberal government in W.A. was overthrown and within weeks of Labor taking over, The Honorable Rita Saffioti MP, Transport Minister signed off on the lease for the land. Thanks must go out to past Federal Minister Melissa Parke and current Ministers Josh Wilson, Simone McGurk & Peter Tinley who have all involved themselves in supporting this land acquisition.



At the end of this year, it was great to see the boundary finally secured and the small oval in place and ready to be used in 2018. Exciting plans for a middle school classroom, gym and bus garage are all in the conceptual planning and approval stages with board and shire. Next year will prove to be a very exciting one, with our 25<sup>th</sup> anniversary, Malaysian Apexians visiting and a large number of building projects planned.

## Commitment to Build – Administrative Block

After a year of planning with architects, building surveyors and approvals, the school is now positioned to sign contracts with appointed contractor, DEVCO Builders, who were successful in winning the tender process to complete these new works. The facility on the Northern boundary will house a new Principal's office, main entrance reception, counseling room, as well as create new staff working areas and meeting rooms.



### Amphitheatre Project

Throughout 2017, construction has been undertaken on a school-designed amphitheatre, with the students working on the project as part of the Certificate II In Conservation and Land Management (CALM).



The artwork was designed whilst students were on camp, which was then transposed onto the concrete floor of the amphitheatre. The artwork can be seen overleaf: the middle circle represents Port School, and the six outer circles represent the communities that we all come from. When the project is finished the middle circle will also serve as a fire pit for Naidoc week and community events.



The school would like to acknowledge all the students involved, but a special mention must go to Luke Roser. He was the CALM Instructor and teacher, Tom's right hand man throughout the whole project and was a reliable and dependable employee. The project couldn't have been completed without him, and Luke should be very proud of his efforts.

The completed works and the design concept can be seen below:



Each circle will have a stainless steel insert that will go a rusty burnt orange in colour. This will depict and give the feel of the red earth of Western Australian land.



## Student Activities

Increased staffing, with a varied and broad skill set has allowed Port to expand its offerings in the way of on, and offsite activities and programs as well as the addition of several educational camps throughout 2017.

### Camps

- RYPEN (Rotary Youth Program of Enrichment) Leadership camp
- Man Camp - Nowannup
- Adventure camp, Dwellingup
- YPC Mums & Bubs Camp - Fairbridge
- Womens Wellbeing Camp – Point Walter
- Malaysia 2017 Excursion



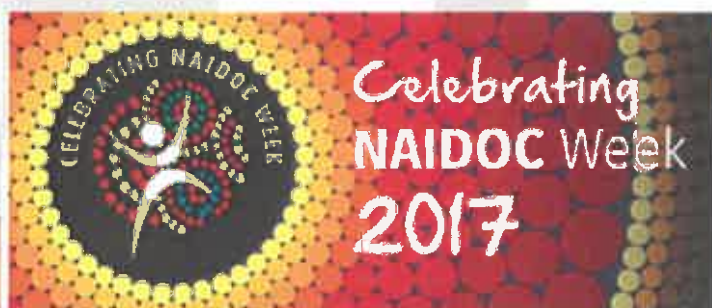
## Offsite Activities

- Pony Club
- Leeuwin Sailing Expeditions
- Art Exhibition
- Trivia night
- Friday Night Flag Rugby
- Phil Hughes Cricket Tribute Match
- Lyrik Awards – Calum Earnshaw & Hayley O'Neill



## Onsite Activities, Events & Incursions

- Right Track
- Naidoc Week Celebrations
- Try a Trade
- Beauty Course



## Port School Incorporated - Registered Training Organisation

Port School is now a Registered Training Organisation (RTO). This allows us to deliver nationally recognised courses. Currently we offer ten courses: seven of our own and three others delivered through license. This allows us to offer great opportunities to our students, as we are able to write our delivery materials and programs to best suit our cohort.

Our placement officer Steph Daniell is busy organising work experience, traineeships and placements for not only the courses we deliver ourselves, but also at other training organisations that deliver qualifications other than our own. Port school has a significant and growing employer community that provides many opportunities within and beyond the qualifications offered. When appropriate, we look to employ students on traineeships ourselves.

During 2017, Port's RTO has gone through two "addition to scope" audits and one re-registration audit. These are thorough and, typically, we are measured against all aspects of RTO compliance. Although we had some minor non compliances initially, these were rectified within a few days and full compliance granted. This was a great fillip to Port as it demonstrated that our systems, processes and overall compliance are healthy, in what is a complex and regulated sector.

Port School is in a very comfortable position, with our qualifications and systems in place. 2018 will see us consolidate on 2017's achievements with the aim to not necessarily add any other qualifications to our scope but rather build upon what we have. Certainly, with courses developed specifically for Care school students, we have developed an enviable and valuable commodity. Below are the courses on offer at Port School. The numbers in brackets at the end of each course are the total enrollees for 2017.

Course Offered	Enrolled in 2017
Certificate I General Education for Adults	60
Certificate II General Education for Adults	26
Certificate III General Education for Adults (Auspice arrangement with Communicare)	5
Certificate II Community Services	10
Certificate III Community Services	1
Certificate II Furniture Making	5
Certificate II Visual Arts (Enrolling 2018)	0
Certificate II Hospitality	6
Certificate I Leadership. (Auspice arrangement with South Metro Tafe, enrolling 2018)	0
Certificate II Sports Coaching (Auspice arrangement with YMCA)	7

## **Certificates in General Education for Adults**

We offer these courses at levels I, II and III. Essentially, they are Literacy and Numeracy courses aimed at those that may have struggled with, or had, limited/disrupted mainstream schooling. These are self-paced courses with one-on-one support available. These courses are at the heart of Port School's core subject delivery and have been written specifically for our cohort, the different levels enable students to enter at a point that suits their ability and as they progress through the certificates they will set themselves up for either further study or working life beyond Year 12.

### **Certificate II Furniture**

This is an introductory course that covers everything necessary to commence work in the timber manufacturing industry: OHS, communication, use of hand and power tools and the construction of various types of furniture. Whilst this is a "furniture" course, the skills apply to the construction and manufacturing industries in general, with most of the subjects being transferrable. This is a great course for those who like working with their hands and see their future in the trades.

### **Certificate II Sports Coaching**

This is designed for those who like sports. The course covers the design, set up and delivery of a range of sports and is a great introductory course for those wanting to coach teams and even get into the gym and fitness industries.



***Training Accreditation Council***  
**WESTERN AUSTRALIA**



**NATIONALLY RECOGNISED  
TRAINING**

### **Certificate II Hospitality**

This course provides a range of training for both "front" and "back" of house, covering not only food preparation and cooking, but also reception and waitperson duties. Port School provides morning tea and lunches for students every day and three days a week we have a two-course, sit down meal. Like most courses at Port School, this has been written specifically with our cohort in mind. A number of our students have progressed into part-time work whilst still at school, with a number more looking at careers in this industry, once they leave Port School.

## Certificate II Visual Art

Art is a popular subject at Port School helping students develop their creative skills as well as providing therapeutic benefits. This course presents the fundamentals in 2 and 3 dimensional work and is a great grounding in aesthetics. Completion can provide pathways into a range of creative arts vocations such as graphic design, photography and printing.

## Community Services

Port offers Community Services courses at Certificate levels II and III and are intended for those who are interested in youth work, child care, elderly care and the many other care and support roles within a community. Delivery is very much self-paced and is also generic, allowing students to refine their direction and interests as the course progresses. This "Industry" is a growing part of the workforce, with demand for a variety of roles always quite strong, thus providing many career opportunities.

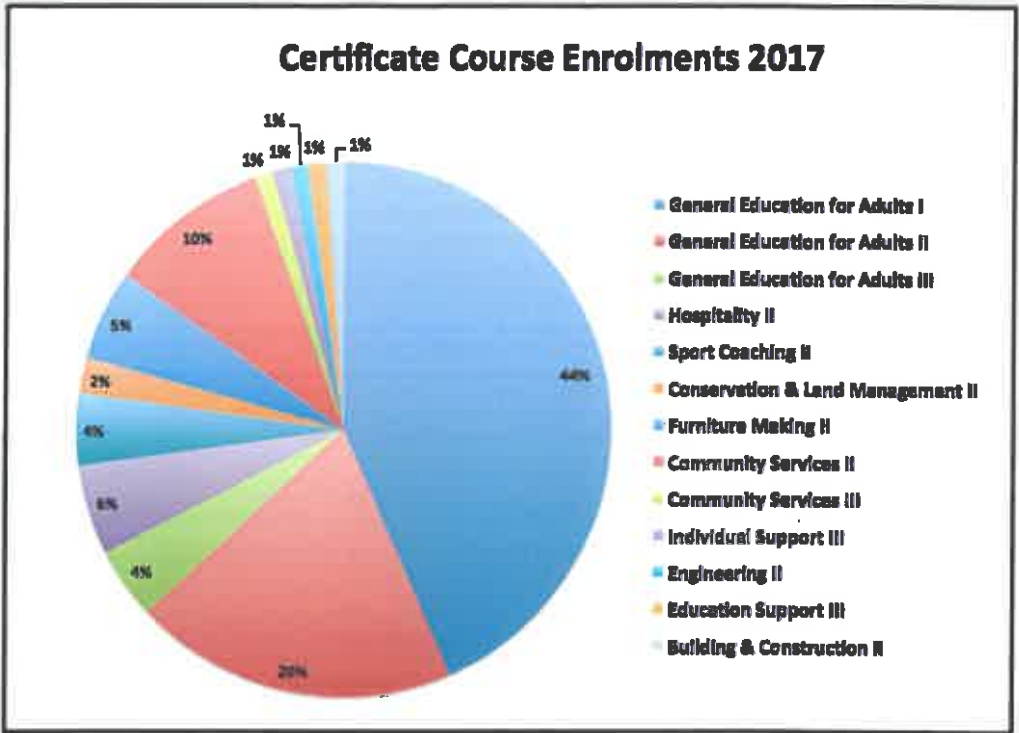
## Certificate I Leadership

For those who have been disengaged with school, or have simply missed a lot of schooling, this is also a course to assist students to get back into school life. It provides basic Literacy and Numeracy subjects, as well as being framed around a practical group project, through which students learn to work and communicate with each other, as well as other valuable employability skills. This course includes a unit on Cultural studies and, whilst not exclusive, it is well suited to Indigenous students. This offering is a great point at which to gently re-engage with school and all that Port has to offer.

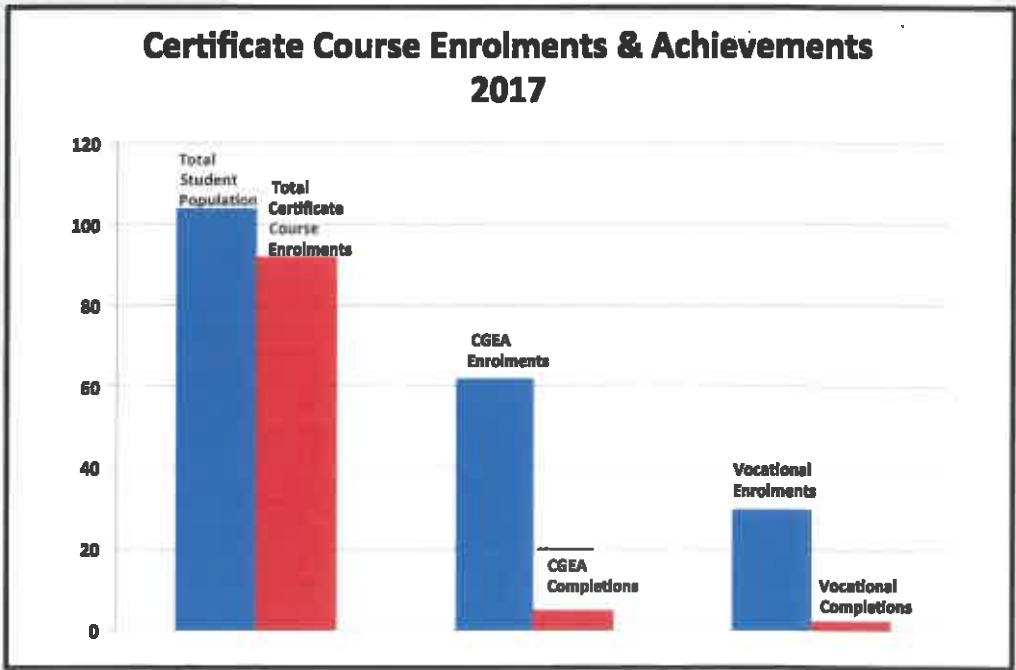


# Certificate Course Enrolments & Achievements

The breakdown of students on certificate courses can be clearly seen below, with many of the population undertaking CGEA courses. Community Services has been very popular with our young mums and school cohort.



What is pleasing to see is the large percentage of enrolments this year. One would like to assume the completions statistics of both CGEA and Vocational Certifications will significantly change and show a very different figure in 2018 and 2019 as students successfully complete and finish their work over an agreed period of time. This is dependent on the student learner and the speed at which they undertake their work, but could be completed in 12, 18 or 24 months.



## Employment Coordinator

The role of Employment Co-ordinator, like many other areas has certainly developed during 2017 and has become an integral part of what we offer our students, especially when they are transitioning and moving on to the world of education, training or employment outside Port. This has now become a 3 day per week position with four sessions being the delivery of a Certificate In Community Services course.

Twenty-three students have been engaged in the various transition programs, including school based traineeships, work experience placements, 'try a trade' opportunities and external agency qualifications. Some students have opted for, and experienced, more than one area.

<b>Work Experience Placements (10)</b>	
Male	6
Female	4
School Year Breakdown	1xYR9, 5xYR10, 1xYR11, 1xYR12, 2xYR13
<b>Successful Outcomes (7)</b>	
Male	5
Female	2
School Year Breakdown	1xYR9, 3xYR10, 1xYR11, 1xYR13
One student secured a paid position on completion	
<b>Try A Trade (8)</b>	
Male	5
Female	3
School Year Breakdown	4xYR9, 3xYR10, 1xYR12
6 students successfully completed	
<b>External Agency Qualifications (2)</b>	
Male	1
Female	1
School Year Breakdown	1xYR10, 1xYR13
1 student successfully completed	
<b>Employer Community</b>	
There are 29 Active members of the employer community with 15 currently active	

School-based traineeships have been a useful addition and opportunity for our students. Eight young people participated in 2017. Interestingly, we have had five students in Yr 13, two in Yr 12 and one Yr 10 engaged in this option. Four students certified for employment at end of 2017, all were offered employment placements, 3 of these students accepted these offers.

## **Employment Co-ordinator Activities**

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### **Onsite activities with student contact includes:**

- Work readiness sessions including creation of targeted resumes and cover letters, inductions and expectations, awareness of social media branding.
- Workplace documentation management including: tax file number applications, Working With Children Check applications, tax declarations, Identity documents, bank accounts, timesheet submission, payslip interpretation, workplace log book completion and the practicalities including transport arrangements, food and breaks, methods of contact have all been

### **Onsite activities without student contact:**

- Parent/ Employer/ Stakeholder liaison
- Compliance and regulations checks and adherence
- Administrative requirements

### **Offsite activities with student contact:**

- Career Expos
- Try A Trade attendance
- Inductions/ Orientations
- Volunteering

### **Offsite activities without student contact:**

- Employer visits
- RTO visits
- Key stakeholder meets
- Training events

### **Best Practice – Focus Areas for 2018**

- Increased total student participation and increased time allocation of 1 additional day.
- Increased breadth of transitional program offerings for students.
- Partnership engagement with Disability Agency to assist in provision of pathways and supported work placements for students with disabilities
- The establishment of regular 'touchpoint' - school periods 1 to 4 on Mondays. Dedicated space and teacher supported to include the following:
- supporting SBT students to complete required training evidence for qualifications external to Port RTO (currently anticipated to be Tourism, Auto, Engineering, Individual Support, Early Childhood Education, Pharmacy Assistant)
- Supporting Work Experience students to complete workplace task log book entries.
- Troubleshooting workplace issues.

## Young Parent Centre

The Young Parent Centre has had a successful this year, with numerous positive outcomes. These include the completion of the Circle of Security course with students, Certificates I and II in General Education for Adults that can be seen listed on the following page and myriad agencies and networks coming on board with in-kind services.

This year numbers swelled in the Young Parent Centre and we have been operating at capacity. We have had to introduce a waiting list, due to the number of enquiries and enrolments. There have been many new additions to the ELC, with several young mums having babies, mainly towards the end of the year.

With this increase in enrolments and enquiries, Deputy Principal Mike Gilbert and YPC Manager Michelle Forsyth have started planning the potential for expansion of the YPC. The YPC has essentially become a “victim of its own success” and, at times, the rooms have been deemed too small to handle all the students and staff, as well as support agencies. In November, the board was approached with a proposal to possibly expand the centre in the near future. In 2018, there will be a formal consideration and further discussions that look into the feasibility of that. This will include obtaining funding and quotes to put forward to the Principal and Board members. It is envisaged that with approval and preferably a capital works funding grant, that the YPC could be expanded by the end of 2019, ready for the commencement of 2020.



It has been great to see the young mums involved in their studies and undertaking parenting courses. This year has seen a more mature attitude and dedicated commitment by every student. All students have completed an Individual Education Plan and SMART goals to support them achieve both academic and personal outcomes post Port School. These will continue to be regularly updated throughout 2018.

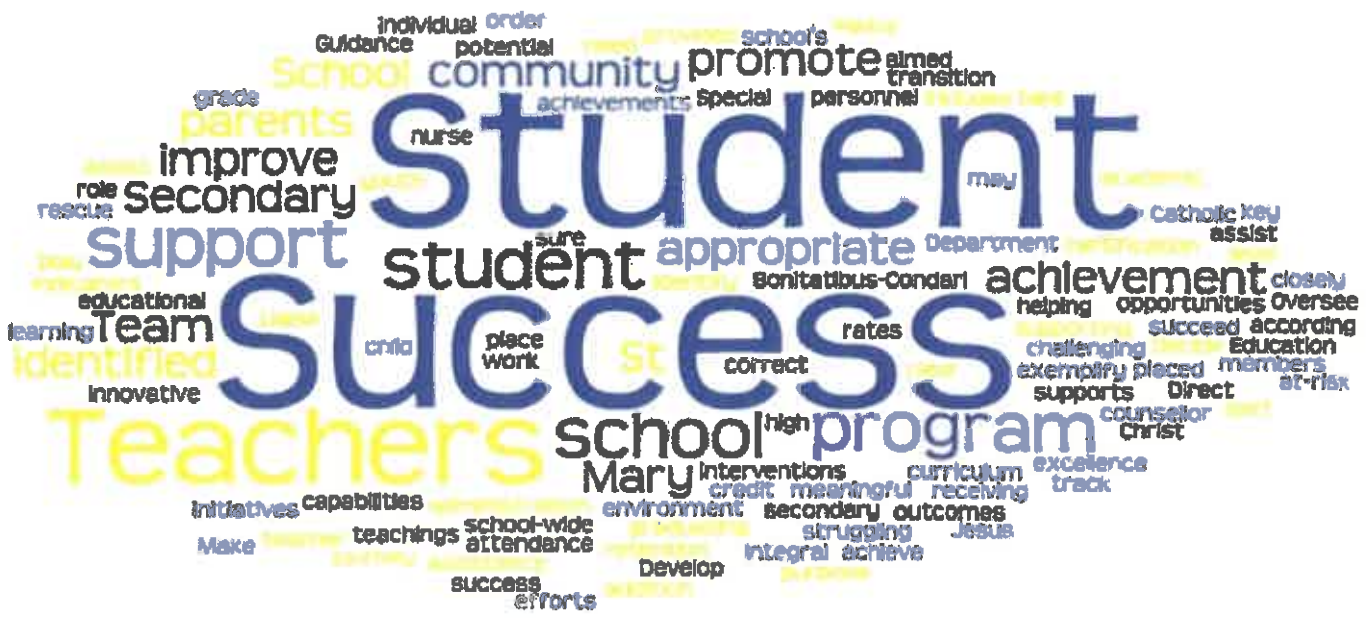
The greatest highlight we have had this year was attending the YPC/ELC camp at Fairbridge. This 3-day camp was a first of its kind for both mums and their babies proving very successful for the mums, babies and staff. Many activities and challenges were undertaken such as canoeing, high rope, yoga and an amazing race challenge. All activities had an underlying focus around, skills, leadership, team building as well as on positive parenting.

We are looking forward to another successful year in 2018 and working with our various agencies and support networks.

<b>Young Parent Centre Academic &amp; Organisational Success during 2017</b>	
<b>STUDENT</b>	<b>SUCCESS</b>
<b>Year 12 Students</b>	<p>Five students completed CGEA II</p> <p>Five students enrolled in CGEA III</p>
<b>Year 12 Student</b>	<p>Completed CGEA II</p> <p>Attained a school-based traineeship with ACTIV.</p> <p>Completing a CERT III in Disability Services both onsite and offsite</p>
<b>Year 12 Student</b>	<p>Attained a school-based traineeship in Construction Cert II</p>
<b>YPC Enrolments</b>	<p>26 Students were enrolled throughout 2017. Three students had another child, though all over 18 years with same partners</p>
<b>ELC Babies</b>	<p>26 babies were enrolled in the ELC throughout 2017</p>
<b>Volunteers in the YPC</b>	<p>Maria Quaggan – Service Manager from Visy (every Tuesday) offering business training and mentoring support</p> <p>Cathy Hoen – Best Beginnings (Mondays, in-kind service). Support with parenting issues</p>
<b>Volunteers in the YPC</b>	<p>Hayley Smith – Education Assistant providing support and provision of parenting resources</p>
<b>Services Provided</b>	<p>Donna Colston – provided baby infant massage, antenatal support and parenting support (paid service)</p> <p>St Pats – housing support and social work (in-kind service)</p> <p>St John of God Murdoch - social work in-kind service (M.O.U. in place)</p>
<b>YPC/ELC Camp</b>	<p>12 mums and babies went on a camp in November to Fairbridge for 3 days. Very successful and planning to make an annual event</p>

**Young Parent Centre  
Academic & Organisational Success during 2017**

STUDENT	SUCCESS
Malaysia Excursion	One student from the YPC went to Malaysia. Student contributed towards the art project with Tim and Dionne
Drivers Licence	2 Students passed their Probationary Licences (P plates)  2 students passed their L's, 2 students completed their Keys for Life course.
Funding Grants	2 grants applied for in 2017 <ul style="list-style-type: none"> <li>• Child Care Community Fund Grant – applied for two grants under this. One for Sustainability and one for Community</li> <li>• Women in Education Grant – applied for \$10,000. \$5000 for food, nutrition and healthy eating and \$5000 for health and wealth being activities</li> </ul>



### **Young Parent Centre - Student Support**

Twenty-six female students were enrolled throughout 2017, their ages ranging 14 to 21 years. The Young Parent Centre welcomed seven new babies. Three of these young mums had a second child to the same partner in 2017.

With a focus on engagement and educational outcomes a main part of the ladies' goals and Individual Education, the Young Parent Centre also offered a range of support services to enhance emotional and social wellbeing. The aim was to give the students the tools they needed to manage struggles and also to strengthen their relationships during adversity. Counselling was offered to assist with a wide variety of issues including:

- Self-confidence
- Self-esteem
- Managing anger
- Depression
- Sexuality and intimacy
- Relationship issues and breakdowns
- Grief and loss
- Family dynamics and conflict
- Family and domestic violence
- Being a new parent
- Interventions

Most of the interventions were based on crisis response. Relationship issues and breakdowns were identified as the key indicator, followed by health issues and family circumstances. Domestic violence in their intimate relationships also played a key role. Some of the mental health treatments and therapies that were offered to the students are listed below:

### **Counselling**

Counselling is a 'talking therapy'. Students talk about their situation, but counsellors refrain from offering advice. Instead, through empowerment and support the student makes their own decisions and find their own solutions. Counselling is a one-on-one therapy.

### **Providing assistance in attending health check-ups**

Port school has an agreement for medical health check-ups with a local GP, Dr Linda Muntz, at the Ellen Health Centre. Some mental health conditions can be treated with medication such as anti-depressants. Dr Muntz would usually combine the medication with other therapy and support to help the student and therefore it is a joint collaboration.

### **Other Therapies**

There's clear evidence that practicing mindfulness can have positive effects on other mental health issues.

## Young Parent Centre - Student Achievements

### Young Parent Centre Success

The YPC continues to go from strength to strength with ever increasing numbers, students undertaking Cert work and a variety of on and offsite activities. More information can be read about the YPC later in this document, special mention is made regarding two students' achievements.



**Rachel Warbrick** achieved her academic and personal goal of completing her Community Services Certificate III and Child Care Services Certificate III at Port School. Rachel gained entry into Murdoch University's On Track University Enabling course. The course ran over 14 weeks and allowed Rachel to enroll into a Bachelor of Nursing in semester 2. Rachel's ambition is to become a Midwife, having had two little babies of her own, Bethany and Connor, all while completing her studies. Rachel is to be commended on achieving her success, attributable to her rigorous study timetable and advanced planning. Rachel was also awarded the Leadership Award last year at Port due to the qualities she displays at school and for being a great role model to her peers. Well done Rachel and best of luck in your career pathway !!!

**Lizelle Maritz** is to be congratulated on completing both her Cert III and Diploma in Early Childhood and Education. Lizelle enrolled externally in her course and utilised the support of the teams in the Young Parent Centre (YPC), the Early Learning Centre (ELC) and Port School to complete her qualifications.

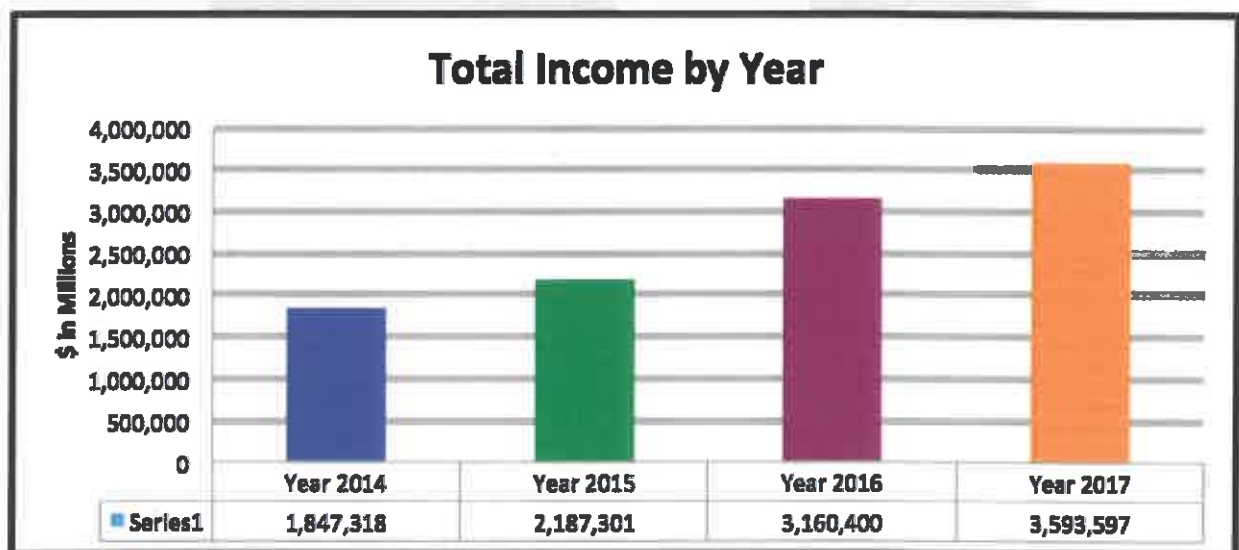


Lizelle is to be commended on the dedication and commitment she has shown to complete not just one, but two qualifications, while continuing to support her child. Lizelle has also gained some work experience in the ELC, along with completing her designated work placement hours in another child care centre. Lizelle left Port School mid 2017 to pursue her dream of working with children in an Early Learning Centre. Good luck in your future Lizelle and we hope to hear of the amazing things you achieve!!!

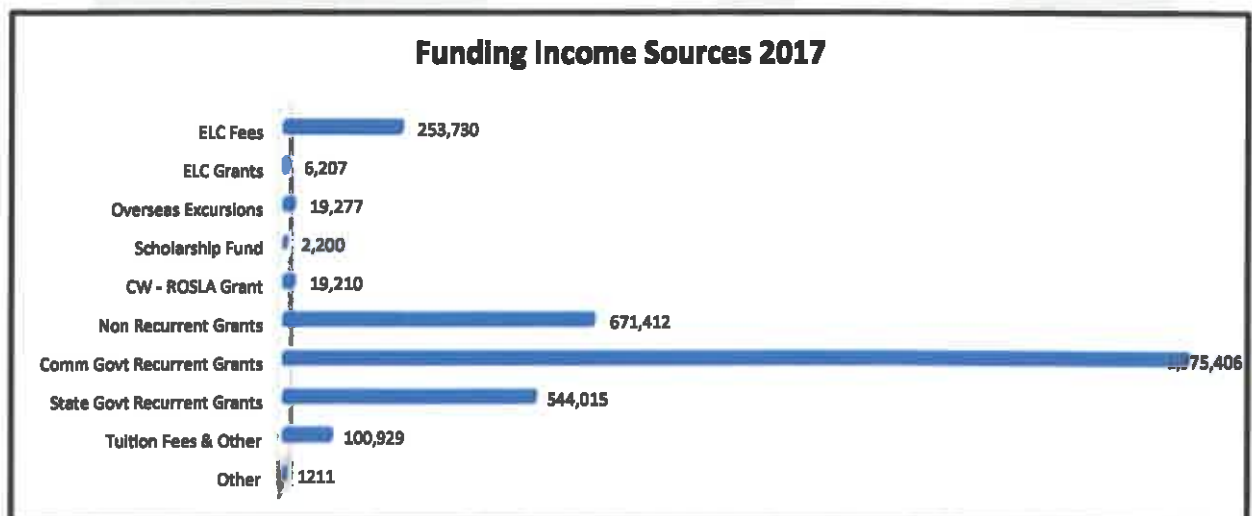
## Funding Information and Statistics

Total income during the 2017 period has seen an increase of 14% on the previous year. Some of the attributing factors are perceived to be as follows:

- The school has seen a 20% increase in student numbers, which in turn increases the Commonwealth and State per capita income.
- Additionally there was an increase in the school's state special education funding and students with disabilities loading. The Principal and student support team at Port have been diligent in ensuring the appropriate funding is accessed for the students that need it most.
- The YPC and ELC have seen increased numbers which in turn bring in additional revenue



Port has a strong focus on expenditure where it is needed most, facilities have been improved, mental health programs and counseling/ psychology staffing increased and an outreach provision for those needing extra offsite services.



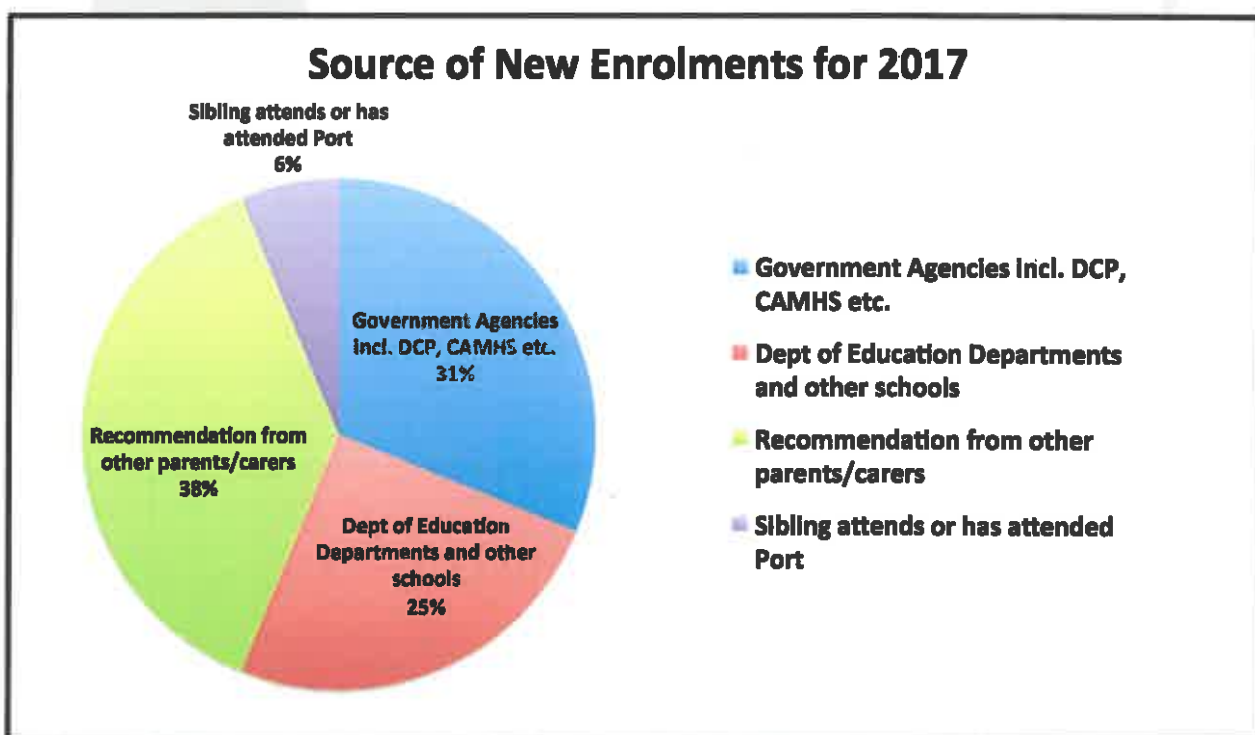
## Student Body Statistics - Referral Information & New Enrolment

Port's administrative team has continued to improve on data collection that profiles and allows for analysis of the student body enrolments and referral. This type of statistic, assists the school's management, supports funding and grant applications and allows for more quantitative analysis. It also enables the senior management to review where the school is at and how the dynamic is formulated. Referral continues to come from a variety of sources, including:

- Schools – Principals, Deputies, year Heads
- Department of Child Protection/ Safe Places – Case Managers & Team leaders
- Parents/ Carers and Guardians
- Department of Education – Participation Officers

### *Others include:*

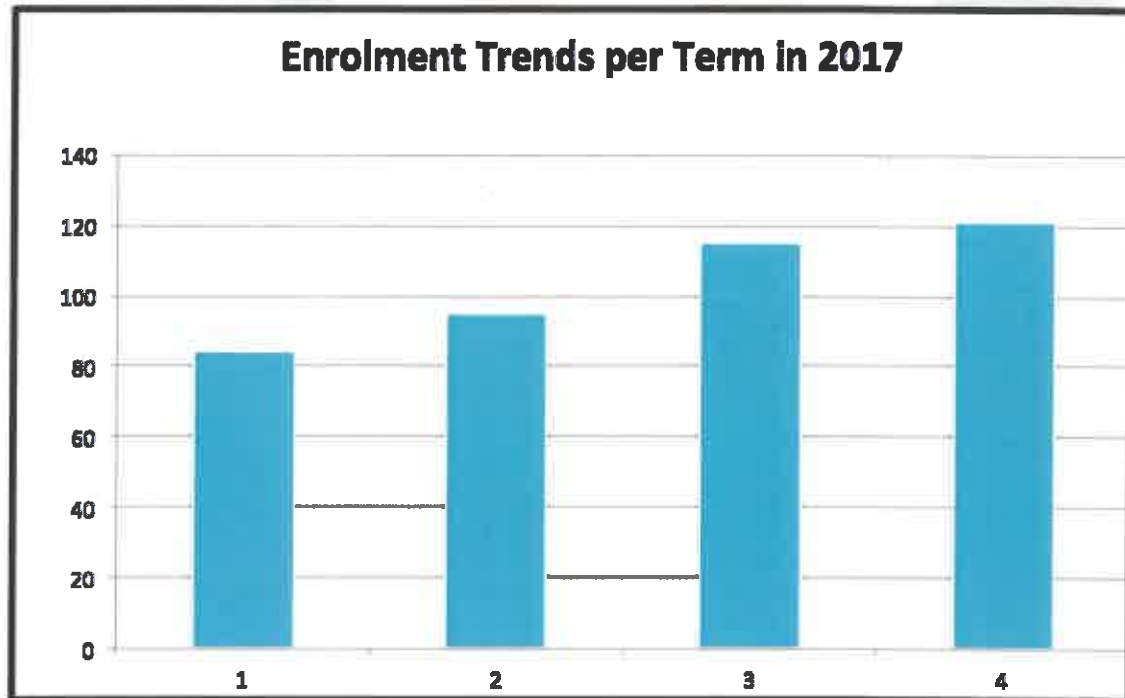
- Police & Juvenile Justice Teams
- Chaplains
- Youth Workers
- Social Services & Mental Health Teams



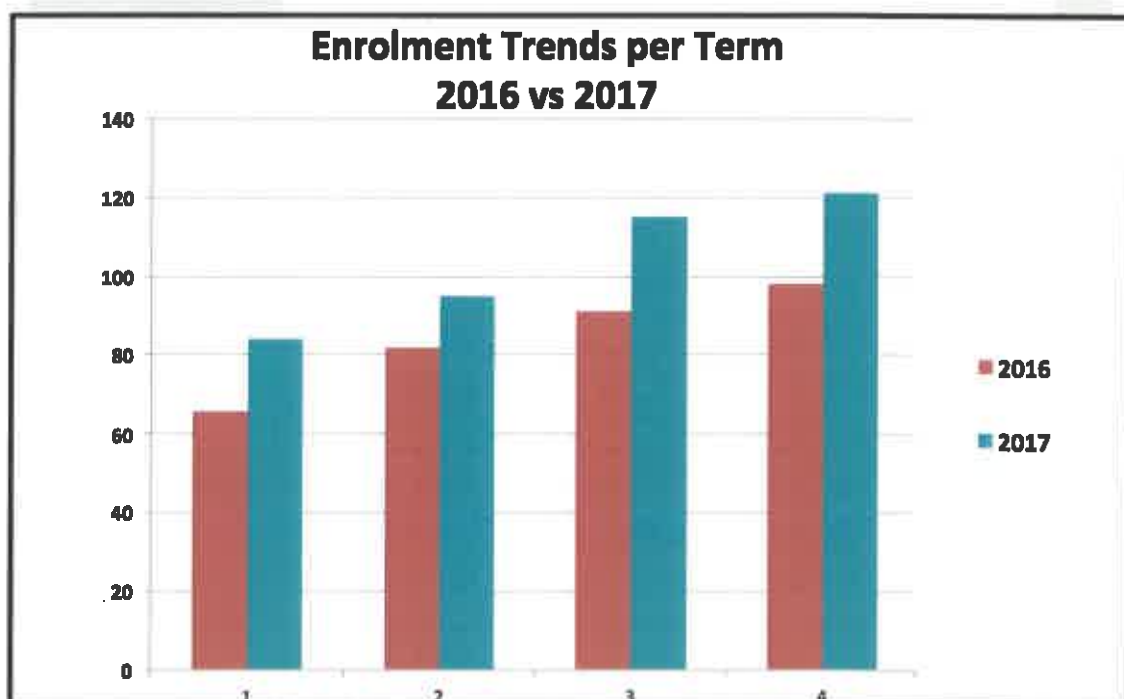
In 2017, referrals have been relatively constant with parent/carer referrals remaining virtually unchanged. Schools & Department of Education referrals have dropped by approximately 17% since last year. However, there has been a major spike of over 25% in those from child protection & mental health services. One would certainly argue that Port's targeted work through its internal student support counseling and psychology team would have had an impact on that. The professional working relationship Port staff have with these agencies has become best practice in its own right.

## Student Body Statistics – Enrolment

Student numbers at Port continue to surprise us all with the all time high record set in 2016 being topped once again. Totals across all business areas reached the highest Port has ever attained. With multiple partner agencies, good solid relationships with parents, and many business area offerings, the school has experienced an increase of around 22% in student numbers from a variety of referring areas.

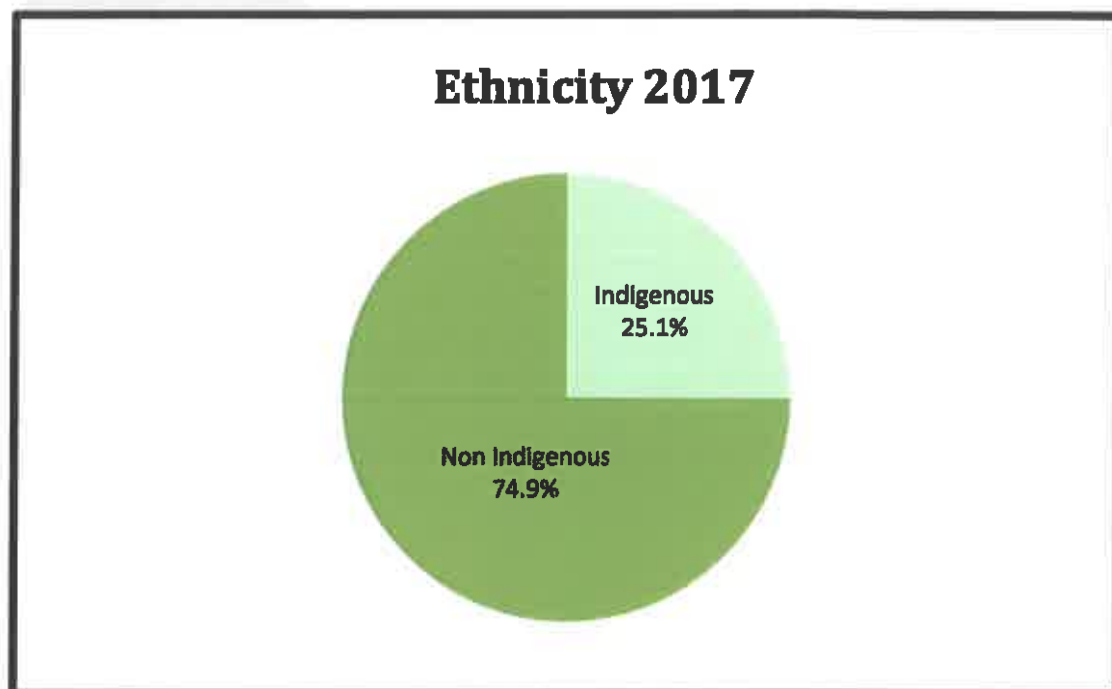


The comparisons between 2016/ 2017 show a steady increase throughout the whole of the school year. This correlates back to the increase in referral stats on the previous page.

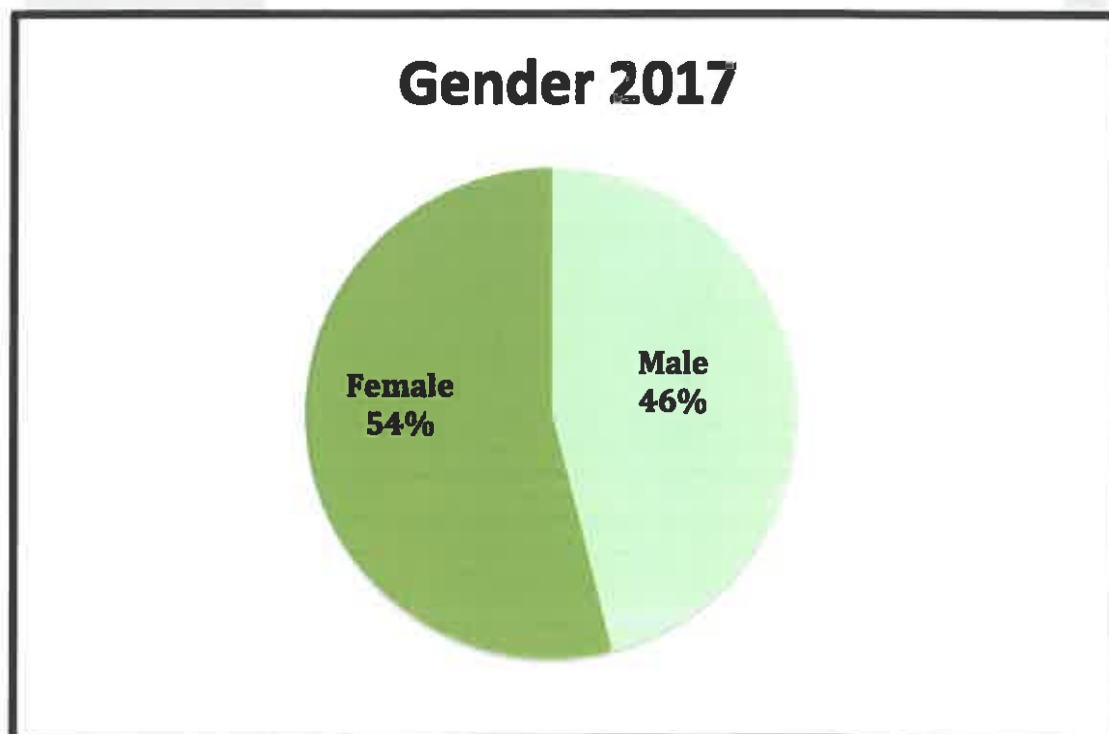


## Student Body Statistics – Ethnicity & Gender

Ethnicity numbers changed slightly in 2017 with an increase of almost 2% of our indigenous student cohort throughout the year.

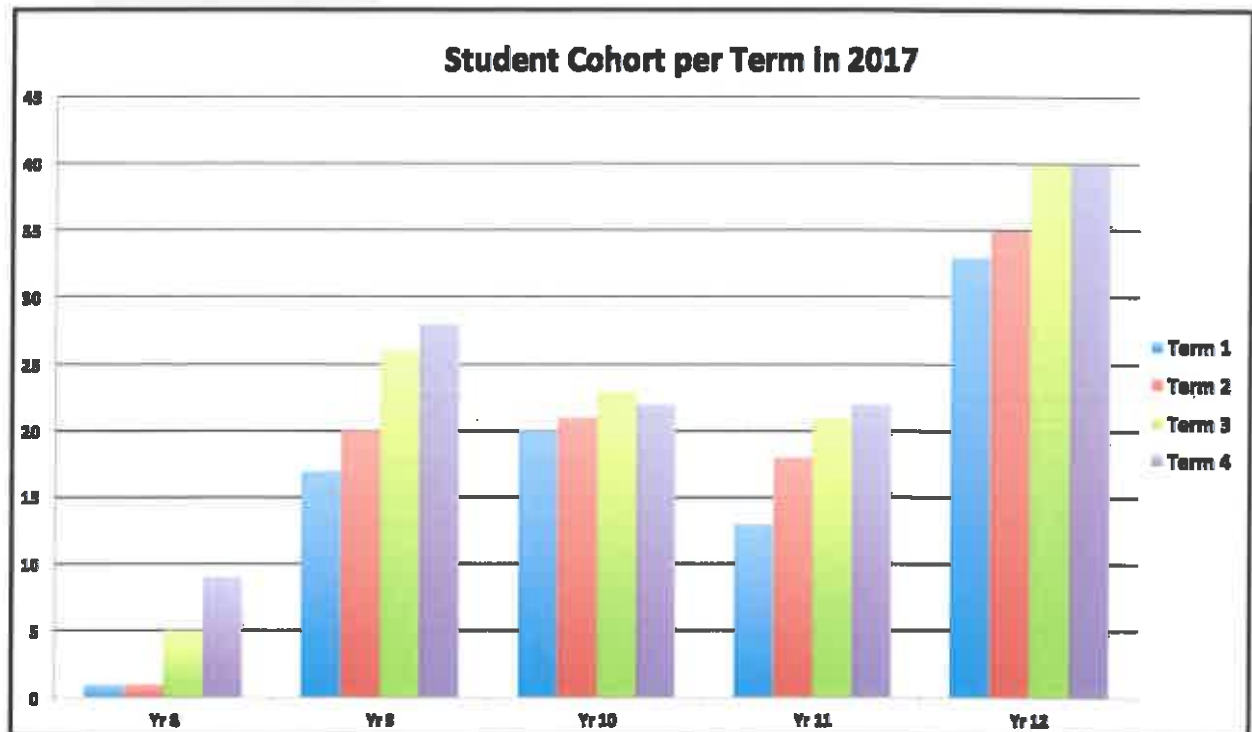


The gender statistics have seen a 4% swing from the higher male student numbers of 2016 to a 54% female majority in 2017.

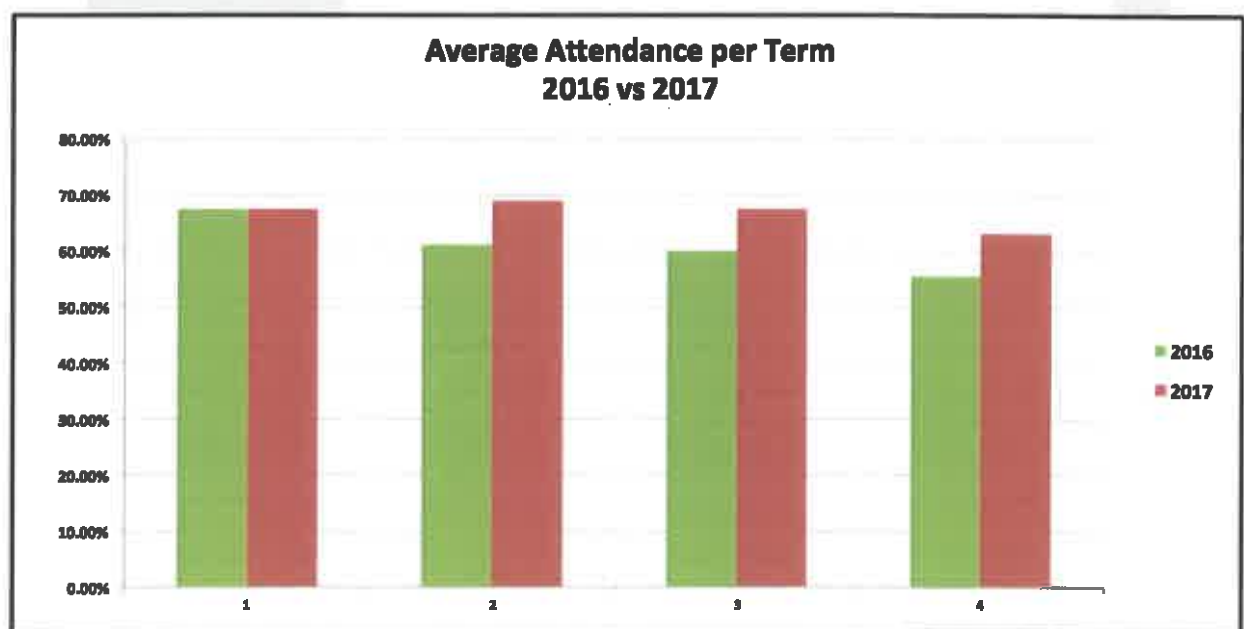


## Student Body Statistics – Student Cohort per Term/ Average Attendance

Numbers in most of the year groups have increased throughout 2017, with the exception of Year 8's. Once again, year 12's has seen the largest increase throughout all terms.



The figures in the table below present the overall average attendance of Port students. Term 1 has proven to be very similar, with an increase in all other terms. Throughout 2017, there was a targeted approach to parents, carers and families through the IEP process, attendance being a priority focus of the Principal and school.



## Outreach

Port School's Outreach Program aims to create a bridge that helps connect the students back into the school and a learning environment. Our main focus is to support students, academically, socially and emotionally through the Outreach Program. The role of the Outreach Team is wide and varied; it supports students to access health and medical assistance, when the parent is absent or unable to support their child. The team liaises with parents and carers when students are in the care of child protection agencies. It brings the classroom and peers to the home, when a student cannot come to school and it provides the means for students to attend sport and recreational facilities and helps students join local sports teams. Port Outreach is the helping hand, supporting students to make contact and maintain healthy relationships within their community.

The logo for the Port Outreach Program (POP) features the letters 'POP' in a large, bold, red font with a thick white outline. The letters are slightly rounded and have a playful, hand-drawn appearance.

### Port Outreach Program

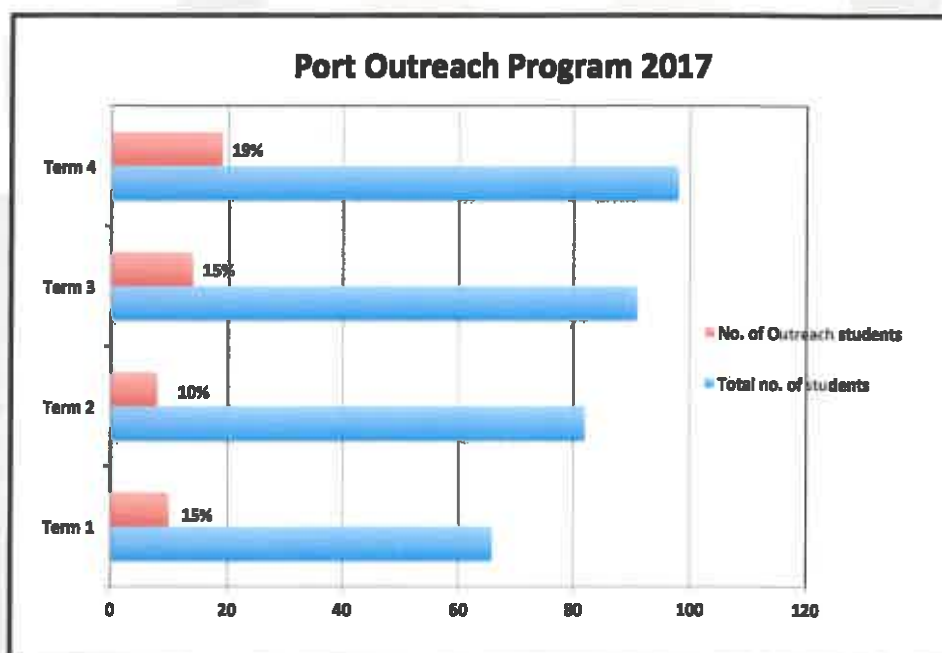
In 2017, the Port Outreach Program (POP) has undergone significant expansion due to increasing demands of students struggling to attend school. There is now one full time staff member and four part-time staff working over the school week. The POP team also supports students who attend school regularly and who need to access appointments related to their health and wellbeing.



Our program also aims to help improve social, emotional and physical wellness and if necessary we can link the student with the appropriate professional/agency. Our team of staff works together in providing alternative and flexible options for the student. The program offers one-

on-one support both externally and at school, providing academic programs suitable to the individual. Our team of outreach workers, aim for success by valuing these principles:

- One on One support
- Community based activities
- Addressing social and emotional well being
- Nurturing students' strengths
- Encouraging resilience
- Setting individual and achievable goals
- Alternative timetables



The POP team is a multi-disciplinary team who come from a background in Youth Work, Education and Counseling. The team works collaboratively with an extensive network of external agencies to coordinate and support students' access to the services they need. When these needs are met students have a greater potential to engage and be school ready. Some of the interagency support include

- Health, Accommodation, Legal advice
- Recreational activities
- Centrelink and Department of Communities
- Financial management and budgeting, creating bank accounts
- Supporting students to attain their driver's license
- Establishing identity for passports
- Attending interagency support meetings
- Mental health agencies, Vocational support
- Indigenous liaison



The challenges for the POP program are often related to accessing alternative accommodation and independent living allowances particularly for students under the age of sixteen. In an ideal world, students would be expected to live with their parents until they are at least eighteen but years of age unfortunately this isn't always the case.

There is a top-heavy service provision for students over sixteen. However, students who are under sixteen have very limited choices for alternative accommodation outside the family home. This presents a whole new set of social and emotional challenges for young people and it is difficult to engage a young person in education when their basic needs are not being met. The POP endeavours to address and, where possible, source appropriate external agencies to assist students with accommodation and financial support.

**"I CAN SEE THINGS MORE  
CLEARLY NOW HAVING  
HAD THE OPPORTUNITY TO  
TALK THINGS THROUGH"**  
- YOUNG PERSON

**" I WAS  
FEELING STUCK  
AND ANXIOUS ABOUT  
THE FUTURE.  
I NOW FEEL  
STRONGER AND  
ABLE TO MAKE  
MY OWN  
DECISIONS."**  
- YOUNG PERSON

This approach ideally works with small groups or one-on-one support, when needed. Each student commences the year with a goal-setting exercise. A plan is developed to meet their individual educational, vocational, social and emotional needs. The goal-setting process signposts the direction the students need to focus on and defines the outreach staff's role and how they can best support the student, reach their goals. Goal-setting is reviewed biannually and provides an opportunity for parents, carers and students to reflect on their achievements and develop strategies to achieve their goals. Last year three students moved from POP to Port fulltime and three moved into vocational programs.

The focus for the POP program in 2018 will be to consolidate the new team and streamline operational and procedural practices. The POP aims to support students maximize their access to education in a variety of different educational contexts, with the long-term goal to re-engage students in fulltime education.

**Jane, Raf, Dennis, Tristan & Yiannis**



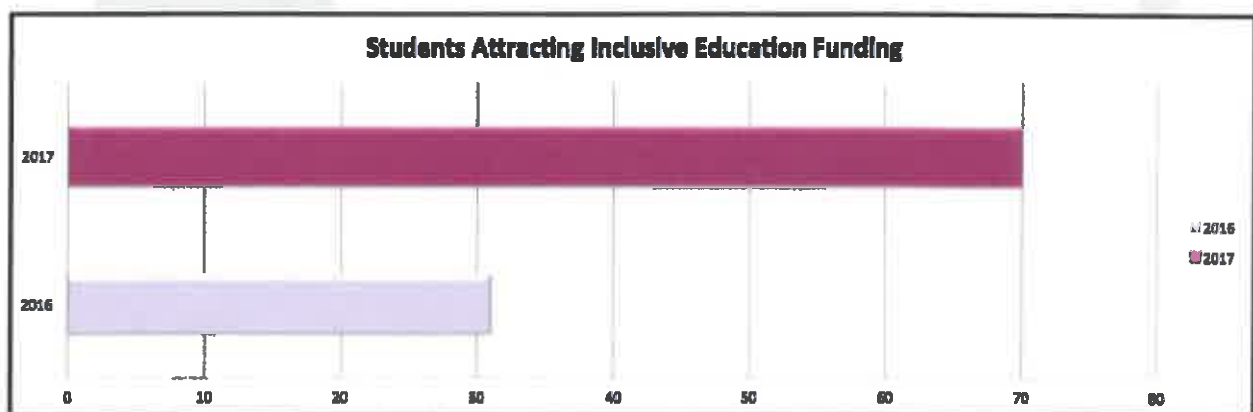
## Student Body Statistics –Disabilities / Inclusive Education

In 2017 Port School continued to have a strong focus on student mental health and actively supported individuals who presented with a variety of disabilities. Some of these included:

- Post Traumatic Stress Disorder
- Autism Spectrum Disorder
- Intellectual Disability
- Attention Deficit Hyperactivity Disorder
- Oppositional and Conduct Disorders
- Anxiety Disorder
- Mood disorders
- Foetal Alcohol Syndrome

Port School has been increasingly recognised by outside agencies as a premier institution for the management of adolescent mental health needs. Port works in a variety of ways to support and cater for the educational needs of individuals or smaller groups of students with identified needs. High ratios of specialist staff utilise the following professional documentation:

- Individual Education Plans
- Individual Behaviour Plans
- Individual Transition Plans
- Risk Management Plans



In 2017 Port School provided support to 70 students with diagnosis, making them eligible to access inclusive education funding. The exponential increase in number compared to 2016 is without doubt due to increased staffing and the intensive support from the mental health team, along with a more focused and targeted approach to student wellbeing.

***Meeting the needs of students at educational risk is a whole-school responsibility. When all relevant key stakeholders are included in the planning processes for students at risk, optimal learning outcomes are more likely to be achieved. Partnerships formed between home and school should ensure that learning is supported in both contexts***  
***Department of Education – Students at Educational Risk Policy, v2.2 – Effective 3<sup>rd</sup> November 2016***

## Student Academic Levels and Statistics

In 2017 Port School has been delivering the Certificates in General Education for Adults I, II & III (CGEA). These are designed to improve the literacy, numeracy and general education skills of young adults. This curriculum is designed to create educational and vocational pathways for students outside of the mainstream setting.

It is also a means of supporting students leaving school and entering the workplace. A CGEA is a viable alternative track toward tertiary studies and employment. As a rule we offer it to students 14 years old and over, while our lower school academic programs are designed to support and facilitate students as they navigate their way through a literacy and numeracy focused curriculum.

The lower school programs also serve as the foundation in preparing our younger students for CGEA studies. 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.

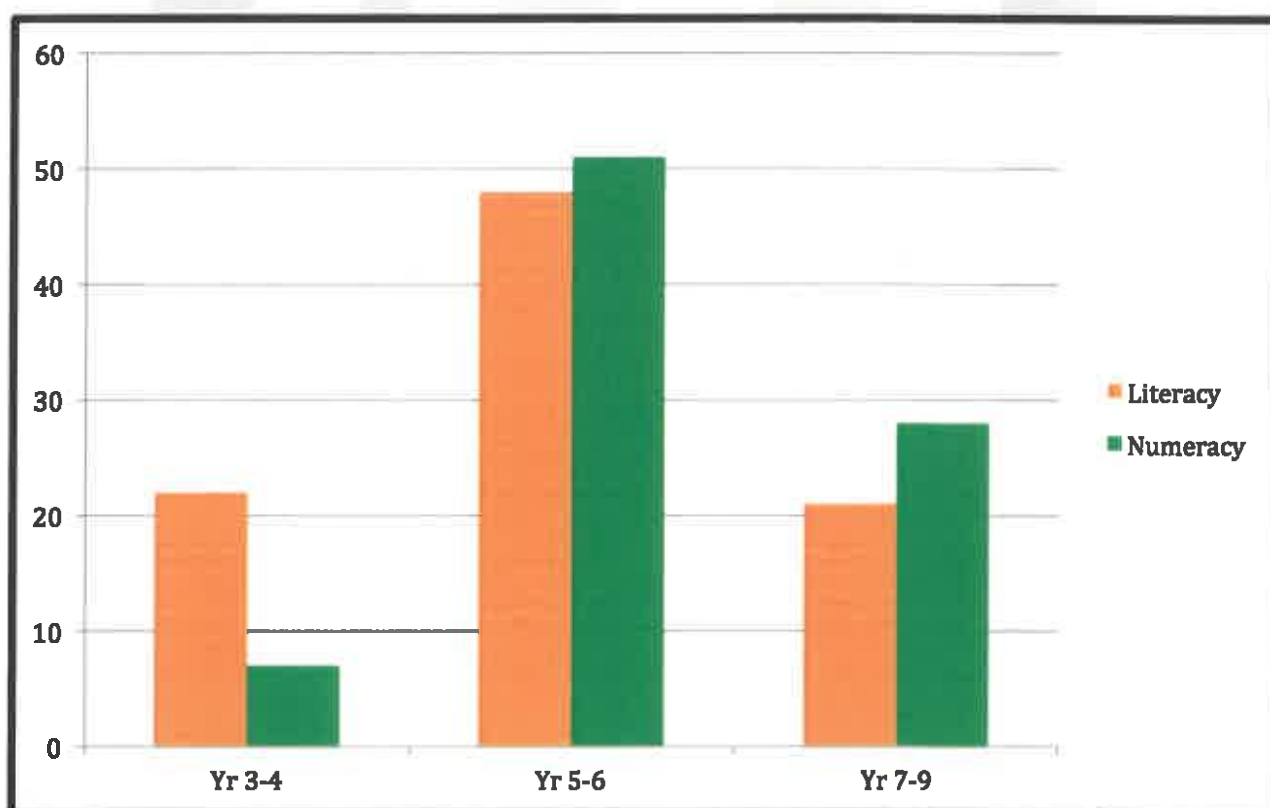


## Naplan

NAPLAN is offered to the Port School Year 9 cohort. However, students are not usually pointed towards obtaining a Western Australia Certificate of Education (WACE), nor a Western Australian Statement of Student Achievement (WASSA). It is therefore the usual practice for students to be formally withdrawn from the assessment by his or her guardian. Furthermore, as the Port School student cohort does not partake in the NAPLAN, students are not obliged to sit the Online Literacy and Numeracy Assessment (OLNA).

## Student Academic Levels

At Port we employ the ACER Compass testing, a computer based assessment of core reading and numeracy skills, specifically designed for disengaged and educationally marginalised young people and adults. Compass is aligned to the Australian Core Skills Framework (ACSF), the common national reference point for describing performance in the core skill areas. The assessment uses question prompts and selected response to actively engage the student with disrupted exposure to formal education, testing and assessment.



The graph shows where Port students sit on the Australian Core Skills Framework (primary to middle school) in Literacy and Numeracy.

These tests are conducted upon enrolment and recur at 6 monthly intervals. While the test assists Port in assigning students to the appropriate learning group it also serves to inform learning plans for individuals, target specific areas of weakness and build upon recognised strengths. When the re-testing occurs, results can also monitor improvements over time and show the effectiveness of intervention strategies.

# Literacy and Numeracy

## **Student Scholarship & Awards**

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**Striving for Excellence - Georgia Bleach —\$500 – sponsored by Dr Ann Hamblin (Board Member)**

The Striving for Excellence Scholarship is being awarded to a student who encompasses the four core values of Port School. They have shown growth, both personally and within subject areas; a sense of community demonstrated by volunteering their time to many school events; understanding and acceptance of diversity within Port School; and empowerment within themselves and through encouragement of others. This student is respectful to staff and peers at all times and is an exceptional role model for younger students. They strive for excellence in all they do, with great effort and determination.

**Health & Wellbeing - Eva Earls - \$500 – Sponsored by Penrhos College's Student Leadership Team**

The health & wellbeing award is for academic application and diligence but also for starting to apply healthy lifestyle principles to her own life and showing understanding of the curriculum in action. Eva is an outstanding student who shows great personal and academic potential.

**Excellence in Art - Eva Earls - \$500 – Sponsored by Port School**

The 2017 Visual Arts scholarship is presented to a student who has true talent, and a unique artistic voice. Someone who expresses passion through every medium she chooses to work with. This student has shown real commitment to the art making process all year at Port. She is a quiet and thoughtful worker, who has a fantastic routine when she comes to class each lesson. She shows maturity and confidence in every project she undertakes and explores her ideas with skill, always paying great attention to detail. She is a student that is quite capable and self-reliant in class but is not afraid to ask for direction and technical help if she needs it. The Art room seems to be a place of solace for her and art making a meditative experience. She is a beautiful and creative soul and the school is thrilled to award this to Eva.

**Workshop - Joachim Carrier - \$500 - Sponsored By Port School**

Joachim has performed consistently well throughout the year, when working with practical things he has shown commitment and initiative. He shows great potential and we look forward to seeing him develop and start pursuing the trade opportunities that will come his way. Well done Joachim, maybe this scholarship can be the start of your toolkit!

**Literacy & Numeracy Award - Sebastian Crowley - \$250 - sponsored by Dr Ann Hamblin (Board member)**

This scholarship is not limited to academic achievement it is awarded also for a student's ability to overcome his or her roadblocks when it comes to literacy. A desire to better themselves in reading, writing and language skills is also very important. Dedication, determination and the strength to push himself with a commitment to learn are also key attributes. Attendance is a

strong factor in deciding whom this scholarship is awarded to and this student has consistently showed up and given 100%.

The Numeracy & Literacy Scholarship is awarded to a student who attends classes regularly and puts in exceptional effort during those classes. His determination to master new skills is paramount, and he does not hesitate in asking for assistance to achieve this. He is aware of his own learning style and is able to adjust algorithms to best suit this. He rarely needs to be reminded to stay on task and comes to each class motivated to learn

**Certificate General Education for Adults (CGEA) - Oreon Davis –\$250 – sponsored By Port School**

The CGEA scholarship recipient has shown dedication, focus and the desire to improve academically. This student has also worked at an amazing pace showing tenacity even when faced with challenges; such as facing a task he really didn't enjoy or wish to do he dig deep and pushed himself. His level of intrinsic motivation is second to none!

**Team Sport - Dylan Smith - \$500 – Sponsored By Port School**

This student has shown a fantastic attitude in the team sport program this year. He has shown skill improvement in all of our activities, always gives his best and he demonstrates an attitude of excellence by never giving up.

**Mobile Classroom - Jase Isaacs - \$250 – Sponsored by Port school**

For his calm leadership amongst the group, for his reliability and enthusiasm, and for looking a bit like Chris Brown!!

**YPC - Commitment to Studies Award - Sharnie Kiely – \$250.00 voucher - sponsored by Dr Ann Hamblin (Board Member) - Presented by Hon Simone McGurk MLA**

Sharnie has received the award for commitment to her studies. She is to be commended for her dedication and enthusiasm towards achieving academic success and is to be congratulated for her attendance and diligence in the Young Parent Centre.

**YPC - Striving For Excellence - Keely Cotton - (Ipad – sponsored by Port) – Presented by Hon. Simone McGurk MLA**

Keely has received the award for excellence, as she displays strong academic ability in all aspects of our curriculum. She works independently and diligently and produces work to a high standard. Keely is a quite achiever and a delight to have in the class.

**Early Learning Centre Graduation - Xavier Larsen - \$250 towards kindergarten fees and a Kindy Readiness Pack – Sponsored & Presented by Adrian Grundy - Murdock Education**

**Early Learning Centre Graduation - Nevaeh-Bella Gordon - \$250 towards kindergarten fees and a Kindy Readiness Pack – Sponsored & Presented by Rachelle Tucker - Australian Childcare Alliance WA**

**Leeuwin Scholarships – Tom – Luke Roser, Michelle Stoddart & Branden Purcell**

This year we are lucky enough to be awarding three separate scholarships for the Leeuwin Ocean Adventure. Each of these scholarships is for a fully paid week-long voyage on the sail training ship the STS Leeuwin II. The voyage itself has the capacity to be a life changing experience and is sure to challenge all the recipients to their fullest. The voyages are all valued at over \$2000 and we are proud to be able to offer this opportunity to three of our students.

**Engagement Forum Scholarship- Luke Roser: voyage no.1802-Bunbury to Fremantle, Jan 2018**

This award is to recognise the positive impact Luke has had on the school community, and the positive impact the school has had on Luke. We are proud of where you have ended up at the end of this year. We want to thank you for your hard efforts on the amphitheatre this year, it's a space that will be used and enjoyed for decades to come, and you should be proud. We also want to congratulate you on your attainment of the school - based traineeship with Brad next year. Well done Luke, enjoy the voyage!!

**Young Adventurers Scholarships x 2- provided by Sande and Thurston Saulsman**

Awarded to Branden Purcell & Michelle Stoddart: Voyage dates in 2018 TBC. These awards have been generously donated and are being presented to two students who embody an adventurous spirit, and who we would like to encourage to continue to challenge themselves and push themselves beyond their comfort zones.

**Attendance Award**

Dylan Smith takes it out once again but only by a nose this year with 99.74% attendance - \$50 voucher sponsored by Josh Wilson – Federal Labor Member for Fremantle

**Excellence In Art - Visual Art special awards:**

**Commitment Award - Ashlyn Caddy –\$50.00 art voucher**

Dee would like to mention Ashlyn because of her determination and committed approach to art classes this year. Ashlyn is a young mum who has followed her love of art making (even though she has been breast feeding on demand)!!! She has displayed excellent skill in drawing and ceramics and it has been lovely having her integrating with the regular Port art students this year. Well done Ashlyn and we look forward to seeing you blossom artistically next year too.

**Most Improved Artist Award - Kimmy Wallam –\$50.00 art voucher**

Kimmy came into art classes when she re-joined us at Port, with quite a low opinion of her artistic abilities. She doubted every mark, brushstroke and decision at first! With

encouragement and support Kimmy is a changed person confident, self-directed and is now even reminding Dee of her words: “Never give up and believe in yourself,” Kimmy has huge potential in this subject and is starting to believe it herself now because of her successes this year.

**Certificate of Excellence in Visual Art** - Kristal Brebner, Hayley O'Neill, Zoe Evans, Michelle Stoddard, Jamison Laxton, Kirrily Hale, Chloe Polley, Luke Goncalves.

This award goes to some key students who have been consistently worked hard in Art class throughout the year or for the period of time they been enrolled at Port. They have developed technically over the course of 2017 and have shown a committed and thoughtful approach to their studies.

**Masterchef** - Georgia Bleach - \$50 Grill'd vouchers

For continued excellence in all aspects of the kitchen and cooking environment.

**Masterchef** - Joachim Carrier –\$50 Grill'd vouchers

For his ability to thrive under intense pressure, and lead from the front in our cooking classes

**Most Improved Student Award** - Michelle Stoddart and Seb Crowley- \$50 Dymocks vouchers

From total non-attendance at her last school, Michelle has come to Port and quickly established herself as a mature and hardworking student who is keen to better herself and improve herself however she can. She has set some goals and is determined to achieve them through perseverance and action

**YPC - Most Improved Student Award** - Emily Parker - \$50 - sponsored by Hon. Simone McGurk MLA

Emily is to be congratulated on the work she has been completing in the Young Parent Centre and her perseverance and commitment to all the work she produces. Emily is to a kind and cooperative student and a pleasure to have in the class.

**Citizenship Award** - Kristal Brebner - \$50 Dymocks voucher – sponsored By City of Cockburn

The citizenship award is presented to student whom demonstrates the following behaviours & characteristics:

- Participates in school activities
- Follows correct procedures
- Presents themselves well and displays good manners
- Dependable and reliable
- Active involvement in several school activities
- Demonstrates effective communication and follow through, consistent involvement, initiative, leadership and responsibility,

Kristal is respectful in class; works to help her peers, is a very dependable student whom frequently helps her classmates without being asked to do so. Kristal has also been very helpful to staff and when asked to do something she does so without hesitation.

Kristal has shown leadership and commitment in helping to organise and run the weekly parliament meetings. She has been very proactive in fundraising for this year's Malaysia school trip – giving up hours of her weekend time to attend every Bunnings Sausage Sizzle as well as happily picking up and bringing home those students that needed transport to and from the fundraisers. Kristal organised and ran various raffles – the Mothers' day, Fathers' day and Easter Raffles. Kristal has well and truly demonstrated the behaviours & characteristics of the citizenship award criteria.

**Workshop Excellence Award – Michelle Stoddart – \$50 Bunnings Voucher – sponsored by Port**  
Continued enthusiasm and good work

**Initiative Award - Tyson Laing - \$50 Dymocks voucher – sponsored by City of Cockburn**  
For persevering and being determined to improve school attendance and participation in the Port School Community

**Most Valued Player - Physical Education- Josh Bromham - \$50 sport voucher – sponsored by Port**  
This student has made a huge improvement in team sport this year. He has demonstrated good skills, he has improved both his attitude and effort throughout the year. This student has shown me that he is capable of anything when he decides to give his best and have fun. He is also the winner of Port's first ever Tennis Open.

#### **Malaysia Awards - Certificates, & Portfolios & Global Award**

Port students who undertook this year's annual excursion to Malaysia and donated to Klang Special School and Port Dickson New Life Care Home orphanage were:

Jami Laxton	Khan Barton	Sebastian Longden	Kirrilly Hale
Kristal Brebner	Kaisla Kanulainen	Jarrold Harrison	Kim Wallam
Georgia Bleach			

Students were instrumental in fundraising, taking out educational equipment, toys and games and sponsoring orphan students to attend the school there. Additionally they created an amazing sculpture that is now situated in Klang School grounds

#### **Certificate I & II CGEA- Qualification**

##### **Cert I CGEA**

Magnus Singleton Hooper	Jarrold Harrison	
Seb Longden	Oreon Davis	James Marsh

### **Cert II CGEA**

Keely Cotton

Kennedy Tolland

Sharnie Keily

Namena Bangura

Annika Sherry

### **Certificates of Recognition**

For certificates completed outside of the Port workplace by external providers and in conjunction with the school-based traineeship

### **Cert III – Individual Support**

Hayley O'Neill – currently working with ACTIV as a disabilities support worker

### **Cert II Furniture Making**

Magnus Singleton Hooper – completed at South Metro TAFE, Qualified and transitioned in workforce with Perry Ormsby Guitars

### **Cert II Building & Construction**

Cameron Lloyd – North Metro TAFE – successfully completed his qualification with Port Kembla Tiles

### **Certificate II School Based Traineeship in Engineering**

Calum Earnshaw - transitioning to a Cert III on a fulltime apprenticeship with Sheet Metal Fabrications

### **Certificate II – Conservation & Land Management**

Denzel Hayden



**Congratulations!**

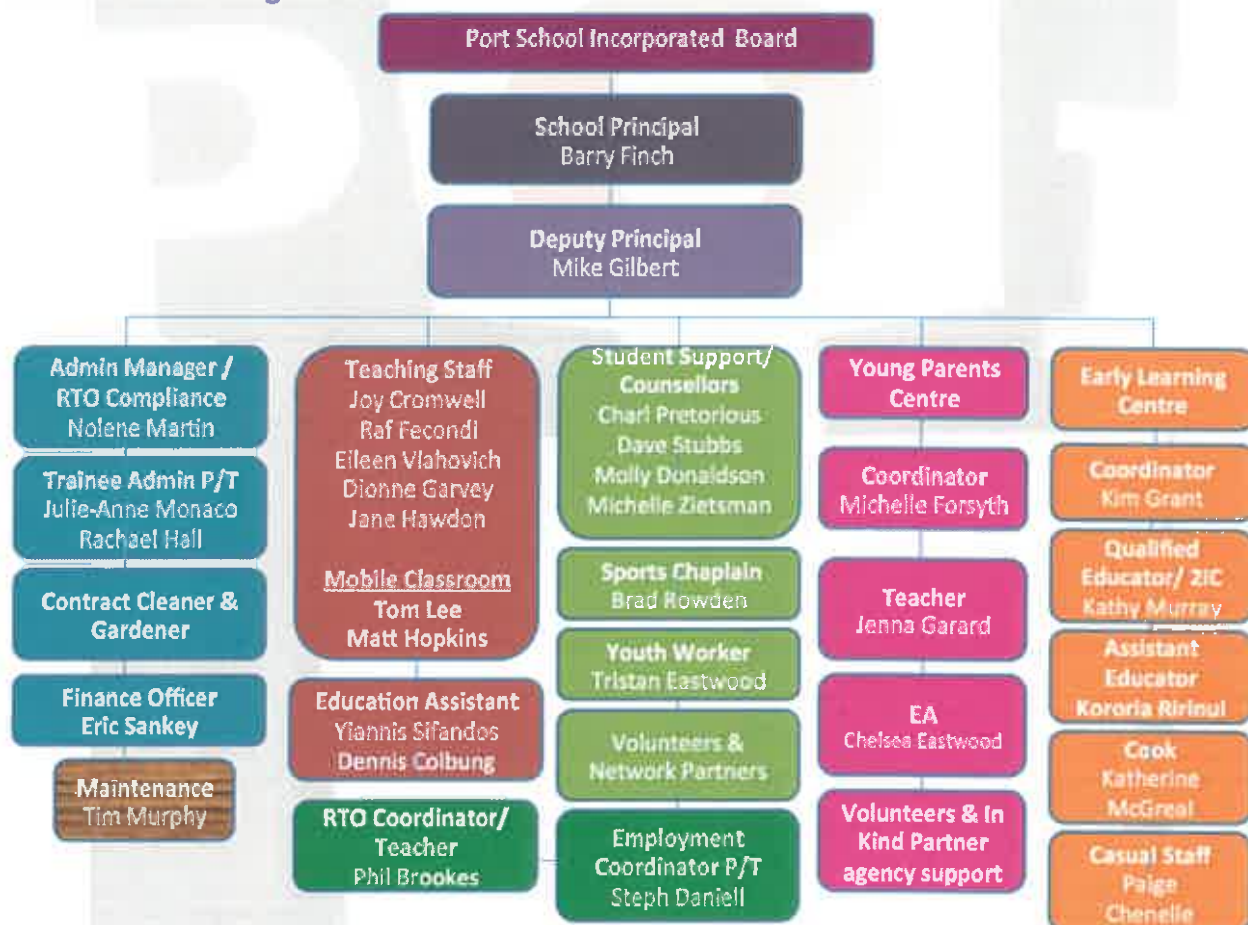
Tracking students' destinations at the end of Year 12 and their transition to further education, training or employment is a difficult task, often subjective and frequently changes. However, with the addition of the RTO, Port's Employment co-ordinator, work experience programs and the school-based traineeships, we are able to gain a far better indication of where our school leavers head. The information below is based on known data at the end of 2017 school year.



Port School Incorporated - Annual Report 2017

## Staffing and Organisational Structure

The staffing structure has evolved and grown this year with significant increase and changes to the staffing model and layout. Our model includes a fast-growing student services support team, the addition of an outreach co-ordinator and the much needed education assistants, youth workers and an indigenous education worker.



The school's staffing has doubled in the last 5 years and, as such, the senior management team is having to rethink what 2018 and beyond looks like, ensuring not only the end users ?? get the best service, but those existing additional staff are effectively managed, trained and are part of that change & growth.



## Workforce Composition

The following members of staff were employed or contracted in 2017. The team consists of a multi-culturally diverse range of staff from seven Nationalities:

Role	Numbers	Full Time	Part Time/ Casual	Changes in 2017
<b>School</b>				
Principal	1	1	N/A	No
Deputy Principal	1	1	N/A	No
Senior Teachers	3	3	N/A	No
Teachers	5	4	1	Yes
Trainer	1	N/A	1	Yes (New role - workshop)
Teacher Assistants	1	1	N/A	No
Psychologist	1	N/A	1	No
Counsellor	3	N/A	3	No
Sports Chaplain	1	1	N/A	No
Business Administration	3	1	2	No
Finance	1	N/A	1	No
<b>Mobile Classroom</b>				
Teachers	2	2	N/A	No
Youth Worker	1	1	N/A	No
<b>Young Parent Centre</b>				
Coordinator	1	1	N/A	No
Teacher	1	1	N/A	Yes – (new teacher)
Education Assistant	2	1	1	Yes (new full time E.A.)
<b>Early Learning Centre</b>				
Coordinator	1	1	N/A	Yes – new coordinator
Qualified Educator/ 2IC	1	1	N/A	No
Cook	N/A	1	1	No
Casual staff	4	N/A	4	No
<b>Maintenance &amp; Grounds</b>				
Maintenance	1	N/A	1	No
Grounds (contractor as required)	2	N/A	2	No
Cleaners	2	N/A	2	No
<b>Indigenous Employees</b>				
Youth Worker	1	1	N/A	No
<b>Nationalities</b>				
Different Nationalities Australian, New Zealand Welsh ,Irish South African Italian, British Canadian, American	9			

## 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.

The organisation's vibrancy continues to grow with nine different nationalities in the mix. The team at Port continues to bring a wealth of educational, trade, business, management, consulting and corporate experience to the table, from both the private and public sectors. They also have a wide and diverse array of additional qualifications, as well as life and travel experience. An additional benefit to Port students is that many of the team have international teaching or educational experience, all of which add value to Port's overall offerings.

## Staff Movement

Attrition has been minimal in 2017, which makes organisational change management for administration and students much easier. Port School students often struggle with a new dynamic, person, or the challenge of *'things not being the same.'* Continuity is certainly preferred by our cohort.

Some of the changes that have occurred during 2017 have included:

- The addition of a workshop certificate trainer, freeing up our current teacher to undertake RTO Management.
- A new teacher in the YPC has also been sought due to the existing one moving back to her old place of work.
- A new co-ordinator in the ELC was appointed. Our current co-ordinator retired from the childcare industry.
- Our Employment Co-ordinator has become registered as a teacher, hence an additional teacher on the floor for certificate and transition work
- Additional Education Assistant/ Youth Workers appointed

## Conditions of Service

In 2017 Port School maintained teachers' salaries in parity with the State School Teachers Award. Teachers salaries are reviewed annually to ensure that the level of pay remains competitive with their colleagues in the state school sector. Staff members are employed in accordance with conditions stated in the Port School contracts.

## Staff Professional Development

Throughout 2017, 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 members 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.



### All Staff

#### AISWA - All Care Schools Conference – Breakout sessions

- Using Positive Neurological Stimulus to Engage Students
- MindMatters
- HR & Good Student Outcomes
- Vicarious Trauma
- 'Young People at Risk': What information should we be presenting to them about alcohol and other drugs?
- Relational School
- Code of Conduct
- Teaching Aboriginal Students

#### AISWA - All Care Schools Conference – Care School Presentations

- Integrating Essential Life Skills through the Curriculum
- IEP's
- Big Picture Schools
- Waste Wise Program
- Transition Program
- Wellbeing Program
- Automotive in Care Schools
- Integrating Essential Life Skills

### **All Staff**

Provide Cardio Pulmonary Resuscitation refresher – Australian Centre for Advanced Studies  
Port School Incorporated Board & Staff - Strategic Planning sessions  
Navigating the Developing Mind – Impact of Trauma – Intervention & Support  
Vicarious Trauma and Drug & Alcohol - Kevin Fisher, SPOT

### **Administration**

CARE Schools Principals' Network Meetings

Advanced Attendance Administration Seminar - SEQTA

School Information Records System (SIRS) Seminar - School Curriculum & Standard Authority (SCSA)

### **Teaching**

ETAWA Literature Conference 2017 (1)

TAE40110 - Certificate IV In Training and Assessment (2)

### **General**

Aquatic Surf Life Rescue course (5)

### **ELC**

ACECQA - Child Care Subsidy Update Sessions

Qik Kids & CCMS Training

Earlyworks Training

Early Years Framework Training

CPR Refresher

Child Protection

Australian Childcare Association of WA - Early Years Conference

Family Connections Course – Goodstart (1 staff member)

Food Safety Training

### **YPC**

Mentalisation Based Treatment course (1 staff member)

Bachelor of Counselling, Edith Cowan University – (1 staff member)

SIDs and Kids Training – Red Nose Day Association (3- staff)

Follow Basic Food Safety Practices – Hospitality Institute of Australasia

## Registered Training Organisation

VET Coordinators Network Meeting

Validation & Moderation for all Certificates on scope

TAE40110 Address adult language literacy and numeracy skills (contributing to Training and Assessment Certification)

TAE40110 Certificate IV in Training and Assessment

HLTAID004 Providing emergency First Aid in an education and care setting

HLTCP211A First Aid - perform CPR

Understanding the VET System - Department of Training and Workforce



## Professional Memberships

Allied Health Professions Association (AHPA) (1 staff member)

English Teachers Association Western Australia (ETAWA) – 1 staff member

Sexology Association of Western Australia (SASWA) – Treasurer (1 staff member)

Australian Young Pregnant Parenting Network (AYPPN)

Treasurer of the Art Education Association of Western Australia (1 staff member)

Executive Committee member ArtEdWA (1 staff member)

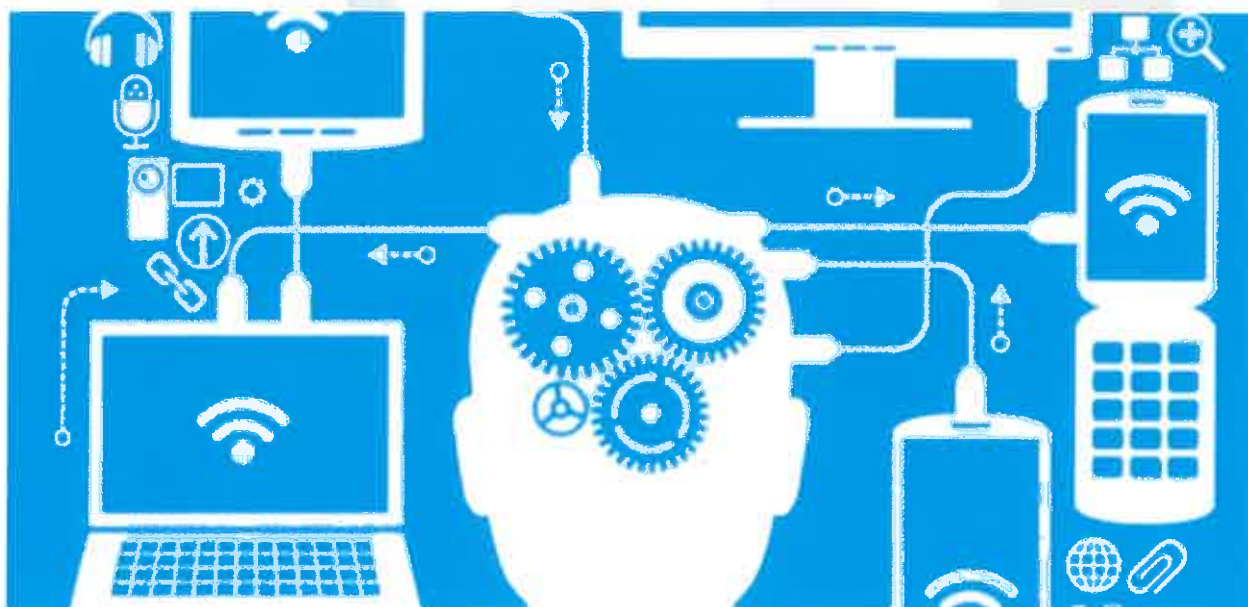
Honorary Member Klang Apex Club (1 staff member)

Apex Australia (1 staff member)

Board Member Makybe Primary School (1 staff member)

## ICT Development & Communications

Port School's increase in students and staffing has meant both infrastructure and information technology have had to be reviewed. Port has continued to engage a provider for its Information technology and Communications systems throughout 2017. With security and governance a priority the external provider has ensured we have streamlined business and IT protocols across all equipment and technological devices.



With the new administrative block planned for 2018, the school is currently planning to move the network infrastructure cabinet and photocopier to a newly Identified location. At the same time, new hard wiring and wireless outlets throughout the school will aim to provide far better NBN internet coverage to all areas of the school.

**Coming Soon...**  
**Our Redesigned Website**

An inordinate amount of work has continued on the development of a new school website, which continues to be a project in its own right. It is envisaged that the website will go live in 2018 at the same time as the board releasing the strategic intent statement for 2018 – 2020. The school has also been proactive in celebrating student success, achievements and advertising of any events or activities through Facebook, website and newsletters.



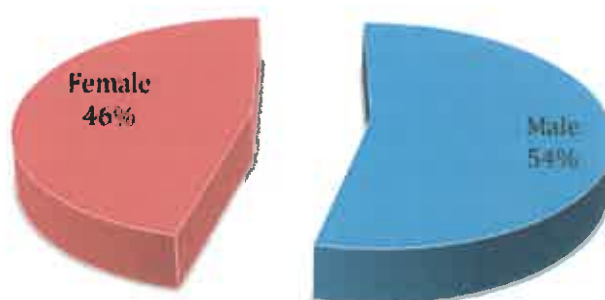
## **Pastoral Care & Student Support**

Port's pastoral care and student support services have expanded exponentially in 2017, based on an identified need for students and their families. Port has invested heavily in providing a seamless support service that now has 4 Staff, including psychologists and counselors. This provision is in addition to the pastoral care role of teachers and that of the ever-increasing outreach team.

# Student Services

All students are allocated pastoral care (PC) teachers and a case liaison person, 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.

### **Students Engaging in Student Services Activities 2017**



Many of Port's students are presenting with an array of complex personal and family issues, with many having been formally diagnosed prior to coming to Port. The current team is highly skilled and has reputable links with external support agencies as well. Students that have not achieved in a mainstream setting are having success through Port's supportive non-judgmental

approach to its students' education. The school Staff has certainly gone above and beyond the realms of what a stereotypical educational service looks like and now really does offer a wrap-around with its stakeholders and partner agencies. During 2017, 65 students accessed this service in the school alone. The diagram above breaks that down into male/ female ratios.



### **Providing Therapeutic Interventions**

Therapeutic interventions for those young people that have accessed the services and staff have included some of the following:

- Therapeutic support
- Risk assessments
- Assessment for referral
- Facilitation of referral to external clinical services
- Client advocacy
- Family therapy and support
- Critical incident de-escalation and debriefing
- Psychosocial and practical support
- Consultation and case conference representation
- Assertive outreach support for students unable to attend campus

## Buildings, Grounds and Vehicles

Port School is fortunate to have extremely well equipped classrooms and workshop. The school has area-specific rooms for Mathematics, English, Health & Wellbeing, Art, Physical Education, Home Economics and Technology and Enterprise. The school also has its own fully accredited childcare facilities in the Early Learning Centre and a Young Parent Centre, which essentially offers extended satellite classroom space for young mums. The school also operates a mobile classroom where education can vary day to day wherever their program takes them.

The school now has five vehicles with the purchase of an additional 12-seater commuter minibus this year. These are available for all staff and the various departments.

- Mobile Classroom bus
- 12-seater transit bus
- 12-seater commuter minibus x 2
- 22-seater coaster bus
- Canoe Trailer & Six Canoes
- Cage Trailer

The school grounds have recently increased with the addition of the leased Main Roads Land. That acquisition has led to a nice very usable small oval for onsite sporting activities. In addition there is a small basketball court, new amphitheatre, nice grass and bushy 'chill out' area with several outdoor garden settings. The school also boasts its own wood fired pizza oven and an herb garden that was built by the students.

## Buildings & Grounds



The much-needed addition of a new administrative block and revamp of the existing office facilities will be a bonus for administration, counseling teams and all staff, once completed in 2018.

Lastly the school is currently planning new facilities on the leased land for late 2018/ 2019 that will include a bus garage, fitness centre and middle school classroom. With the addition of these proposed new facilities, the knock-on effect presents opportunities to expand the workshop, school maintenance area and additional storage spaces.

## Parent / Carer / Guardian Engagement

Some of the more traditional methods of surveys and consultation exercises have not been very successful in engaging parents. Port has had more success through its student/parent communication process and the pastoral care teachers associated with an individual. Open and honest, two-way communication is encouraged from point of enrolment, with a nominated staff member allocated to undertake IEP's that include input from parents/carers and students.



Port has had great success over the last two years engaging parents and the wider community through several events that have now become annual events. The attendance at these is always well over a 100 people and include the now established:

- Malaysia Fundraising Trivia Night – headed up by ours Maths Teacher, Eileen Vlahovich
- Malaysia Fundraising Art Exhibition – headed up by our Art teacher, Dionne Garvey
- End of Year Awards Presentations & Lunch

Port also aims to engage parents/carers/guardians throughout the year via the following:

**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 report 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 school administrators to advise and remind them of upcoming events and activities; reminders, for instance to '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 circulated to parents, carers and guardians and to the wider community. 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 of 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 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, on a term-by-term basis.

**Semester Reports** – These reports ensure that 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 proactively try to engage with parents, pointing out 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.

**Art Exhibition** – In 2017, Port hosted its second art exhibition as a fundraising event for Malaysia. Students, parents, guardians and carers were welcomed as well as Port School board members and stakeholder agencies who were invited to attend this prestigious inaugural event.



**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 Information

Port's board has seen minimal change in 2017 with only Vicky Barry stepping down due to personal circumstances. Thanks go to Vicky who brought a new dynamic to the board during her period of tenure.

The board continues to work closely with the Principal and Deputy around the ever-increasing staffing and new developments.

The Board meets monthly and has been actively 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:

Board of Governance		
Name	Area of Representation	Employment
Anne Gee	Chairperson	Independent Education Consultant / Past Principal
Craig Menner	Vice Chairperson	Private Investigator / Retired Police Officer
Barry Finch	Principal	Principal
Ann Hamblin	Community	Retired Research Doctor
Paul Tod	Business	CEO/ Local Business Owner
Jo Blackley	Community	Lawyer
Mike Gilbert	School Staff	Deputy Principal
Matt Hopkins	School Staff	Teacher
Leah Davidson	Business	Self Employed Business Owner
Deb Hathway	Partner Organisation	Lecturer -Challenger Institute
Catherine Earnshaw	Parent Representative	City of Cockburn Administration
Carmel Hackett	Parent Representative	Parent & Home Mum



**SCHOOL BOARD**

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

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Port School would like to acknowledge the following individuals and organisations for assisting throughout 2017. Their invaluable support of time, or in-kind services, offer our students a diverse range of assistance and opportunities.

### **Young Parent Centre**

Christy Mippy – St John of God – Social Outreach Worker

Sids for Kids – Red Nose Day – safe sleeping habits talks and training

VISY – Maria Quigglan, Service Manager – Mentoring & Business admin skills training

Connecting Communities – provide information services on local events and support

Better Beginnings - Willagee Library –Rhyme time stories

King Edward Memorial Adolescent Unit – Midwife offering pre and post-natal advice

Yangebup Family Centre – Facilities and family services support

### **School**

Education Minister Hon. Peter Collier MLC

Federal MP for Fremantle Josh Wilson

Senator Linda Reynolds

Peter Tinley MP

Simone McGurk MP

Dr. Ann Hamblin – student scholarship sponsorship

Penrhos College Student Leadership team – student scholarship donation

St Pats, Fremantle

Apex Camp Jurlen

Mindarie Rotary Club

Rotary District 9455 & RYPEN Committee

Port School Board Members

Port School Staff members



**ST. PATRICK'S**  
COMMUNITY SUPPORT CENTRE



**Rotary Club of Mindarie**



## RTO/ Vocational Education

Ormsby Guitars

Sheet Metal Fabricators

Port Kembla Tiles

The Children's Garden

Activ

Anthony Docherty Furniture

Supercheap Auto Spearwood

Rottnest Express

Dome

MotoMax

Fiona Stanley Hospital

Replants

MI WA Electrical

## Malaysia

Klang Apex Club & members

Royal Klang Club

Selangor Association of Mentally Handicapped including: Klang Special School & Wisma Harapan

Northern Ladies Craft Group

Port Dickson New Life Care Home

Gopeng Orang Asli Tribal Villagers

Karratha Apex Club

Dr. Ann Hamblin – Malaysia excursion student sponsorship

The Gilbert Family – Sponsor of orphan student at Klang Special School for 1 year

Rae Brebner – very supportive Nanna, fundraising selling cakes, pies and pasties

Ormsby  
GUITARS

activ  
a better life ...

portkemblatiles

MI WA  
ELECTRICAL

DOME  
WORLD'S FINEST COFFEES



ROTTNEST  
EXPRESS



replants.com



FIONA  
STANLEY  
hospital



Selangor & Federal Territory Association For The Mentally Handicapped (SFTMH)  
Loving The Mentally Handicapped Since 1968



Klang Special School

Mayor Logan Howlett – City of Cockburn

Bunnings Ocean Keys & Bibra Lake

John Jenkins & Michelle - Sponsor of orphan student at Klang Special School for 1 year

Mayor Tracey Roberts – City of Wanneroo



Art and Craft donations from:

Thelma Cluning, Camilla Loveridge, Patricia Cawthorne, Tammy Cuff, Anne Gee, Sarana Haeta, Paul Holland, Adrienne Owen-Turner, Carole Longden, Michelle Horrocks, The Robertson Family, Jane Hawdon, Freda Blakeaway, Ann Hamblin, Riverton Baptist Church Group, Frances Stone, Rebecca Dagnell, Miles Carpenter, Raymond Jones

Main Event Hire

Sebel Furniture – donation of 50 school chairs to Klang Special School

Malindo Airlines & their CEO and staff for all the support with our excess baggage and packages

John & Katrina Hopkins - \$500 donation

Magnus Singleton – Hooper – musician at art evening

All our sponsors and supporters



Furniture



Malindo air



ST JOHN OF GOD  
Social Outreach and  
Advocacy Services



FOR A BETTER WORLD



STRIVE FOR THE HIGHEST



## Additional Documents

The following documents are available online at the school's website [www.portschool.wa.edu.au](http://www.portschool.wa.edu.au) or from the school's main reception administrative team.

The Port School Incorporated Financial Audit 2017

The Port School Incorporated AGM minutes

Termly Newsletters

Annual Malaysia Newsletter

All Port School Incorporated Policies & Procedures



Port School Incorporated 2017 Annual Report  
Compiled By Mike Gilbert with statistics and graphs by Nolene Martin